



Achieving the Strategic Goals of Educational Institutions by Empowering Educational Staff

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**تحقيق الاهداف الاستراتيجية للمؤسسات التربوية
من خلال تمكين الكوادر التربوية**

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Abstract

The research aims to diagnose the role played by empowering educational staff through three pillars (information sharing, freedom of decision, and possession of knowledge) in enhancing their ability to achieve their strategic goals, due to the lack of knowledge about the importance of this relationship inside the schools, the field of research. Therefore, the importance of this research lies in enhancing knowledge in this field and proposing mechanisms to address the problem. The researcher relied on the principles of the descriptive analytical approach in writing the research with its theoretical and applied aspects. The questionnaire was also used in collecting data, which was distributed to several Educational staff, totaling 289 individuals working in a sample of private schools in Baghdad. The researcher used the measures of central tendency because they are consistent with the nature of the data that was collected in its statistical processing using the program (SPSS v23). The results confirmed the interest of the schools studied in empowering their Educational staff and investing the results of that in achieving their strategic goals. Accordingly, the researcher recommended the necessity of working on following up on developments in the field of empowering Educational staff and its most important methods, and investing the results of that in updating the strategic goals of the schools and achieving them as planned.

Keywords: Empowering Educational Staff, Sharing Information, Freedom of Decision, Possessing Knowledge, Strategic Goals.



المستخلص

يهدف هذا البحث إلى تشخيص الدور الذي يؤديه تمكين الكادر التعليمي من خلال ثلاثة محاور (تبادل المعلومات، حرية اتخاذ القرار، وامتلاك المعرفة) في تعزيز قدرتهم على تحقيق أهدافهم الاستراتيجية، وذلك بسبب ضعف الإلمام بأهمية هذه العلاقة داخل المدارس، وهي ميدان البحث. لذا تكمن أهمية هذا البحث في تعزيز المعرفة في هذا المجال واقتراح آليات لمعالجة المشكلة. اعتمد الباحث على مبادئ المنهج الوصفي التحليلي في كتابة البحث بجانبه النظري والتطبيقي. كما تم استخدام الاستبانة في جمع البيانات، والتي وُزعت على عدد من أفراد الكادر التعليمي، بلغ مجموعهم 289 فرداً يعملون في عينة من المدارس الأهلية في بغداد. واستخدم الباحث مقاييس النزعة المركزية لملاءمتها لطبيعة البيانات التي تم جمعها في معالجتها إحصائياً باستخدام برنامج (SPSS v23). وقد أكدت النتائج اهتمام المدارس المبحوثة بتمكين كوادرها التعليمية واستثمار نتائج ذلك في تحقيق أهدافها الاستراتيجية. وبناءً على ذلك، أوصى الباحث بضرورة متابعة التطورات في مجال تمكين الكادر التعليمي وأهم أساليبه، واستثمار نتائج ذلك في تحديث الأهداف الاستراتيجية للمدارس وتحقيقها كما هو مخطط.

الكلمات المفتاحية: تمكين الكادر التعليمي، تبادل المعلومات، حرية اتخاذ القرار،

امتلاك المعرفة، الأهداف الاستراتيجية



Introduction

Schools provide an integrated set of Educational services to the community in which they operate. To ensure their ability to provide these services, it is necessary to work on empowering their Educational staff, whether in terms of developing their skills, capabilities, and knowledge by involving them in a set of training and development courses, or by granting them the necessary powers to deal with exceptional circumstances and critical situations that they may encounter while carrying out their work. Here, empowering Educational staff becomes a contemporary necessity for the work of schools (Talib, *et al.*, 2025). There is an integrated set of strategic goals that schools seek to provide, which are led by enhancing the quality of Educational services to preserve the Educational. They also aim to enhance their reputation and maintain their competitive position. Accordingly, it is necessary to define their strategic goals accurately in a way that facilitates the process of unifying efforts and focusing on achieving them, and reaching the results related to them with maximum effectiveness (Lee & Palmer, 2025). The research idea can be defined as an attempt to identify the role of empowering Educational staff in helping their schools achieve their strategic goals. To achieve this idea, the research was divided into four axes. The first axis discussed the methodological lines of the research, while the second axis discussed the intellectual and cognitive foundations of the research. The third axis came to discuss field data and interpret it from the applied perspective. Finally, the fourth axis summarized the most important conclusions and recommendations of the research.



