



RESEARCH ARTICLE

Measuring Psychological Empowerment among University StudentsAbeer Haitham Hazem Al-Ghannam^{1*}, Prf. Dr. Dhikra Yousef Jamil Al-Taie²^{1,2} College of Basic Education, University of Mosul, Iraq.**ARTICLE INFO**

Received: May 27, 2024

Accepted: Jul 1, 2024

KeywordsMeasuring Psychological
Empowerment
University Students**ABSTRACT**

The current research aims to measure the level of psychological empowerment among university students, and to identify the significance of moral differences according to social gender (males - females). The research sample amounted to (800) male and female students from the colleges of the University of Mosul from both specializations (scientific - humanistic), and to achieve the goals of Research: The researcher built a measure of psychological empowerment, which consists of (40) items, and the data was processed statistically by using the statistical package. Appropriate statistical methods were used, including: t-test, Cronbach's alpha, and Pearson correlation

***Corresponding Author:**abeer.23bep97@student.uomosul.edu.iq**INTRODUCTION**

Prepare the topic of psychological empowerment is one of the relatively recent topics that is concerned with how to prepare individuals to carry out their responsibilities and face challenges automatically and without the need to wait for directions. And instructions, as well and a sample. Researching a very important category of society, which is the youth group, as they are the builders of the present and the active force in society that it depends on to develop its reality and achieve its future goals. (Al-Zaidi, 2018:47)

And he points out (Kosciulek, 2005) that psychological empowerment includes internal psychological aspects and social aspects, as the internal psychological aspects include a sense of competence, responsibility, control, participation, and orientation towards the future, while the social aspects include control of resources, skills in dealing with others, organizational skills, and the ability to understand the social environment. Empowerment is The psychological well-being of students is an important matter, so they need to rely on themselves and be independent in making their decisions and creating their future, so that they can enter into the arena of social life, adapt to responsibility, and deal with all kinds of pressures so that they do not negatively affect their outlook and attitudes towards life and the future. (Kosciulek, 2005: 44)

Psychological empowerment represents an important aspect in representing the student's personality normality. An important element in achieving harmony between the student and himself

and his environment is the student who has a high degree of empowerment and has the ability to agree and deal positively with the circumstances and pressures of reality. (Sultan, 683:2020)

The importance of the current study lies in its theoretical importance, as this study contributes to deepening scientific knowledge of the concept of psychological empowerment, as it is a source complementary. For series Scientific studies related to this concept. It is one of the few studies that address the relationship between psychological empowerment and coping. Heterosexuality in Our homeland is Iraq as well Conformity helps in understanding and accepting the customs and traditions of different societies With respect Than It helps in bringing the distances between people closer together and not separating them. The importance of the slide and the type that the study addressed is also considered one of the important slides. In Human societies, which is a category of university students. (Al-Ruwaili, 2018: 54)

AIMS & OBJECTIVES

Research Aims

The current research aims to identify:

Measuring psychological empowerment among university students.

Differences in the level of psychological empowerment among university students respectively. For gender variable (males - females)

Research limits

The current research is limited to a sample of Mosul University students enrolled in morning studies for the academic year (2023-2024) of both genders (males, females), specializations (scientific, humanities), and grades (second, fourth).

Definition of terms:

Psychological empowerment: Everyone knew him:-

Berry (2013, Perry): It is the individual's awareness that he possesses the knowledge, ability, and competence to be an effective member in his life and society. (2013: 23, Perry)

OLDIPO (2009, old: It is a process of liberation by enabling individuals to exercise their rights, helping them access resources, and actively participating in the process of community building and decision-making. (2009: 119, Olddipo).

Operational definition: It is the positive mental state of university students through which they feel important in their place of belonging, and this in turn will push them to exert their maximum self-effort, take responsibility, and use their abilities in order to perform tasks with high efficiency and effectiveness.

