

The Importance of Training in Empowering Women Leaders Economically, A comparative Study between Edinburgh Napier University in Britain and Princess Nourah Bint Abdul Rahman University in Saudi Arabia

Dr. AMNAH A. A. ALASGAH

College of Arts /Princess Nourah Bint Abdul Rahman
University- KSA

Dr. Haifa H. Alshammari

Faculty of Education- *University of Hail- KSA*

Abstract:

This study deals with the importance of training in empowering women leaders economically and comparing the Princess Nourah University of KSA and the University of Edinburgh Napier in UK. As well as the impact of economic empowerment of women on the development process as one of the entrances to achieving the 2030 vision in the KSA.

This study came as the KSA is currently going through an economic revolution that grows in renewed directions, keeps pace with Saudi economic development requirements, and corresponds to the needs of society. This study also tries to benefit from women's activity in state institutions by developing them economically in all areas that require activating the role of women in them. This study also came in line with the state's directives to activate Saudi women's role in economic development, as a reflection of the support for the role of women in the necessity of changing their conditions and discussing themselves and their higher status and status in society.

The study found that continuous training for women at the university is a prerequisite for developing their professional capabilities and participation in the labor market, reflecting positively on increasing economic growth rates in the country. Also, there is a strong positive correlation between the challenges women face and the trend towards training and economic empowerment. The study shows that women's economic empowerment has a significant role in achieving economic stability, promoting social justice between the sexes, raising the standard of living, increasing family income, and women's independence. This positively affects the increase in economic growth rates in the KSA.

Key words:

Vision, economic growth, women's empowerment, empowerment, sustainability, development, universities- Princess Nourah Bint Abdul Rahman University (PNU)- Edinburgh Napier University (ENU).

Introduction

Women occupy a prominent position in our society, as they are the maker of generations and the effective element. Arab countries have succeeded in achieving remarkable achievements for women's advancement in various fields, but there are still many shortcomings



to reach the optimum degree. From this standpoint, the interest in the term empowerment of women came from the beginning of the nineties of the nineteenth century in celebrations and international conferences and the various media for them to have an influential role in making the right decisions, eliminating any form of discrimination against women and achieving development goals and developing society by expanding the opportunities for their participation. In achieving achievements in public life and in the construction and management of economic, social, and political institutions and providing options and alternatives to them.

Arab countries have been concerned with advancing women's economic empowerment and empowering them to their rights without discrimination, embodied by the first generation of legal legislation that focused on women's rights. Empowerment of women is a process that requires comprehensive cooperation and effective participation of all civil agencies and societies, governments, and international institutions in developing, implementing, and evaluating this policy and facing the challenges that faces the economic, political, and social empowerment of women (Hajjaj, 2019).

Effective participation requires the development of women themselves and developing their capabilities and capabilities to possess the elements of power that enable them to bring about change in our society. This power lies in knowledge, training, self-confidence, cooperation, and teamwork, not individual work. Women in the development process as active, productive, and developer. Who does not receive assistance in the advancement of society. When women are empowered to work, contribute more, and achieve achievement, the potential for economic growth becomes more apparent, as most women in countries worldwide rely on the private work sector as a source of income.

The collective empowerment of women in their lives, prioritizing their priorities, and their assistance to each other achieve a relatively higher achievement of individual empowerment. Through collective action, women can overcome inequality between men and women and the obstacles to their progress, particularly issues that have been entrenched in laws, customs, and ideological traditions. Hence, women's training in university empowerment in Saudi Arabia and Britain must be taken care of, highlighting foresight, enlightenment, collective organization, and conscience. To provide women trained in methods and skills to develop trends, which has the effect of achieving the prosperity of women's economic empowerment as one of the entry points of achieving Vision 2030 from the perspective of women leaders (Al-Khalidi, 2011).

Study Problem

The idea of training women's economic empowerment in KSA and UK universities and empowering women with all rights without discrimination between them and men is why Saudi Arabia (in its promising vision for 2030) has sought to raise the proportions of Saudi women's participation in work and allow them to work in important political positions. Besides holding



senior positions in the education and security sectors and their participation in the Shura Council. 20%, which is considered a milestone in the history of KSA and gives it the opportunity to run for mayor, which is no longer limited to the KSA but has been applied in European countries. The problem of the study is crystallized in the following questions:

1. What is the relationship between the fields of training and empowerment on the one hand and the challenges that women face in achieving economic empowerment on the other hand?
2. What are future recommendations and directions for research and methodological issues focused on women's empowerment research?
3. What is the impact of empowering women to participate in the labor market and be financially independent by obtaining income in exchange for work?
4. What are the challenges and problems women face in training in KSA universities that limit the economic return?
5. Analyzing the effects of women's economic empowerment on the rates of economic growth in the KSA.