The First Part: (Research Methodology)

First: Research Problem

In order for Educational staffs to be able to carry out their tasks in an ideal manner and at the appropriate time, they need to be granted a set of powers, so that they are able to make the necessary decisions to deal with all the exceptional circumstances that they may face at work, and here their empowerment becomes necessary to ensure their success in helping their schools achieve their goals, which are led by strategic goals because they reflect the extent of the schools success in investing its available resources in an ideal manner that enhances its strategic position compared to competing schools, and despite that, field knowledge related to the importance of the role of empowering Educational staffs in achieving the strategic goals of schools is still limited, and this is what the researcher noticed during his field experience inside the researched schools. The following sub-questions can be indicated:

1. What is the reality of the application of empowering Educational staff inside the surveyed schools?
2. What is the reality of achieving strategic goals inside the surveyed schools?
3. What is the reality of the role of empowering Educational staff in achieving strategic goals inside the surveyed schools?
4. What is the reality of the role of information sharing among Educational staff in achieving strategic goals inside the surveyed schools?
5. What is the reality of the role of freedom of decision for Educational staff in achieving strategic goals inside the surveyed schools?



6. What is the reality of the role of possessing knowledge for Educational staff in achieving strategic goals inside the surveyed schools?

Second: Research Importance

The importance of the research lies in the attempt to provide a modest addition to the research library represented by a research that combines two important variables in the field of educational management and strategy, namely, empowering Educational staff and strategic goals, after reviewing a group of previous references and studies, specifically foreign ones. The research also seeks to benefit from the experiences of advanced countries in the field of current research, and to try to transfer them to the local environment in a way that enhances the ability of schools in the field of research to invest the results of empowering Educational staff in helping them achieve their strategic goals.

Third: Research Goals

The research seeks to achieve the following:

1. Discuss the most important cognitive propositions addressed by specialists in the field of empowering Educational staff and the strategic goals of schools.
2. Diagnose the reality of empowering Educational staff and achieving strategic goals inside the schools studied.
3. Diagnose the role of empowering Educational staff in achieving strategic goals within the schools studied.
4. Diagnose the reality of information sharing between Educational staff in achieving strategic goals inside the schools studied.



5. Diagnosing the reality of freedom of decision for Educational staff in achieving strategic goals inside the schools studied.
6. Diagnosing the reality of the Educational staff's possession of knowledge in achieving strategic goals inside the schools studied.
7. Drawing conclusions related to empowering Educational staff and strategic goals, and then presenting recommendations that enhance the impact of these variables within the schools studied.

Fourth: The Hypothetical Plan of the Research

The hypothetical plan of the research explains the main idea that it is trying to test and prove its validity, which is represented by clarifying the role played by empowering Educational staffs (the explanatory variable) in helping schools achieve their strategic goals (the responsive variable), through the moral influence relationship that brings them together, which is illustrated in Figure (1).



Figure 1: Hypothetical research plan

Fifth: Research Hypotheses

The research attempts to test a main hypothesis, which states: (Empowering Educational staff inside the schools studied has a significant effect (0.01) on their ability to achieve their strategic goals). The following sub-hypotheses emerge from it:



Sub-hypothesis 1: (Information sharing as one of the pillars of empowering Educational staff inside the schools studied has a significant impact (0.01) on their ability to achieve their strategic goals).