THEORETICAL BACKGROUND AND PREVIOUS STUDIES

The historical roots of psychological empowerment appeared in approximately the last quarter of the last century as one of the contemporary administrative concepts, which in turn gives great importance to the role of human resources in organizations. The idea of empowerment is based on directing senior management to grant confidence, authority, and freedom to act to individuals in the areas of their lives, and considering that this behavior generates... A feeling of importance, competence and responsibility, and this will create in individuals a feeling, self-motivation and a positive perception towards life in its various fields and psychological empowerment. (Al-Khalidi, 2017: 73)

The individual's liberation from restrictions, support for him, support and promotion of initiative and creativity is nothing but psychological empowerment. The individual who has the ability to make decisions and rely on himself regarding his issues is more capable of managing the situations of a difficult nature to which he is exposed without hesitation and loss of time, all of this. It makes psychological empowerment an integral component of the social and economic dimensions of life by possessing the ability to bring about change in others, whether an individual or a group..(Beggars, 2013:18)

Psychological empowerment is also a relatively modern concept, and its manifestations are evident in competence, self-efficacy, and the ability to perform tasks and make decisionsself, Influencing tasks, feeling their value and meaning, self-motivation, and overcoming feelings of frustration and despair. (Al-AmrsY, 2020:47)

Theories that explain psychological empowerment

Maslow's theory of needs: This theory is based on the humanistic, optimistic element, who is concerned with the psychological state of the individual, and whoever has certainty and confidence in his ability to control the affairs of his life and is in self-control over them, he is the first responsible, and he is the king of his choice. Maslow recognizes the reality of human motivations and needs, as he pointed out in his theory the importance of self-actualization as the first building block in an individual's identity that supports his sense of existence as an individual, and it is the first drive for self-empowerment. (Al-Wadi, 2012: 34) The individual has multiple needs. A person does not ask for just one need, but seeks to achieve other needs. These needs are formed in the form of a pyramid, the base of which is his natural needs. As for the need that stands at the highest rung of this ladder, it is the need to achieve self-fulfillment and desires. Subjectivity, and this is no less important than the rest of the desires, such as a person's need for self-confidence, his need for perfection, and independence (Ahmed et al. 2017: 278).

Cognitive behavioral theory: This theory revolves around self-efficacy, and this in turn is one of the main dimensions of psychological empowerment. This means that the individual believes that he has the ability to perform behavior that achieves desired results in a particular situation. Therefore, people with high self-efficacy believe that they are capable of controlling the surrounding environment, unlike... Those who lack self-efficacy are characterized by inability, pessimism, and lack of confidence to exercise control and control over their environment. (Al-Safouri And others(212:2021)

Previous studies

Al-Anazi's study (2021):

Psychological empowerment and its relationship to the quality of academic life among a sample of students at Imam Muhammad bin Saud UniversityIslamic)

This study aimed to identify the level of psychological empowerment and the level of quality of academic life and to reveal the relationship between them. The research sample consisted of (258) male and female students from Imam University. To achieve the goal of the research, a psychological empowerment scale was built, prepared by the researcher, and a quality of life scale was used. The Academy, prepared by Mustafa Bassiouni (2017), and the results of the research showed that there is a statistically significant relationship between psychological empowerment and the quality of academic life, with the exception of the relationship between self-determination and academic support, and between the goal and the total score of the quality of academic life, and between the total score of psychological empowerment, academic self-efficacy, and academic time management. It also became clear that there are no statistically significant differences between males and females

in psychological empowerment, and there are no statistically significant differences between males and females in the level of quality of academic life. The results also showed that there are no statistically significant differences between students of the first, third, fifth, and seventh levels in psychological empowerment. The quality of academic life, and the absence of statistically significant differences between scientific and theoretical specialization in psychological empowerment, except for the total degree of psychological empowerment, as there are differences in the total degree of psychological empowerment in favor of scientific specialization. (Al-Anazi, 2021)

RESEARCH METHODOLOGY

The researcher used the descriptive approach in the manner of correlational relationships appropriate to the nature of the current research, as in this regard, Mubarak defines the descriptive approach as that approach that is based on describing a phenomenon in order to reach the causes of this phenomenon and the factors that control it, and to extract results for generalization. This is done according to a specific research plan through Collect, organize and analyze data. (Aziz, 2023:191)

Research community

Includes community Search on Students of the colleges of the University of Mosul for the academic year (2023-2024) who were classified according to their colleges and specializations. And their gender, the size of its original community reached (44333(Real male and female students) 22180) males and (22153) females.

