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Advancing Women's Empowerment: Influential Factors in The Educational Sector of Jordan



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ABSTRACT

Women's empowerment is crucial in creating a more equitable society, breaking gender barriers, and fostering sustainable growth by harnessing the talents and contributions of women, especially in the education sector. The percentage of women in the labor force in Jordan is among the lowest worldwide; thus, there is a need to examine the factors affecting this phenomenon. The presented study aims to examine the underlying factors that impact women's empowerment in Jordan's education sector. The selected factors were economic needs, job efficiency, leadership, social needs, organizational commitment, organizational satisfaction, and public policy. The study used convenience sampling to collect data. A survey questionnaire was the main technique for data collection. In total, 367 questionnaires were distributed to women who occupy administrative positions; 311 questionnaires were systematically gathered (84.7% response rate). Structural equation modeling was set as the basis of analysis. The results suggested that economic needs, job efficiency, leadership, social needs, organizational commitment, organizational satisfaction, and public policy have a positive direct impact on women's empowerment in Jordan's education sector. Further studies are encouraged to confirm the findings by taking the background of the respondents into account.

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Introduction

There are various definitions and illustrations of women's empowerment (WE), as noted by studies (Sahay, 1998; Nassani et al., 2019; Santoso et al., 2019; Cislighi et al., 2019; Kunyanti & Mujiono, 2021; Aziz et al., 2022;). The presented study reviewed various conceptualizations and definitions (Sahay, 1998), and a definition of empowerment as an active, multidimensional process which enables women to achieve their full identity and powers in all spheres of life (Pillai, 1995) was adopted. The definition is adopted from a wide range of definitions due to simplicity and inclusive approach. It emphasizes the active process of women while also acknowledging the complexity of the concept itself as multidimensional, not narrowly focused or limiting to achieving equality or access to resources, but as a holistic aspect for women to achieve their full aspirations and potential.

Empowering women is crucial for achieving sustainable development and creating a more equal and just society (Hussain & Jullandhry, 2020). Empowering women has been recognized as a critical step toward achieving gender equality and promoting sustainable development. It helps reduce poverty, improve health outcomes, and promote economic growth (Tindowen, 2019; Aldoghan et al., 2022). It involves challenging and changing the norms and structures that limit women's opportunities and potential, as well as promoting gender-sensitive policies and programs that address gender inequalities (Soharwardi & Ahmad, 2020). Additionally, empowering women has positive effects on the entire community, including men and children, by promoting more inclusive and equitable societies (Sharma & Das, 2021). Overall, women's empowerment is crucial for creating a more equitable and just society, and efforts should be made to ensure that women have equal opportunities to participate fully in all aspects of social and economic life (Ahdan et al., 2019; Lamichhane, 2020).

Efforts for women's empowerment have received great attention in the Middle East, especially in Jordan. Women face significant barriers to economic participation, which can limit their ability to fully participate in society and achieve their potential. Many studies have addressed women's

empowerment and gender roles (Heckert et al., 2019; Priya et al., 2021; Abou-Shouk et al., 2021).

Jordan has one of the lowest rates of female labor force participation in the entire globe. According to the IMF (2022), Jordan ranks fifth from the bottom of the list in terms of female participation out of 185 countries and territories; Jordan exhibited notable gender disparities in its labor market, with female unemployment rates at 23%, significantly higher than the 12% observed for males. Labor force participation further underscored this divide, featuring a mere 14.7% for females against 62.5% for males. A prominent trend is observed where half of the women withdraw from the workforce by the age of 30. Unemployment is particularly evident in the private sector, where female representation is low, paralleled by a reduction in public sector employment opportunities. Female business ownership stands at 18%, contrasted with males at approximately 82%. The roots of such low female participation are complex, intertwined with issues in structural infrastructure, public policy, and regulation (IMF, 2022; World Bank, n.d.).

Despite the remarkable improvements in educational attainment among women in Jordan, the female labor force participation rate remains low (Koburtay et al., 2023). On the other hand, the low representation of women in leadership positions in the Jordanian Ministry of Education results in their participation in educational decision-making at the Ministry level noticeably low. The weakness of women's economic and political empowerment and gender inequality are among the most important challenges facing Jordanian women. Women's empowerment is an incentive to build more inclusive societies and a means to achieve sustainable growth rates, and it is not possible to discuss society's progress economically politically, or socially without the active participation of women (Aziz et al., 2022).