Sub-hypothesis 2: (Freedom of decision-making is practiced as one of the pillars of empowering Educational staff inside the schools studied, with a significant effect (0.01) on their ability to achieve their strategic goals).

Sub-hypothesis 3: (The possession of knowledge as one of the pillars of empowering Educational staff inside the schools studied has an impact with a significant impact (0.01) on their ability to achieve their strategic goals.)

Sixth: Research Methodology and Tools

Inside the framework of the main goals that the researcher seeks to achieve and the main problem of his research, the research methodology was chosen, which is consistent with the nature of the phenomena to be studied and the nature of the data that he seeks to collect. Accordingly, the descriptive analytical methodology was tested because it helps the researcher to study the relationship between empowering Educational staff and achieving strategic goals from its various aspects, in addition to helping him to convert the descriptive data obtained through the questionnaire into quantitative data that can be processed statistically. In order to design the questionnaire, ideas from a group of previous studies were used, which were relied upon in formulating the theoretical aspect of the research. Then, the researcher subjected the questionnaire to a group of validity and reliability tests to ensure its compatibility with the research goals and the researched environment. As for the data, it was subjected to tests of normal distribution and confirmatory and exploratory factor analysis to ensure the possibility of analyzing it using the statistical central tendency tools available in the ready-made program (SPSS v23).



Seventh: Research Community and Sample

The Educational sector was chosen as a research sector, considering that this sector needs its staff to be empowered to be able to make the necessary decisions to deal with the exceptional circumstances they face at work, as they are closely related to the lives of patients or residents in the community. As for the research community, it was represented by the Educational staff working in a sample of Iraqi private schools. Finally, the researcher chose the sample size, which amounted to 289, using a random sample method from the workers in these schools. One of its most prominent characteristics is that the percentage of females exceeded the percentage of males, reaching (73%) compared to (27%) for males, and that all members of the research sample have a university degree (bachelor's), which helped them understand the purpose of conducting this research and then provide the researcher with the data that helps him achieve the goals of his research. Also, all members of the research sample have served in schools for more than 10 years, which in turn was reflected in strengthening their conviction when answering the questionnaire paragraphs.

The Second Part: (The Theoretical Aspect)

This part discusses the most important intellectual foundations of the research, which are:

First: Empowering Educational Staff

Educational staff need a set of powers to carry out the activities assigned to them, as they cannot tolerate delays in completing them due to their close relationship with the life and education of teachers. For this



reason, the importance of empowerment emerges as the tool through which Educational staff can be freed from restrictions and work routines (Yalçın, *et al.*, 2025). There are various definitions of empowering Educational staff, and we will try to discuss a group of them in this paragraph to understand its concept from an administrative perspective. It is defined as the administrative tool used to grant a degree of freedom to Educational staff in the school's organizational formations, to assign them tasks and duties that they carry out with a degree of independence (Ye, *et al.*, 2025). Here, the importance of freedom and its close relationship with empowering Educational staff becomes clear. Focusing on the final results of empowering Educational staff, it has been defined as an effective information system that helps achieve a rapid flow of information to Educational staff in various Educational departments whose operations are directly linked to patients or beneficiaries of Educational services (Talib, *et al.*, 2025). In the same vein, empowering Educational staff was defined as the process of giving Educational staff the necessary authority to make decisions related to completing the work and tasks assigned to them at the specified time without any delay (Hameli, *et al.*, 2025). This definition confirms the close relationship between empowerment and decision-making by Educational staff. From an administrative perspective, empowering Educational staff is defined as a modern administrative philosophy that focuses on developing Educational staff in the schools' front lines due to their direct relationship with the surrounding environmental developments, and that this matter requires empowering them to enable them to act directly, specifically in exceptional or emergency (Mahere, 2025). Empowering Educational staff is of particular importance in schools due to its direct relationship with increasing their level