Sample statistical analysis

For the purpose of obtaining a representative sample of the research community, the colleges affiliated with the University of Mosul were classified into (9) humanities colleges, and (15) scientific colleges. The sample was drawn in a stratified random manner, as (4) were drawn from the humanities colleges and it was the choice (Arts, Political Science, and Education for the Humanities and Law) were chosen. The same procedure was applied to the (4) scientific colleges. The selection fell on (Engineering, Science, Computer Science, Mathematics, and Management). And economics. The sample for statistical analysis amounted to (250) male and female students, distributed according to the humanitarian specialization, represented by (130) males and (70) females. As for the scientific specialization, represented by (120) males and (53) females. As for the academic grades, the number of students for each grade was as follows: first (67), second (66), third (67), and fourth (50)

Research tools

In order to measure the current research variable, the researcher built a psychological empowerment scale.

Scale construction procedures

Defining the concept of psychological empowerment: In light of the researcher's acquaintance with previous literature and studies that investigated the subject of psychological empowerment and determining a procedural definition for the concept of psychological empowerment, the researcher identified (4) proposed areas for the scale in its initial form. For the purpose of ensuring the validity of these areas, they were presented, along with their definitions, to a group of experts and they were asked to state their opinion on the extent of validity. These areas were arranged according to their importance and their connection to the main concept. In light of their opinions and suggestions, these areas were retained and adopted as areas of the psychological empowerment scale.

Numbers of the prime formula of the scale: The researcher followed a set of steps in preparing the scale items and formulating them as following:-

In light of the procedural definition of the concept of psychological empowerment, and through the researcher's acquaintance with a group of literature, theories, and previous studies related to the current research, the researcher In numbers(4) fields.

The researcher formulated a number of items for each area of psychological empowerment, according to its relative importance, as the number of items in the scale in its initial form consisted of (48) items, shown in Appendix No. (4).

When drafting the paragraphs, the following was taken into account:

A-The paragraph must be clear to the respondent and does not allow for more than one interpretation.

B-The paragraphs must be in the first person.

C-That the paragraph expresses the emotional side of the speaker.

D-The paragraphs are free of linguistic and expressive errors.

E-Avoid ambiguity and complexity in paragraphs. (Sherbiny et al., 2003: 126)

The researcher used the method of self-report lists in answering the paragraphs to formulate a verbal statement. It expresses the behavior of the responding individual who is asked to mark if he or she agrees with it Or he does not agree, so that his answers should be considered as significant indicators of his personal characteristics.(Garage,1997:247). The researcher adopted the Likert method in the five alternatives Which(always, mostly, sometimes, Rarely, never This five-point progression of answer alternatives is...better Answer alternatives for personality scales, and this is what a study indicated righteous (2019).

In the same context, the following features were found:

It's way easier Building.

You do not need a large group of referees.

It has a high degree of stability.

Answer scores can be collected easily.

The multiple response alternatives allow the respondent to express his opinions readily.(Abdul Rahman, 1983: 324)

Response correction method for the current research tool: The researcher adopted the five-point Likert method, as the score for each item is (5) if the answer is Always and (4) If the answer is Often and (3) If the answer is Sometimes and (2) if the answer is rarely and (1) if it is never.

Extracting the psychometric properties of the scale: To ensure the validity of the scale in achieving the objectives of the current research, the psychometric properties of the items were extracted, which help the developer of the scale choose items with good characteristics, and this in turn leads to the credibility of the scale. (Anastasin, 1982: 192) The researcher calculated the most important psychological characteristics of the items of the current research scale as follows: -

Validity of the scale: Validity is one of the most important characteristics of a good scale. What is meant by the validity of a scale is the degree of accuracy with which the scale measures what it wants to measure. That is, the scale is considered valid if it measures what it was designed to do. (Abdel Qader, 2023: 56)