Study Hypotheses

- There are no differences between the female employees of PNU in KSA and ENU in the UK in their attitudes towards training, women's economic empowerment, and how to activate it.
- There are no differences between the female employees of PNU in KSA and ENU in the UK in the required training needs (purpose and economic impact).
- There are no differences between the female employees of PNU in KSA and ENU in the UK in the private sector's role in supporting women leaders through training.
- There are no differences between the female employees of PNU in KSA and ENU in the UK in the problems and challenges faced by women leaders in training and limit the impact of economic empowerment.

Objectives:

Empowering women economically and improving their economic and social status is a fundamental goal of achieving development. Therefore, the study seeks to achieve the following objectives:

1. Measuring the attitudes of women leaders towards training and activating their role at work.
2. Learn about the role of training courses in universities necessary to empower women leaders economically.



3. Knowing the private sector's role in supporting the training of women leaders and the impact of women's economic empowerment on development rates.
4. Standing on the most critical challenges facing female leaders trained in achieving economic empowerment.
5. Study the impact of empowering women economically through their participation in the labor market and obtaining their work's financial return.
6. Study the relationship between women's participation in work, their role towards their families, and the challenges they face

Study Importance

The importance of the study is represented in the following:

Her contribution to collecting information on an essential contemporary societal issue enhances the importance of training for empowering women's role in society through her training, education, and qualification for that. An important research base and training package that will benefit future generations of women regarding the importance of future economic empowerment. The study is an important reference source to clarify the required training courses for women to enhance their role in society and to confront and overcome the challenges they face in the labor market. They are shedding light on the relationship between women's participation in work and their role towards their families and conducting training courses for women leaders in universities to build an appropriate economic empowerment strategy.

Previous Studies

Al-Sabti and Ward (2017) examined the effect of gender discrimination on Algeria's economic growth through a group of young men and women. It was found that there is a positive relationship with statistical significance between the variable of differentiation between boys and girls in secondary education and economic growth in Algeria,. The existence of an inverse relationship of statistical significance between gender discrimination in secondary education and economic development in Algeria. The study also found a positive relationship with statistical significance between commercial openness, capital and an inverse relationship between job supply and economic growth in Algeria.

Salami (2016) deals with the economic empowerment of women in Algeria, and the study concluded that equality between men and women is one of the universal principles recognized by the international community. The process of empowering women and giving them their status to perform their role with the fewest possible barriers and contribute to the sustainable development of economies has resulted in women's inclusion in achieving growth and overcoming various challenges that hinder their advancement.

Al-Kharouf & Al-Khaimi, (2015) dealt with the development witnessed by working women in Jordanian universities (government and private) from 2000 until 2009, to highlight the issue



of the importance of training for women's empowerment and its role in economic development and the study reached a set of career advancement challenges in universities. Besides, the extent of the impact of this on women's role and their administrative work after they have reached a degree of theoretical and practical scientific maturity qualifies them to highlight this role.

Bukhari (2012) studied the economic empowerment of Saudi women and its impact on economic growth during the period (1990-2010) to enhance Saudi women's role in effective participation in achieving economic growth. The labor market and the existence of an inverse relationship between citizens' economic dependency rate and the growth rate.

Nafeh (2011) deals with the relationship between the elements of job empowerment and employees' performance at Taif University and determines the most critical components of the job empowerment process that are most clear to the difference in workers' level of performance Taif University. The study concluded that: there is a statistically significant relationship between the elements of job empowerment (culture Organizational, participation, administrative communication, continuous training, incentives, and bonuses system, administrative confidence, clarity of role, access to information, work teams, and organizational support) and the performance level of employees at Taif University.

Al-Kharouf & Judges (2005) studied the demographic and social characteristics and leadership characteristics of businesswomen in the industrial and commercial sectors and the factors affecting their success in working in the city of Amman. To reach leadership positions represented by the family's economic situation and helping the parents and the husband of the women married to them, and there are personal factors, most notably the ambition of women, their skill and competence at work, and the ability to face problems.

Pervaiz et al. (2011) shed light on the relationship of gender inequality and its impact on Pakistan's growth, and the study concluded that the growth changes in the real GDP per capita are due to several factors: gender equality. It was found that there is a positive impact of the first three factors, while the fourth factor, which is represented by inequality, negatively affects growth. The most important recommendations of this study were the necessity of gender equality.