of motivation and responsibility for the work they do, in addition to increasing the opportunities for innovation and creativity provided by them, which contribute to reducing the levels of errors committed at work. This will lead to increased patient satisfaction with the services provided to them, and will also help increase the level of loyalty of Educational staff and reduce the level of turnover (Birasnav, *et al*, 2025).The process of empowering Educational staff goes through five stages. In the first stage, senior management considers the organizational aspects and diagnoses the conditions that lead to workers feeling weak and unwilling to accomplish the tasks assigned to them, as a result of the lack of authority or the adoption of a set of routine bureaucratic procedures. In the second stage, a set of methods and tools is identified that deepen the sense of importance among Educational staff. In the third stage, senior management works to address the cases of dysfunction that were diagnosed in the first stage. This stage also provides important information to its Educational staff from several sources. The fourth stage focuses on the information collected in the previous stage, which leads to a sense of empowerment among Educational staff because increasing the sense of the power of their own influence will strengthen their expectations to achieve the required performance. Finally, in the stage, the results of empowering Educational staff that emerged from the previous stage will be translated into a behavioral change among them that results in efforts to achieve the school's goals (Khan, *et al.*, 2025). Empowering Educational staff is also defined as the process of granting Educational staff the authority and responsibility to make decisions related to developing the services needed to treat patients and serve customers. In other words, the process of empowering Educational workers refers to giving



them the power and information necessary to make decisions or participate in making them, as well as participating in setting the school's strategic goals, and providing appropriate solutions to work problems in certain situations (Sastro, *et al.*, 2025). The school can use an integrated set of empowerment for its Educational staffs, including individual empowerment, group empowerment, organizational empowerment, motivational empowerment, relational empowerment, external empowerment, and internal empowerment. Accordingly, empowering Educational staffs is a group of This type of empowerment refers to the mechanisms adopted by the school to enhance the desire of its Educational staffs to commit and be loyal to it, and their desire to achieve the public interest even if it is at the expense of their own interest (Alzaaqi, *et al.*, 2025). That is, it refers to the process through which the school administration enhances the powers granted to its Educational staffs individually or collectively, meaning that each worker obtains powers that differ from one person to another, in a way that enhances his ability to carry out his job, and thus enhances the level of influence in the environment or school inside whose borders he works (Asfour, *et al.*, 2025).

Second: Strategic Goals

There is a set of results that schools try to achieve when implementing the tasks and duties surrounding them, and the strategic goals are considered the most important of these results because they summarize their strategic direction (Ruloff & Petko, 2025). The definitions that specialists in the field of strategic management have come up with when studying strategic goals have varied. They have been defined as the natural reflection of the goals that the school seeks, and in which it tries to invest its various energies and



capabilities to achieve them (Velempini, 2025). This definition confirms the close relationship between the school's strategic goals. It is also known as the realistic result of the vision and mission of the school's senior management, which reflects the extent of its success in work and its ability to compete within its sector (Fathi, *et al.*, 2025). This definition emphasized two ideas: the first is that the goals emerge from the vision and mission, and the second is that achieving the goals is considered the main indicator of the school's success. The strategic goals were also defined, according to the decision-making approach, as one of the main guidelines that are relied upon by senior management and educational staffs in the school, when making the necessary decisions to implement the activities and functions assigned to them, to ensure that the intended goals of their jobs are achieved in the intended manner (Nwakoby & Iloka, 2025). Strategic goals, on the other hand, are defined as a set of results that can be measured quantitatively (Nopas, *et al.*, 2025). Here we can see the possibility of measuring strategic goals quantitatively. Strategic goals are also defined as the results that the school seeks to achieve, by investing the available resources with maximum efficiency, to ensure achieving the strategic goals with the planned effectiveness (Ferns, *et al.*, 2025). This definition confirms that goals are closely related to both efficiency and effectiveness. Goals are considered one of the main motivators to help the school encourage its Educational staff to invest their energies and capabilities when implementing their activities, which will contribute to achieving their intended goals (Lee & Palmer, 2025). Most schools try to achieve four main strategic goals. The first focuses on achieving profitability, while the second focuses on achieving customer satisfaction or the beneficiaries of their educational services. The third



focuses on developing their financial capabilities and infrastructure, and finally, and most importantly, the fourth focuses on developing the knowledge, skills, and capabilities of their Educational staff (Seo, *et al.*, 2025). Accordingly, after discussing the previous ideas, the strategic goals represent one of the most important components of strategic management, based on which the necessary plans are determined to implement the school's various operations, and then achieve the results or goals for which it was established as planned (Collins & Garrity, 2025).