The face validity of the psychological empowerment scale: What is meant by apparent validity is the measurement of the apparent aspects of the questionnaire in that it indicates the measurement

of what it was designed to measure (Aqeel 2008: 309). To verify the apparent validity, the items of the scale in its initial form, amounting to (48) items, were presented to a group of experts to demonstrate the suitability of each item to measure a concept. Psychological analysis that was developed to measure it and indicate whether it needs modification and what is the appropriate modification. The researcher relied on an agreement rate of (80%) or more to accept the items. Bloom believes that the rate of agreement of arbitrators when it reaches (75% or more) is a reasonable percentage that can be felt by ensuring the apparent validity of the tool and its suitability for application (Bloom et al., 1983: 127), all items were accepted except paragraphs (5-13-20-27-30-33-36).-34-38-42-48)

STATISTICAL ANALYSIS OF PARAGRAPHS

First: The discriminating power of the items of the psychological empowerment scale

This procedure is one of the basic steps in building any scale. The discriminating power of the item means the power of the item to distinguish between higher and lower groups of individuals, and this indicates that the item contributes effectively. The scale's ability to detect individual differences between individuals. (Odeh and Al-Khalili 2000:294) Therefore, the researcher took the following steps:

Determine the sample size: In this regard, (1972.Nunnally) indicated that the sample size for the statistical analysis of the paragraphs and the distinction of the paragraphs must not be less than (15) in relation to reducing the chances of chance in the statistical analysis process (1972:262,Nunnally) The researcher adopted this method in determining the sample size, which amounted to (250) male and female students.

The researcher selected eight colleges from the University of Mosul, including four humanities colleges, which are (the College of Education for the Humanities, the College of Arts, the College of Political Sciences, and the College of Law) and four scientific colleges, which are (the College of Engineering, the College of Science, the College of Computer Science and Mathematics, and the College of Management and Economics). He explains This is Table No. (1)

A number of male and female students were randomly selected from each grade (first - second - third - fourth) commensurate with their position in the research community, so the number of sample members became (250).

Finding the discriminating power of the paragraphs: The researcher found the discriminatory power of the items through the two extreme group's methods and the relationship of the item score to the total score.

The style of the two extreme groups:

In order to obtain data through which the items defined for their discriminatory power can be analyzed, with the aim of developing the scale in its final form, the researcher applied the scale to a sample consisting of (250) male and female students from other than the original study sample. They were chosen randomly, with (127) male and (123) female students. After collecting the questionnaires from the students and correcting them to obtain the total grade for each sample member, the questionnaires were arranged descending from the highest grade to the lowest grade, and (27%) were taken from the questionnaires that represent the highest grades and (27%) from the forms that represent the lowest grades. (250) questionnaires were subject to statistical analysis. Thus, each group included (68) questionnaires, and then the researcher applied the second test (T-test) for two independent samples to determine the differences between the upper and lower groups for each item. The second value calculated was the paragraph discrimination index by comparing it

to the tabulated value of (1.960) at a significance level of (0.05) and a degree of freedom (134). The results showed that all Paragraphs because they are special.

The relationship of the item score to the total score of the scale:

The true scale depends on the truthfulness of its items, and the connection of the items to internal or external standards is one of the indicators of the validity of the items. This method refers to the degree to which the formative content of the traits is related to each other or to the degree to which the basic elements and components of the personal traits are related, according to (Anastasi) When the external criterion is not available, the best internal criterion is the total score of the scale. (206:1982,Anastasi)

Accordingly, the researcher found the relationship of the score of each item to the total score of the discrimination sample of (250) male and female students using the T-test for the Pearson correlation coefficient. It appeared that all the T-values for the correlation coefficients were significantly significant at the level of (0.5) and the degree of freedom (248), as the T-values ranged between (14.329-2.948) That is, the calculated T-value for the correlation coefficient is greater than the tabulated T-value for the tabular correlation coefficient of (1.960).

Second: Indicators of the scale's validity

Honesty is one of the most important qualities that must be characterized by a scale. Validity is defined as the accuracy with which the scale measures the behavioral phenomenon to be measured and for which the scale was developed (Kawafha, 2003: 108). The validity of the scale was confirmed through the following indicators:

Construct validity: It is to determine the validity of the scale to measure psychological concepts, certain characteristics, or a hypothetical construct. This type of validity is embodied through the correlation of the scale scores with the hypotheses associated with the measured characteristic. (Saleh, 2019:77)

This type of honesty was achieved through the following indicators: -

- a. The discriminatory power of the items of the psychological empowerment scale.
- b. The correlation coefficient between the score of each item and the total score of the scale, that is, through the internal consistency of the scale.