In the study Binder (2003) on the importance of empowerment in improving the level of workers and enhancing their ability to face problems, the study concluded that empowerment leads to improving the level of performance and that the employees who have been empowered can face problems, make decisions, and create methods. Innovation in dealing with different situations, which ultimately reflects positively on the organization's level of performance as a whole.

Dollar and Gatti (1999) dealt with the relationship between economic growth and the gender gap and focused on the importance of economic growth and increasing the average per



capita income in reducing the gender gap, especially in education. This study concluded that there is an inverse relationship between the gender gap and economic growth.

In light of the above and despite the multiple objectives of previous studies, training and its relationship to empowerment. However, most of them highlight the effect of training on empowering women, meaning that improving the level of employees' performance is a preceding step to the empowerment process through continuous and growing training. This study differs from previous studies in that: it is a descriptive and analytical comparative study between aspects of two universities. Those studies related to the subject of the current study are an extension of previous studies.

Study Approach

Use the descriptive approach that relies on studying the phenomenon, as it is appropriate to the study's subject and objectives. The descriptive approach aims to know the detailed facts about the studied phenomenon's reality, which enables the provision of a comprehensive and accurate description of that reality. The descriptive method is not limited to collecting and classifying data but includes some interpretation of this data. To serve the objectives of the study, a number of statistical methods were used to find the answers of the members of the study community about the questions raised by using the Statistical Analysis Program for the Social Sciences (SPSS) using correlation coefficients, Cronbach's alpha coefficient, frequencies, percentages, arithmetic averages, and deviations. Normative and others.

Study Population

The study population consisted of all the women working at the University of Edinburgh Napier in the UK and NPU in KSA, who had experience in administrative work for no less than three years and had work concerned with training empowering women economically.

The Study Sample

An intentionally random sample was chosen from female employees (faculty members, leaders, administrators). The sample size was 238 female employees, consisting of 118 female employees from ENU in the UK with 49.6% and 120 female employees from NPU in KSA at 50.4%. Table No. (1) Characteristics of the study sample.



Table . 1
Characteristics of the study sample individuals

Variable		PNU		ENU		Total	%
		No.	%	No.	%		
Nature Occupation	Administrative leadership position	37	%30.80	51	%43.20	88	36.97%
	Faculty member Bmh m Academy of Authority	50	%41.70	32	%27.10	82	34.45%
	Faculty member	33	%27.50	35	%29.70	68	28.57%
	Total	120	%100	118	%100	238	100%
Years Experience	Less than 5 years	10	%8.4	37	%31.4	47	19.75%
	From 5 years to less than 10 years	28	%23.3	25	%21.1	53	22.27%
	From 10 years to less than 15 years	6	%5	29	%24.6	35	14.71%
	From 15 years and over	76	%63.3	27	%22.9	103	43.3%
	Total	120	%100	118	%100	238	100%

Study Tool

The questionnaire was used as a tool to collect data and information from the respondents (the study population), and the questionnaire consisted of two parts:

- The first section: Includes the primary data of the members of the study population, which are the independent study variables, such as age, years of experience, nature of work, income, and others.
- Section two: This part consists of (25) phrases distributed on four axes: (1) attitudes towards training and economic empowerment of women and how to activate it, (2) Required training needs (purpose and economic impact), (3) the role of the private sector in supporting women leaders through training, and (4) the problems and challenges that women leaders face in training and limit the impact of economic empowerment). The expressions related to these axes are placed on the five-point Likert scale, consisting of five degrees, strongly agree, agree, neutral, disagree, and strongly disagree.

Validate and Stability

To verify the apparent validity of the questionnaire, the researchers presented it to a number of arbitrators to express their opinion on the clarity and suitability of the questionnaire statements, in addition to some general observations about the questionnaire and the appropriateness of the



five-point gradient that determines the response of the study members around each of its axes. After making the amendments Recommended by the adoption of the axes, paragraphs, and phrases that were unanimously agreed upon by the majority of arbitrators.

Stability was tested by applying the questionnaire to a random sample of (50) female employees from the study population, after which the questionnaires were redistributed on the same sample. Then the Cronbach Alpha stability coefficient was calculated, which reached (0.928%), which is a high percentage indicating the ability and potential the tool is applicable.

Results and Discussion

Q1: What is the relationship between training and empowerment and the challenges that women face in achieving economic empowerment?