Various strategies can be employed to promote women's empowerment, one of the most pivotal being the promotion of education and skills training (Verma, 2009; Heckert et al., 2019; Priya et al., 2021; Ivanovic et al., 2021), especially in Jordan (Abou-Shouk et al., 2021). Providing access to education is essential to help women develop the skills they need to succeed in the workforce and become leaders in their communities. This closely linked with economic and political empowerment, for instance, research highlights a significant financial inclusion gap of women globally, especially in some Arab countries (i.e., Saudi Arabi and Bahrain) (which share many similarities with Jordan

(Antonijević et al., 2022). However, the interplay in the education sector between factors affecting women's empowerment development is often ignored. Therefore, there is a strong need for a deep understanding of how these factors interplay.

The presented study aims to identify key determinant factors of women's empowerment and assess the potential effect of these factors on women's empowerment within the educational sector of Jordan. The objectives were extended further to empirically evaluate the interactions of affecting factors and the extent of their effect.

Data and Method

Identifying the Influential Factors in Women's Empowerment

Identifying the influential factors holds equal importance to examining their significance subsequently. Therefore, to be inclusive while also preserving the focus and simplicity, any empowerment of women needs to consider contextuality because empowerment is contextual (Richardson 2018), such as individualism, social inclusion, the physical context of the women, economic needs, and psychological context (Verma, 2009). Through the means of education as a pivotal mechanism for empowerment and guided by theoretical frameworks on empowerment, the presented study has identified critical factors for empirical examination based on the contextual framework. These factors were chosen based on their theoretical relevance and potential impact on empowerment and they include: Economic Needs (EN), Job Efficiency (JE), Leadership (LE), Social Needs (SE), Organizational Commitment (OC), Organizational Satisfaction (OS), and Public Policy (PP).

Economic needs are instrumental tools in the empowerment process as economic resources enhance individual freedom (Sen, 1999), while job efficiency also enhances self-efficiency and independence (Becker, 2009). Leadership is also seen as a means of fostering a high sense of purpose and self-ability, which in turn is translated into more empowerment (Bass, 1985). Similarly, reaching higher objectives in life requires fulfilling psychological well-being. Therefore, it is important to acknowledge the significance of addressing social needs, which are at the core of psychological well-being, as highlighted by Maslow (2000). Organizational commitment and organizational satisfaction can both lead to greater

enhancement of skills and performance and organizational growth, as illustrated in the literature (Meyer, 1991; Locke, 1976). Finally, public policy serves as a means to remove barriers and pave the road for a strong empowerment ecosystem (Duflo, 2012).

However, while these selected factors may not encompass the full range of potential effects on women's empowerment, they collectively represent the most important contextual considerations for women's empowerment. The factors in the presented study, serving as indicators as well, fulfill the purpose of the aforementioned context (Verma, 2009) and have also shown practicality in various other literature (see Spector, 1997; Macey et al., 2011; Van Dierendonck & Nuijten, 2011; Gottlieb & Bergen, 2010; Malik et al., 2010; Belias & Koustelios, 2014; Forgeard et al., 2011; Sserwanja et al., 2022). The factors are assumed to collectively encompass the multifaceted nature of empowerment within both the individual and organizational context of the Jordanian educational sector.

This study adopted a survey questionnaire as the main technique for data collection, utilizing a cross-sectional study approach for women employees in the Jordanian education sector. The target population of this study consisted of approximately 7 388 women who are employed in the Jordanian education sector. This study used the distributed tables method (Krejcie & Morgan, 1970) in order to calculate a sample size, where the sample size reached a total of 367 respondents. An important method for gathering data was convenience sampling because it is the easiest way to reach the respondents. 367 questionnaires were distributed to women who occupy administrative positions in the Jordanian Ministry of Education. Data were collected using a paper-and-pencil survey method. Female participants were provided with structured questionnaires. The surveys were distributed in person at the designated work locations during April 2023 and respondents had four weeks to complete the survey. All collected data were anonymized and securely stored in compliance with local data regulations to protect participants' privacy.