Third: Stability of the scale

Reliability is one of the important psychometric properties in constructing tests and standards. This means that the scale gives identical or close results, at the very least, according to the individual's self, if it is re-applied several times. That is, the given description is not the product of chance (Al-Tariri, 2014: 169).

To calculate reliability indicators, the researcher adopted the following methods:

1. Test method - re-test-Test-Retest Method: The main idea in the retest method is to re-apply the scale to the group of individuals to whom the scale was applied and in somewhat similar conditions after a period of (15) days has passed, then calculate the correlation coefficient between them. (Spring 2008: 83)

For this reason, the researcher applied the scale to a reliability sample that included (40) male and female students who were randomly selected from two colleges, the first representing the humanities group, which is (the College of Education for Human Sciences), and the second representing the scientific group, which is the College of Engineering, on (3/1/2024). Then the researcher Reapply the measure to the same sample on a date(3/15/2024) Using the Pearson correlation coefficient, the

value of the correlation coefficient between the scores of the first and second application of the scale was (0.842). This value is considered high and a good indicator of reliability.

2. Alpha Cronbach method (Cronbach): It is one of the methods presented by Cronebach, where the idea of this method, which is characterized by its consistency and the possibility of trusting its results, is to estimate the stability of the internal consistency of the scale when correction is not done bilaterally (Al-Nabhan, 2004: 248). According to this method, the entire sample of the structure was drawn, amounting to (250) male and female students. And applying the Cronbach's alpha equation, where the reliability value using the Cronbach's alpha method reached (0.861). This value is considered high and a good indicator of reliability.

Description of the psychological empowerment scale in its final form

After the researcher extracted the psychometric characteristics of the psychological empowerment scale, the scale became in its final form consisting of (40) items in Appendix No. (5) according to a five-point scale to test the answer. The maximum total score of the scale measures the characteristic of psychological support methods, as it reached the highest score on the scale (200), while the lowest A score of (40) and the hypothetical average of the scale was (120).

The ultimate search tool app

After the researcher confirmed the validity, reliability and distinction of the items of the study tool (psychological empowerment) and to achieve the objectives of the study, the two scales were applied in their final form to the basic research sample of (800) male and female students, by giving the respondent the two research tools at once and clarifying the instructions on how to answer them with emphasis. It is necessary to answer each paragraph in a way that suits the respondent, as well as the honesty and confidentiality of the answer, and that it will be used for scientific research purposes only. The period of the final application extended from (4/14/2024) to (4/29/2024), and Table (1) shows this.

Table 1: The final application of the study tool

the total			the fourth			the second			the line	Academic specialization
the total	Females	Males	sum	Females	Males	Total II	Females	Males	Type	
									the college	
140	35	105	80	20	60	60	15	45	Engineering	Scientific colleges
100	40	60	60	25	35	40	15	25	the sciences	
125	45	80	50	10	40	75	35	40	Administrati on and Economics	
70	38	32	40	25	15	30	13	17	Computer science and mathematics	
80	38	42	45	23	22	35	15	20	Literature	Hum

70	20	50	30	10	20	40	10	30	Rights
25	9	16	10	3	7	15	6	9	Political Science
190	90	100	80	30	50	110	60	50	Education for the humanities
435	158	277	230	80	150	205	78	127	Scientific total
365	157	208	165	66	99	200	91	109	Total for humanity
800	315	485	395	146	249	405	169	236	total summation

PRESENTATION AND DISCUSSION OF RESULTS

The first goal: to identify the level of psychological empowerment among university students.

For the purpose of getting to know the general level For psychological empowerment. Among university students, after applying the scale in its final form to the basic research sample of (800) male and female students, and after analyzing the students' responses, it was found that the achieved arithmetic mean reached (157.256) with a standard deviation of (21.215) and when compared to the hypothesized mean of (120). Using a one-sample t-test One sample T-test, and table (2) explains that.