To answer this question, the spearman correlation coefficient was used between the fields of training and empowerment and the challenges women face in achieving economic empowerment, as shown in Table (2), which shows the significance of the correlation between them.

Table .2

Spearman correlation coefficient between domains training and empowerment; and the challenges that women face in achieving economic empowerment .

Areas of training and empowerment	Problems and challenges facing women leaders in Training and reducing the impact of empowerment economically		
	Correlation coefficient	Indication level	Semantics
Trends towards training and economic empowerment For women and how to activate it	0.842 **	0.000	Function
Required training needs Purpose and economic impact	0.140 *	0.030	Function
The role of the private sector in supporting women leaders Through training	0.82 **	0.000	Function

** A function at a significance level 0.01 * a function at a significance level of 0.05

The results Pointed to the value of the significance level for all correlation coefficients is less than 0.05, which means a correlation relationship between the variables. As there is a strong positive correlation between the challenges that women face in achieving economic empowerment and trends towards training and economic empowerment for women, and how to activate it from On the one hand and the role of the private sector in supporting women leaders through training, on the other hand. There is also a weak positive correlation between



the challenges women face in achieving economic empowerment and the required training needs (purpose and economic impact).

Q2: What are future recommendations and directions for research and methodological issues focused on women's empowerment research?

To answer this question, arithmetic means and standard deviations were used for the axis of required training needs (purpose and economic impact), as shown in Table (3).

Table .3
Arithmetic averages and standard deviations for required training needs (purpose and economic impact)

No.	ferries	Average	Standard deviation	Degree
1	One of the most important training needs is strategic management For women leaders at the university.	4.17	0.721	OK
2	The courses operate in the financial field (planning and analysis Financial) directed to women to raise their level of performance Financial at the university	4.16	0.916	OK
3	Most women leaders need special training programs On personal skills to raise her level of commitment.	4.13	0.784	OK
4	Training supports the level of achievement and thus achieves goals The facility supports human capital development for both genders Hence economic growth	4.07	0.854	OK
5	Self-development courses help (time management / decision making Economic empowerment of women leaders.	4.00	0.832	OK
The average		4.10	0.8214	OK



It is evident from the above table that the study sample individuals agree, with an arithmetic average (4.10), on future recommendations and directions for research and methodological topics that can be focused on in women's empowerment research. Simultaneously, all the expressions of the axis of training needs required for empowering women ranged from (4-4.17). As "strategic management is one of the most important training needs for women leaders in the university" came first, while "helps self-development courses (time management). / Decision-making ...) on the economic empowerment of women leaders "in the last place. In general, we notice that all members of the sample stress the necessity and importance of training in empowering women economically.

Q3: What is the impact of empowering women to participate in the labor market and to be financially independent by obtaining income in exchange for work?

o answer this question, frequencies, arithmetic averages, and standard deviations were used for the axis of trends towards women's training and economic empowerment and some expressions of problems facing women in training and economic empowerment, as in Table (4).

Table.4
.Averages and standard deviations of the empowering effect women to participate in the labor market and to exploit them financially.

	ferries	Average	deviation Standard	The result
1	Training programs are provided at the university for according to their administrative levels leaderships	4.13	0.782	Positive Effects
2	The training contributes to solving problems in the work environment	4.11	0.819	Positive Effects
3	Continuous training is a requirement for capacity development Professionalism is a criterion for career advancement thus Higher income	4.02	0.806	Positive Effects
4	The training content is beneficial and encouraged On the economic empowerment of women leaders in the University	4.02	0.886	Positive Effects
5	I feel satisfied with the performance and impact of the .training at the university	4	0.827	Positive Effects
6	The training process affects the raising of efficiency Administrative leaderships	4	0.827	Positive Effects



7	Training content for university leaders Suitable for their needs	3.95	0.919	Positive Effects
8	The university adopts a training policy based on Needs and aims to strike a balance My society is economically fair for women	3.91	1.005	Positive Effects
9	The university's training strategy is a strategy Binding on all employees without discrimination and condition .To evaluate performance	3.76	1.05	Positive Effects
	Total Average	4.00	0.616	Effects Positive
1	The absence of binding regulations protecting the right of women In professional training and thus support empowerment .It's economic	4.14	0.72	Negative Effects
2	Low level of leadership training for women Their level of economic empowerment weakens	4.00	0.83	Negative Effects

It is evident from a table (4) that the study sample members agree with an average of (4.00) that empowering women to participate in the labor market and being financially independent by obtaining income in exchange for work has a positive effect on economic growth. According to their administrative levels, the "provides training programs at the university for leaderships" came in first place with an average of (4.13). While the phrase "the university's training strategy is a binding strategy for all employees without discrimination and a condition for performance evaluation" came last with an average of (3.76). The rest of the phrases ranged between them. All the terms indicate the positive effects of training and economic empowerment on women's participation in the labor market and their financial independence by obtaining income in exchange for work.