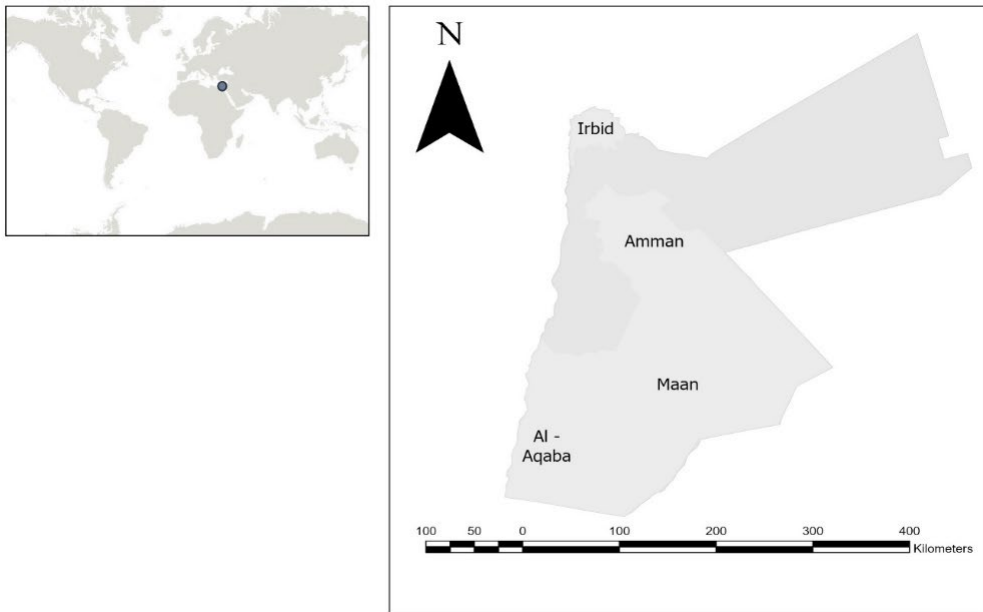
The targeted sample consisted of females aged 25 to 60. To enhance the response rate, background information was not requested from participants due to the sensitive nature of such information within Jordanian society. This approach was taken despite assurances of anonymity provided to participants. By the end of the allotted time, 311 questionnaires had been collected, resulting in an 84.7% response rate. This rate supports Kline's

(2015) findings that a sample size of 200 or more is suitable for the target analysis.

The basis of analysis was based on the following selected factors: economic needs (EN), job efficiency (JE), leadership (LE), social needs (SE), organizational commitment (OC), organizational satisfaction (OS), and public policy (PP).

Each of the factors was measured by a set of aspects, specified as questions in the survey. Economic needs were measured by 4 aspects, job efficiency by 6 aspects, leadership by 8 aspects; social needs were measured by 7 aspects, an organizational commitment by 5 aspects, organizational satisfaction by 5 aspects, and public policy was measured by 7 aspects. Finally, women's empowerment (WE), as the main dependent variable, was measured by 9 aspects.

Figure 1: The study locations, showcasing equitable distribution across diverse regions of Jordan



Source: Authors' research

All these aspects were measured using a 5-point Likert-type scale where '1' indicates 'Strongly Disagree', '2' indicates 'Disagree', '3' is 'Neutral', '4' is 'Agree', and '5' is 'Strongly Agree'. In the course of our analysis, we

investigated seven distinct hypotheses, each addressing a factor that potentially influences women's empowerment. This study investigates the directionality of this influence, assessing selected factors (positively or negatively impact WE) so the “impact” here implies either a positive or negative effect.

Hypothesis 1 (H1): Economic needs have a positive impact on women's empowerment.

Hypothesis 2 (H2): Job efficiency has a positive impact on women's empowerment.

Hypothesis 3 (H3): Leadership has a positive impact on women's empowerment.

Hypothesis 4 (H4): Social needs have a positive impact on women's empowerment.

Hypothesis 5 (H5): Organizational commitment has a positive impact on women's empowerment.

Hypothesis 6 (H6): Organizational satisfaction has a positive impact on women's empowerment.

Hypothesis 7 (H7): Public policy has a positive impact on women's empowerment.