Third: The Relationship between Empowering Educational Staffs and Achieving the Strategic Goals of Schools

Empowering Educational staff, specifically without discrimination between men and women, helps build a strong culture inside schools, which in turn will be reflected in unifying, coordinating, and directing efforts towards the strategic goals that their schools seek (Velepini, 2025). Empowering Educational care professionals also plays a vital role in helping schools achieve their strategic goals, particularly those that are environmentally friendly, by enhancing their culture and conviction to serve the community in which they operate, and thus enhancing the reputation of their schools in the surrounding community (Talib, *et al.*, 2025). In addition to the importance of empowering Educational staff to generate new ideas that can be used in building the school's strategic plans, and then identifying the most important areas that must be focused on in investing the skills and capabilities of Educational staff to achieve the school's strategic goals (Mahere, 2025). By empowering Educational staffs, the strategic goals of schools can be achieved with a high degree of effectiveness, through their



role in enhancing the self-confidence of Educational staffs in the importance of the role they play inside their schools, as well as the importance of their presence in them in a way that reduces the levels of work turnover and the departure of rare talents from the school and going to work outside it (Frederick, *et al.*, 2025). Based on these ideas, the research hypotheses were formulated, and their hypothetical scheme was designed.

The Third Part: The Applied Aspect

This part discusses the most important field results of the research, which are:

First: Descriptive Analysis

In this paragraph, we can identify the reality of the application of empowering Educational staff and achieving strategic goals inside the schools in the field of research, according to the results of the descriptive analysis, shown in Table 1.

Table (1) Descriptive analysis results

Variables	Agreement rate	Arithmetic mean	Standard deviation	coefficient of variation	relative importance	Appreciation
Empowering Educational Staff	84%	3.3	0.69	0.21	good	very good
Strategic Goals	87%	3.7	0.63	0.17	very good	very good

Table (1) shows that the variable of empowering Educational staffs achieved an agreement rate of (84%), which is a very good rate and exceeded the standard rate (66.7%), and confirms that the schools surveyed are highly interested in empowering their Educational staffs, considering that they are the main driver of the various equipment and capabilities they possess, and



therefore they are the main reason for helping them provide high-quality services to patients or those dealing with them, through sharing information among them and providing modern communication channels and means, and using contemporary technologies to provide them with the latest information first-hand, as well as granting them freedom of decision by granting them the necessary powers and authorities, while ensuring that they are not limited to a specific organizational level, in addition to emphasizing their possession of knowledge and encouraging them to follow up on developments and participate in training programs, in a way that helps accumulate and enhance knowledge among them. This is confirmed by the arithmetic mean value for empowering Educational staff, which reached 3.3, which is higher than the hypothetical mean, and confirms that the interest of the schools surveyed in empowering their Educational staff is statistically high. As for the standard deviation value, which is (0.69), it reflects the good harmony among the sample surveyed towards empowering Educational staff, and it was consistent with the value of the coefficient of variation (0.21). As is clear from Table (1), the strategic goals variable achieved an agreement rate of (87%), which also exceeded its tabular value by a very good amount, and confirms that the schools surveyed are interested in achieving the strategic goals, by providing the necessary resources to achieve them and investing them with the highest efficiency, in a way that helps to achieve them with the planned effectiveness. This is confirmed by the arithmetic mean value for the strategic goals, which reached 3.7, which is higher than the hypothetical mean, and confirms that the schools surveyed are interested in achieving their strategic goals at a statistically high level. As for the standard deviation value, which reached (0.63), it reflects the good harmony between



the surveyed sample towards the strategic goals, and it was consistent with the value of the coefficient of variation (0.17).