Table 2: Results of a one-sample t-test to measure the level of psychological empowerment for the main research sample

Statistical significance	T value		standard deviation	Hypothetical mean	Arithmetic mean	the number
	Tabulation	Calculated				
There is a significant difference	1.960 (0,05)(799)	49.670	21.215	120	157.256	800

Through the table (2)It turned out that the calculated T-value (49.670) is greater than the tabulated T-value (1.960) at a significance level (0.05) and with a degree of freedom (799). This means that there is a statistically significant difference between the two means and in favor of the achieved arithmetic mean.

The researcher believes that university students have a high level of psychological empowerment, which may be attributed to: The sample scores and the hypothesized average of the scale. This difference is in favor of the sample average scores, which means that the students of the University of Mosul have psychological empowerment, and the explanation for this is that empowerment Psychological assistance helps students gain greater control in setting educational goals, taking responsibility for their education and removing barriers that prevent them from achieving academic success.(2013: 43, Patterson)

Second goal: To indicate the difference in level psychological empowerment according to the academic stage (2nd-4th)

To identify differences in the level of psychological empowerment according to the variable of the academic stage (second - fourth), the researcher used the t-test for two independent samples. The arithmetic mean for the grades of the second stage was (156.6444) with a standard deviation of (21.82235), while the arithmetic mean for the grades of the fourth stage was (157.8835) with a standard deviation of (20.5835). It has reached (157.8835(with standard deviation) 20.583), and the table (3) explains that.

Table 3: Results of the t-test for the significance of the difference in level psychological empowerment According to the academic stage (2nd-4th)

Statistical significance	Tabular T-value	Calculated T-value	deviation Standard	SMA	size the sample	stage
Not a sign	1.960 (0,05)(798)	0.826	21.82235	156.6444	405	the second
			20.58353	157.8835	395	Fourth

Through the table (3 The results showed that the calculated T-value was (0.826)SmallerFrom the tabular t-value (1.960) at the level of (0.05) degrees of freedom (798), which indicates that there is no statistically significant difference between the two arithmetic means according to the stage variable. Scholarship.

The researcher believes that the psychological and social development of these students is usually very similar, and both stages may face similar academic pressures such as exams and assignments, which leads to similar interactions with...pressures, Students from both stages may receive similar levels of family and social support, which equally affects their behavior and thus have a very similar level of psychological empowerment.

CONCLUSIONS

University students have a high level of psychological empowerment.

There are no significant differences in the level of psychological empowerment depending on the stage variable.

RECOMMENDATIONS

Promoting psychological empowerment among university students, by providing training programs outside the framework of the university, which results in avoiding routine Students, and generate a feeling of renewal and change.

Encourage system, Assignment or secondment to students, which leads to enriching the students with knowledge and information, which in turn leads to them acquiring skills in all areas of life.

PROPOSALS

Studying the relationship between psychological empowerment and some variables. Other psychological like (SuggestionSelf - rational and irrational thoughts).

Building an educational program on psychological empowerment.