Structural Equation Modeling (SEM), as utilized in the analysis referenced by Hair et al. (2019), proves advantageous when dealing with complex structural models containing numerous constructs, indicators, and model relationships. It is particularly useful in these cases, especially when the path model involves one or more formatively measured constructs and also when analyzing financial ratios or similar data types. Considering the above criteria, SEM emerged as a fitting statistical analysis for the study. Table 1 represents the key factors, description, and measurement scale.

Table 1: Description of key factors and their measurement scales

Variable (Factor)	Description	Sample statement of aspect used to measure the variable (5-point Likert Scale)
Economic Needs (EN)	Measures the extent to which individuals perceive finance related as a means of empowerment.	My organization provides all forms of compensation and benefits to employees 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Job Efficiency (JE)	Assesses employees' perceptions of efficiency and productivity at work.	I feel efficient and productive in my current role. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Leadership (LE)	Evaluates employees' satisfaction with leadership and management within the organization.	My supervisor can understand my situation and give me encouragement and assistance. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Social Needs (SE)	Measures the importance of social interactions and relationships at work.	My organization provides social groups inside the work environment. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Organizational Commitment (OC)	Assesses the level of commitment and loyalty employees feel towards their organization.	I feel emotionally attached to my organization. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Organizational Satisfaction (OS)	Measures overall job satisfaction within the organization.	I am satisfied with the existing salary structure of the company. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Public Policy (PP)	Measure perceptions of how public policy affects working conditions.	I am satisfied with the public policy. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.
Women empowerment (WE)	Measure the empowerment of participating females	Women employees have authority, power, and influence to make and implement decisions about tasks. Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

Source: author's research

Empirical Results

Table 2 illustrates internal consistency, reliability, convergent validity, and discriminant validity. Values of the modeling parameters that were above the threshold criteria were retained; as per Aburumman et al. (2023), their loadings varied from 0.711 to 0.941. Cronbach's alpha values ranged from 0.738 to 0.913, and for all components, from 0.841 to 0.945 for the composite reliability. Therefore, these results follow Hair et al. (2016; 2019) that acceptable Cronbach's alpha and composite reliability values should range from 0.70 to 0.95. As shown in Table 2 results, all average variance extracted (AVE) values were above the specified threshold values of 0.50 and above (Aburumman et al., 2023). The statistical analysis was performed using SmartPLS (version 3.3.9).

Table 2: Results of testing for consistency and accuracy of selected factors

Factors	Aspects	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Economic Needs	EN1	0.889	0.821	0.879	0.709
	EN2	0.902			
	EN3	0.711			
	EN4	0.891			
Job Efficiency	JE1	0.850	0.738	0.841	0.640
	JE2	0.924			
	JE3	0.815			
	JE4	0.763			
	JE5	0.881			
	JE6	0.749			
Leadership	LE1	0.941	0.913	0.945	0.852
	LE2	0.912			
	LE3	0.920			
	LE4	0.859			
	LE5	0.850			
	LE6	0.924			
	LE7	0.815			
	LE8	0.922			
Social Needs	SN1	0.819	0.855	0.909	0.769
	SN2	0.932			
	SN3	0.929			
	SN4	0.860			
	SN5	0.771			

Factors	Aspects	Loadings	Cronbach's Alpha	Composite Reliability	AVE
	SN6	0.932			
	SN7	0.919			
Organizational Commitment	OC1	0.833	0.889	0.931	0.799
	OC2	0.914			
	OC3	0.871			
	OC4	0.917			
	OC5	0.868			
Organizational Satisfaction	OS1	0.756	0.874	0.882	0.661
	OS2	0.743			
	OS3	0.817			
	OS4	0.860			
	OS5	0.810			
Public Policy	PP1	0.779	0.863	0.887	0.671
	PP2	0.865			
	PP3	0.854			
	PP4	0.854			
	PP5	0.822			
	PP6	0.894			
	PP7	0.843			
Women's empowerment	WE1	0.894	0.851	0.901	0.669
	WE2	0.929			
	WE3	0.743			
	WE4	0.831			
	WE5	0.816			
	WE6	0.936			
	WE7	0.845			
	WE8	0.777			
	WE9	0.821			