Second: Testing the Hypotheses

Table (2) shows the results that the researcher relied on when testing the validity of the main and sub-hypotheses of the research, which can be included in Table (2).

Table (2) Hypothesis Test Results

Variables	a	β	R2	f	Morale	Result
The impact of information sharing on achieving strategic goals	0.89	0.83	42%	31.48	0.01	Accept the hypothesis
The impact of freedom of decision on achieving strategic goals	0.91	0.79	47%	36.11	0.01	Accept the hypothesis
The impact of knowledge possession on achieving strategic goals	0.87	0.84	37%	28.31	0.01	Accept the hypothesis
The impact of empowering Educational staff on achieving strategic goals	0.89	0.83	42%	31.97	0.01	Accept the hypothesis

It is clear from **Table 2** that empowering Educational staff explains an estimated 42% of the ability of the schools studied to achieve their strategic goals. What confirms the significance of the positive impact of empowering Educational staff in helping schools in the research field to achieve their strategic goals is the calculated value of (f), which reached (31.97), which exceeded the corresponding value in the statistical tables. The value of (a) of (0.89) also confirmed that the surveyed schools can achieve their strategic goals by 91% even if their interest in empowering their Educational staffs is zero, while the value of (β) reached 83%, which confirms the enhancement of the surveyed schools, ability to achieve their strategic goals by 83%, when



the knowledge possession of their Educational staffs increases by one unit. These results confirm the validity of the main research hypothesis: (Empowering Educational staff inside the schools studied has a significant effect (0.01) on their ability to achieve their strategic goals). After testing the main hypothesis of the research, its sub-hypotheses can be tested as follows:

Testing sub-hypothesis (1): We note from Table 2 that information sharing, as one of the pillars of empowering Educational staff, explains an estimated 42% of the ability of the schools studied to achieve their strategic goals. What confirms the significance of the positive impact of information sharing as one of the pillars of empowering Educational staff in helping schools in the research field to achieve their strategic goals is the calculated value of (f), which reached (31.48), which exceeded the corresponding value in the statistical tables. The value of (a) of (0.89) also confirmed that the surveyed schools can achieve their strategic goals by 89% even if their interest in sharing information among their Educational staffs is zero, while the value of (β) reached 83%, which confirms the enhancement of the surveyed schools' ability to achieve their strategic goals by 83%, when information sharing among their Educational staffs increases by one unit. These results confirm the validity of the first sub-hypothesis of the research: (Information sharing as one of the pillars of empowering Educational staff inside the schools studied has a significant impact (0.01) on their ability to achieve their strategic goals).

Testing sub-hypothesis (2): Table (2) shows that freedom of decision, as one of the pillars of empowering Educational staff, explains an estimated 47% of the ability of the schools studied to achieve their strategic goals. What confirms the significance of the positive impact of freedom of



decision as one of the pillars of empowering Educational staff in helping schools in the research field to achieve their strategic goals is the calculated value of (f), which reached (36.11), which exceeded the corresponding value in the statistical tables. The value of (a) of (0.91) also confirmed that the surveyed schools can achieve their strategic goals by 91% even if their interest in granting freedom of decision to their Educational staffs is equal to zero, while the value of (β) reached 79%, which confirms the enhancement of the surveyed schools' ability to achieve their strategic goals by 79%, when the freedom of decision for their Educational staffs is increased by one unit. These results confirm the validity of the second sub-hypothesis of the research: (Freedom of decision-making is practiced as one of the pillars of empowering Educational staff inside the schools studied, with a significant effect (0.01) on their ability to achieve their strategic goals).