REFERENCES

- Ahmed, Ahmed Hazem, Muhammad, Ali Hussein, and others (2017): Preparing a measure of work satisfaction for faculty members in the College and Departments of Physical Education at the University of Mosul, College of Basic Education Research Journal, Volume (7), Issue (1).
- Benjamin Bloom.(1983):Evaluating student's summative and formative education, translated by Muhammad Amin Al-Mufti, Dar Ma KajarHegel Publishing.
- Al-Khalidi, Khairiya Abdel Fadl.(2017): Psychological empowerment and its impact on creative behavior, an applied study in the Al-Qadisiyah Environment Directorate, Al-Muthanna Journal of Administrative and Economic Sciences.
- Rabie, Muhammad Shehata.(2008):Personality Measurement, 1st edition, Dar Al Masirah Publishing House, Amman
- Al-Ruwaili, Hanan bint Laila bin Anaad.(2018): EmpowermentPsychological and its relationship to cultural intelligence among non-Saudi female faculty members in Saudi universities in Riyadh.Department of Psychology, College of Social Sciences, Imam Muhammad bin Saud Islamic University.
- Al-Zaidi, Riyad Abd.(2018): StrategiesPsychological empowerment to enhance intellectual securityFor youth, centerPsychological researchIssue (28), Part Two.
- Sultan, Manhalletter.(2020): Social behavior and its relationship to ego strength among students of the Department of Physical Education at the College of Basic Education, Department of EducationSports, collegeEducationBasic, universityMosul, College of Education Research Journalthe basic,Volume (11), Issue (3).
- El-Sherbiny, Zakaria and others.(2003):Research methods in educational and psychological sciences,Ammar Publishing House.
- Saleh, Amal Turki.(2019):Cognitive style: rigidity/flexibility and its relationship to patience among students at the University of Mosul, College of Basic Education, University of Mosul.
- Al-Tariri Abdel-Rahman bin Suleiman.(2014):Psychological and Educational Measurement, 2nd edition, Al Rushd Library, Riyadh, Kingdom of Saudi Arabia.
- Abdul Rahman,Saad.(1983):Psychometrics,i1,Al Falah Library, Kuwait.
- Abdel Qader,Mohammed Faisal.(2022):Emotional sensitivity and its relationship to counterintuition among students at the University of Mosul, College of Education for Human Sciences, University of Mosul
- Al-Armousi, Nelly Hussein Kamel.(2020): Information awareness and its relationship to psychological empowerment among postgraduate students at the College of Education, King Khalid University in Saudi Arabia, Future of Arab Education Journal, Vol.(26), the number(121), 417 -548.
- Aziz, TamarMohammed.(2023): pityIn particular, and its relationship to psychological flexibility among female educational counselors in middle schools. College of Basic Education Research Journal, Volume 19, Issue 3, 2023, University of Mosul.
- Aqeel, Hussein Aqeel.(2008):Steps of Scientific Research, 2nd edition, Ibn Katheer Publishing House.
- Al-Anazi, Farhan.(2021): Psychological empowerment and its relationship to the quality of academic life among a sample of students at Imam Muhammad bin Saud Islamic University, Journal of Educational Sciences, Imam Muhammad bin Saud Islamic University.
- Ahmed Suleiman, and Youssef Khalil Al-Khalili.(2000):Statistics for the Researcher in Educational and Psychological Sciences, 1st edition, Dar Al-Fikr Publishing, Jordan.
- Karaja, Abdul Qader.(1997):Measurement and evaluation in scienceself,Dar Al-Yazouri.
- Kawafha, Tayseer Mufleh.(2003):Measurement, evaluation, and methods of measurement and diagnosis in special education, Dar Al Masirah Publishing House, Amman, Jordan.
- Alnabhan,Sawsan.(2004):Fundamentals of measurement in behavioral sciences, Dar Al-Shorouk for Publishing and Distributionand printing,Oman.

- Al-Wadi, Mahmoud Hussein.(2012): Administrative Empowerment in the Modern Era,1st edition, DarWael Publishing and Distribution,Ammaan Jordan.
- Al-Safouri, Muhammad Salah al-Din Suleiman Muhammad, Yassin, HamdiMohammed.(2021): Psychological empowerment is an introduction to improving the mental health of secondary school teachers, Journal of Social and Human Sciences Research, Ain Shams University, Girls College of Arts and Educational Sciences, Scientific Publishing Unit.
- Shehada, Youssef Yacoub. (2013): Administrative empowerment and its relationship to the organizational climate of deans of colleges in Baghdad Governorate universities, University of Baghdad, Ibn Rushd College of Education for Human Sciences, Department of Educational and Psychological Sciences, Al-Abbas Holy Shrine.
- Anastasi A. (1982): psychological testing. 5th Ed. New York Macmillan
- Kosciulek, J. F. (2005). Structural equation model of the consumer directed theory of empowerment in a vocational rehabilitation context rehabilitation counseling Bulletin, 19 (1), 40- 49.
- Nunnally, j, c, (1972): psychometric theory, hill company, new york.
- Olddipo SE (2009), Psychological Empowerment and Development. Edo Journal of Counseling Vol.2. No. 1.pp.119-126.
- Perry, A, (2013): Effect of Demographic factors on Empowerment Attributions of Parents of Children with Autism Spectrum Disorders Unpublished Ph., D, Dissertation, The University of Alabama, Tuscaloosa, Alabama.
- Patterson, L.B., (2013): Fostering strength in Incarcerated youth: The Development of a measure of psychological Empowerment in oregon youth Authority correctional facilities, Unpublished doctoral dissertation, Portland State University