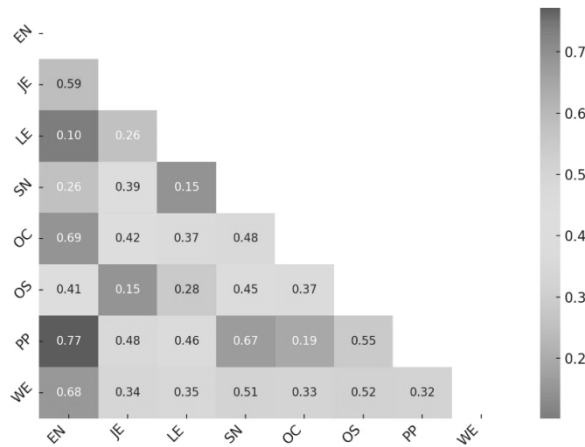
AVE denotes the average variance extracted. Each aspect was assessed by a question, evaluated, and measured using a 5-point Likert-type scale

Source: Authors' research

Discriminant validity (Henseler et al., 2015) was assessed according to HTMT criteria (Heterotrait-Monotrait). The HTMT criteria, based on a comparison of the heterotrait-heteromethod correlations and the monotrait-heteromethod correlations, identify a lack of discriminant validity, effectively. A lower HTMT indicates higher discriminant validity, suggesting the constructs are more distant from each other. Henseler et al.

(2015) recommend threshold values range from 0.85 or 0.90, where values above this may indicate discriminant validity problems between the constructs. Figure 2 illustrates the discriminant validity analysis, where all of the HTMT values for each factor (i.e., EN to PP) were less than 0.85 and fell between the ranges of 0.102 and 0.772 (see also Aburumman et al., 2023), indicating adequate distinctiveness of the factors in the analysis with EN and PP demonstrating lowest distinctive power.

Figure 2: A heatmap of the discriminant validity of the factors used in the analysis. Each cell represents the values associated with two factors at a time



Source: Authors' research

Table 3 shows hypotheses testing according to the bootstrapping method of Hayes and Preacher (2014). All the hypotheses (i.e., H1 to H7) tested revealed a positive impact. The significance of these factors in positively empowering women suggests that holistic strategies addressing these factors could be effective in further enhancing women's empowerment in this sector. It has been shown empirically that some factors have a stronger positive impact (i.e., Organizational Commitment, Organizational Satisfaction, and Social Needs), but the interplay of these factors within the particular environment of the education sector should also be observed. The β -values in the study range from 0.074 for Leadership to 0.169 for Organizational Commitment, indicating varying degrees of impact on women's empowerment in the Jordanian education sector. The p -values range from less than 0.001 for both Social Needs and Organizational

Commitment, suggesting very strong statistical significance, to 0.037 for Leadership, which still denotes a significant impact but with less statistical strength compared to the others. Specification of the empirical model for testing the hypothesis can be represented as follows:

$$WE = \beta_0 + \beta_1(\text{factor}) + \epsilon$$

Where:

WE denotes Women's Empowerment as the dependent variable.

factor denotes the factor being examined as the independent variable.

β_0 is the intercept term.

β_1 is the coefficient.

ϵ is the error term

Table 3: The hypotheses tested across different factors affecting WE. H1 to H7 denote the hypotheses being evaluated

No.	Hypotheses	B	Standard Error	T-Value	P-Value	Decision
H1	EN→WE	0.094	0.68	2.208	0.014*	Supported
H2	JE→WE	0.082	0.74	2.016	0.022*	Supported
H3	LE→WE	0.074	0.88	1.783	0.037*	Supported
H4	SN→WE	0.161	0.47	2.978	0.000***	Supported
H5	OC→WE	0.169	0.43	3.572	0.000***	Supported
H6	OS→WE	0.159	0.49	2.838	0.002**	Supported
H7	PP→WE	0.140	0.55	2.474	0.007**	Supported

Note: *: $p < 0.001$; 5,000 bootstrap samples

Source: Authors' research

Discussion

This study aims to examine factors that impact women's empowerment in Jordanian education. The findings suggested that all factors have a positive impact on WE. This result is consistent with the reported results by other studies and reviews (Varghese, 2011; Yaghi, 2016; Gupta & Mirchandani, 2018; Khayyal et al., 2021). Considering that the examined factors have a positive enhancement on WE, it is important to address the structural barriers that prevent women from participating in the job market.