Testing sub-hypothesis (3): We note from Table 2 that possessing knowledge as one of the pillars of empowering Educational staff explains an estimated 37% of the ability of the schools studied to achieve their strategic goals. What confirms the significance of the positive impact of possessing knowledge as one of the pillars of empowering Educational staff in helping schools in the research field to achieve their strategic goals is the calculated value of (f), which reached (28.31), which exceeded the corresponding value in the statistical tables. The value of (a) of (0.87) also confirmed that the surveyed schools can achieve their strategic goals by 87% even if their interest in possessing knowledge for their Educational staffs is equal to zero, while the value of (β) reached 84%, which confirms the enhancement of the surveyed schools' ability to achieve their strategic goals by 84%, when the possession of knowledge for their Educational staffs increases by one unit.



These results confirm the validity of the third sub-hypothesis of the research: (The possession of knowledge as one of the pillars of empowering Educational staff inside the schools studied has an impact with a significant impact (0.01) on their ability to achieve their strategic goals).

The Fourth Part: Conclusions and Recommendations

This part presents the most important conclusions that were derived and the most important recommendations that were proposed, which are:

First: Conclusions

- 1) The results of the analysis confirmed that the schools surveyed are highly interested in empowering their Educational staff, considering that they are the main driver of the various equipment and capabilities they possess, and thus they are the main reason for helping them provide high-quality services to patients or those dealing with them.
- 2) The analysis results showed that the schools surveyed are highly interested in achieving strategic goals by providing the necessary resources to achieve them and investing them with the highest efficiency, in a way that helps achieve them with the planned effectiveness.
- 3) The analysis results showed that the schools surveyed are highly interested in sharing information among Educational staff, by providing modern communication channels and means, and using contemporary technologies to provide them with up-to-date information.



- 4) The analysis results show that the schools surveyed are highly concerned with granting freedom of decision to Educational personnel, by granting them the necessary powers and authorities, while ensuring that they are not restricted to a specific organizational level.
- 5) We note from the analysis results that the schools surveyed are highly interested in the Educational staff's possession of knowledge, by encouraging them to follow up on developments and participate in training programs, in a way that helps to accumulate and enhance knowledge among them.
- 6) The analysis results indicated that the schools surveyed are highly interested in empowering Educational staff by enhancing their information and knowledge, granting them the necessary powers to make decisions, and investing the results of that in achieving their own strategic goals.

Second: Recommendations

- 1) The researcher sees the necessity for the schools studied to use a set of empowering tools and methods to enhance the motivation of their Educational staff and their desire to exert their utmost energies and invest them when carrying out the tasks assigned to them.
- 2) The researcher suggests that the schools surveyed should send a media message to their Educational staff about the nature of the strategic goals they seek, and the relationship of these goals to their personal goals by increasing their conviction to unify efforts towards them, and work to achieve them with planned effectiveness.



- 3) The researcher recommends that the schools surveyed should build an integrated information base and present it to their Educational staff, to help them identify the most important developments occurring in the Educational field, to rely on it to develop and enhance their information, and then increase their ability to carry out their tasks and duties inside their schools.
- 4) The researcher suggests that the schools under study use a set of modern software and technologies to process the knowledge and events they encounter at work, to help their Educational staff enhance their knowledge so that it becomes of high value and can be relied upon to solve problems and confront exceptional circumstances at work.
- 5) The researcher sees that the schools under study use a set of necessary policies to delegate powers and distribute authority among their Educational staff at various organizational levels, to enhance their ability to confront the crises facing their schools in the best possible way, with the necessity of updating and amending these policies in line with the contemporary situations surrounding them.
- 6) The researcher recommends that the schools under study should host experts and scientists in the field of strategic goals, to hold training courses and educational workshops, to enhance the conviction and knowledge of their Educational staff about the importance of their strategic role in helping their schools achieve strategic goals through the activities and tasks they implement.



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