This includes addressing gender-based discrimination, providing access to education and training, promoting equal pay for equal work, and creating supportive policies and programs that enable women to balance work and family responsibilities. Yet, capturing WE in a complicated case should be treated on a case-by-case basis (Raudeliuniene et al., 2014).

In the process of examining various dimensions of women's empowerment, it was discovered that not all factors have corresponding studies for direct comparison. However, it was possible to identify factors that are closely related to the ones under investigation. Samanta (2020) expanded upon a similar concept by combining the SEM with a detailed Ordinary Least Squares (OLS) output and multiple variables, in contrast to the presented study's approach of testing hypotheses one variable at a time through the bootstrapping method (see Hayes & Preacher 2014), which enhances the robustness, especially the standard errors and significance levels (p -values), by using resampling techniques. There is no prior assumption of normal distribution, making it suitable for complex models and small sample sizes.

Samanta's (2020) work focused on a specific, less visible type of empowerment (self-compassion-based empowerment) and its positive impact on reproductive health, aligning with the social needs factor in the presented study.

Despite different sample sizes (e.g., 569 vs. 311 in the presented study), both studies found consistent results supported by acceptable construct loadings.

Another study (Sarumathi & Mohan, 2011), with a 181 sample size to investigate the effect of micro-finance on empowerment in entrepreneurial women, showed that it also has a positive impact of microfinance on women empowerment. Although the study used a different approach of paired-t-test to test the hypothesis, it reached the same conclusion with a smaller sample size in another segment of society, adding further support to the results obtained within the educational sector of Jordan. Similarly, several studies investigated the factors that impact the entrepreneurship intention of females as a proxy of empowerment (Rahman et al., 2022; Messikh, 2021; Manjaly et al., 2022) using behavioral theory. Different sample sizes of female participants were utilized, comparable to the sample size being applied in the presented study (i.e., 251, 254 and 284, respectively). The significance effect, though, was not assessed based on the same approach but in another way, such as a one-sample t-test (i.e., Messikh 2021). In the latter study,

Messikh (2021), with a sample of 254 female students, found a positive effect of behavioral factors that are quite linked to the factors we presented here. For instance, Algeria is an Arab country that shares many cultural norms and customs. Parental Support (linked to social needs) and government support (linked to public policy) were very influential factors that contributed to entrepreneurial intention and, eventually, empowerment. These results from another Arab nation, can validate and support the presented study's findings of positive effect of social needs and public policy on WE.

The approach in the study by Muluneh et al. (2012) differs from the one presented here, particularly in the categorization of constructs related to empowerment. Muluneh et al. (2012) did not group dependent and independent constructs under broader categories like social needs and public policy and also did not use a Likert-type scale for measuring the response of various constructs across a sample of 746 respondents. Grouping factors that influence empowerment into main categories, as done in the presented study, offers a practical advantage by streamlining the analysis and time-effective manner, despite being potentially less detailed. Nevertheless, Muluneh et al. (2012) findings still support the notion that social needs and public policy positively impact empowerment.

Malhotra et al. (2002) delineated dimensions like legal, economic, familial, psychological, socio-cultural, and political empowerment, differing from the framework in Verma (2009) used in the presented study. Sarwar and Chaudhry (2021) employed dimensions from Malhotra et al. (2002), such as psychological, economic, familial, and socio-cultural empowerment, in a study with 321 respondents, showing a positive impact on women's empowerment. This finding aligns with the presented study, illustrating that despite differences in frameworks, the core dimensions related to empowerment consistently show a positive impact on WE.

The presented study identified factors that align with and considered the United Nations' delineation of five crucial elements of empowerment (UN WOMEN, n.d.). While these components were implicit in the study's theme, it is important to note that they may not encompass the entirety of influential factors. Our primary objective, however, was to prioritize the most significant factors capable of capturing the nuanced variations within Jordanian society.

The settings of the workplace, the gender balance (female to male ratio), and workplace policy are expected to affect the results, as we can see

from a global scale, and Jordan is no exception (Rocha & Winkler, 2019). However, we were not expecting a greater deal in the presented study as there was, to a larger extent, homogeneity in the various locations where the study took place. Likewise, the size of a workplace should have an effect (Rocha & Winkler, 2019) because diverse sizes were included in the study, so results should be interpreted with caution in this regard. The smaller scale can foster a more collaborative and communicative environment while a larger scale can hinder this ability but provide more career development and trajectory of improvement. This can be crucial, which was not tested in the presented study, though the variation can be mitigated by adopting random sampling.

The presented study was exclusively focused on the education sector. It is important to note, however, that the work culture in private educational institutions often tends to differ from that in public educational facilities. The sample size chosen for the study encompassed a wide range across the education spectrum. Furthermore, according to the IMF (2022), job creation in Jordan's private sector is relatively low compared to the public sector. In addition, the scope of this study did not encompass the impact of these factors in other sectors, such as industry and agriculture, etc. However, it is plausible that the findings could be mirrored in different sectors, though further investigation is necessary.

The anticipation that various factors would impact women's empowerment was affirmed, but the magnitude of the factors' effect is worth navigating through. Furthermore, there was a strong indication with low p -value and other analysis parameters (i.e., β), suggesting that *Organizational Commitment*, *Organizational Satisfaction*, and *Social Needs* had stronger effects compared to others on WE. Because women are very much aware of the factors leading to their empowerment (Varghese, 2011), these factors enable the advancement in career smoothly, which in turn enhances the chance of women to stay longer in the workforce, leading to greater independence for women. The latter was found to be a major hindrance for WE in Jordan (Gharaibeh et al., 2009). In addition, there is near consensus in the literature that employee well-being is at the heart of productivity, and there is no significant gender difference in that sense (Schulte & Vainio, 2010). This also means that for any future roadmap, policy improvement should consider women's well-being at work as a crucial step toward empowerment.

Ethnicity, as a delicate subject within Jordan, should have some degree of WE. However, we could not address this aspect as the diversity of the population is aimed at highlighting national unity rather than ethnic distinction. Jordan is home to a large refugee population and their needs might be more challenging than those of the rest (Jabbar & Zaza, 2016). Likewise, addressing marital status and its implications should be done with caution (Banihani, 2020), as not all opinions regarding economic and social needs can be easily generalized across diverse backgrounds.

The presented study limitations were identified; no special attention was paid to each stratum (city) characteristics, but the study strived to include all the regions within the country; the background of respondents was not collected during the survey as this could affect how respondent view the “needs” and factors largely. In addition, the study was conducted in an urban environment, excluding the rural areas. Some of the factors examined, such as PP and EN, showed relatively lower distinctive power (i.e., HTMT values of 0.772), but this was not expected to significantly affect the result greatly. Nevertheless, the nature of the examined factors implied some degree of overlap, but it was within the acceptable margin of the presented study.

Conclusion

The presented study has provided valuable insights into the intricate relationship between WE and various influential factors. The study underscores the positive influence of various factors on women's empowerment in Jordan's education sector, aligning with global research in the same direction. It highlights the necessity of dismantling structural barriers to enhance women's working conditions in the education sector toward empowerment by observing the nature of Jordanian society. Women's well-being at work (i.e., social needs and organizational commitment) were the most influential of the examined factors.

The findings emphasize that the education sector in Jordan is not necessarily distinct from other sectors regarding women's empowerment challenges. The same factors influencing women's empowerment in different parts of the world also impact the empowerment of women in the education sector of Jordan. Moreover, addressing the factors affecting women's empowerment from a broad, contextual perspective is more effective than focusing on narrowly defined sub-factors. A holistic approach

allows for a comprehensive understanding of the variety of challenges and barriers women might face, ensuring that possible mitigation efforts are balanced and impactful across different aspects of empowerment.

While the findings were confirmed by many studies, this result should be interpreted with caution. Therefore, we encourage further studies and exploration of these findings, considering possible interfering elements such as geographical distribution (e.g., urban vs. rural areas) and the background of respondents. This approach aims to develop evidence-based practices tailored to enhance women's empowerment and amplify their societal contributions.

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