Concerning the axis of problems facing women in training and economic empowerment, it was revealed that the absence of binding regulations that protect the right of women to vocational training and support for economic empowerment of them. on the one hand, the low level of training of women leaders, on the other hand, had a negative impact on the participation of women in the labor market and their exploitation Physically speaking, and their access to income with a mean (4.14 and 4), respectively, and thus a negative impact on economic growth in general.

Q4: What are the challenges and problems that face women in training in Saudi universities and limit their economic returns?



As shown in Table (5), means and standard deviations were used to relate the axis of problems and challenges facing women leaders in training and limiting the economic return.

Table .5
Averages and deviation data standard of the problems and challenges facing women leaders in training and limiting the economic return

No.	Phrases	Average	deviation Standard	The result
1	There is an administrative bias against women leaders in the university	4.16	0.77	OK
5	The absence of binding regulations protecting the right of women to have Vocational training and thus support her economic empowerment	4.14	0.72	OK
2	There are family and societal burdens that limit women's access to food Training	4.10	0.80	OK
3	that but ,university of women leaders in the Although Kavae Leadership positions at the university prefer males	4.06	0.87	OK
4	Low level of leadership training for women Their level of economic empowerment weakens	4.00	0.83	OK
	the average	4.09	0.58	OK

It is evident from the above table that the study sample individuals agree with an average (4.09 out of 5) on the problems and challenges that women leaders face in training and limit the impact of economic empowerment. It was found that the administrative bias against women leaders in the university was one of the most common problems and challenges facing women leaders. At the university, it is followed by the absence of instructions that protect the right of women and family burdens that hinder the training of women, then the preference for males in leadership positions over women in the university, and finally the problem of low level of training of women leaders, which weakens the level of economic empowerment for them.

Q5: Analyzing the effects of women's economic empowerment on economic growth rates in the Kingdom of Saudi Arabia?

As shown in Table (6), averages and standard deviations were used for a set of statements distributed on the study's various axes, especially the axis of trends towards training and



economic empowerment of women and how to activate it. the axis of the required training needs, and the axis of the private sector's role in supporting women leaders through training.

Table .6

Averages and standard of deviation for analysis resulting from the economic empowerment of women on the rates of economic growth in the KSA

No.	Phrases	Average	Standard deviation	The effects
1	Continuous training is a requirement in developing professional capabilities and is a standard Career advancement and thus higher income	4.02	0.806	Positive effects
2	The training content is useful and promotes empowerment economic of women leaders at the university	4.02	0.886	Positive effects
3	The university adopts a needs-based training policy and aims to :Achieving an economically just societal balance for women	3.91	1.005	Positive effects
4	The private sector has financial, organizational and administrative capabilities that enable it to :Contribute efficiently to the training process and achieve economic empowerment for female leaders	3.95	0.919	Positive effects

Table (6) shows the importance of continuous training for women in developing their professional capabilities and the need for the university to adopt a training policy based on the needs necessary to achieve a fair societal balance for women, because of this great importance in empowering women economically and their participation in the labor market, its impact in general on increasing economic growth rates in the KSA. Also, note the significant role that the private sector can contribute in raising the training process level and achieving women leaders' economic empowerment in the KSA.

Based on the above, women's economic empowerment contributes to raising the standard of living for families, increases the income rate, enhances social and economic justice, and reduces the gender gap. Which in turn achieves social and economic stability and contributes to achieving the financial plan in the 2030 vision in the KSA.

H1: There are no differences between female employees of Princess NPU in KSA and the ENU in the UK in their attitudes towards training and economic empowerment of women and how to activate it.

To verify the role of training and economic empowerment on the female employees. The Mann Whitey test was used to compare the two universities to find out the significance of the



differences between the average female employees of NPU and the ENU and its impact on economic empowerment and this what is evident from the tables (7).

Table .7

Test Mann-Whitney results for training and economic empowerment between the employees NPU and the ENU

	Group	No.	Average ranks	sum ranks	Man value U Whitney	Significance
Trends towards training And the economic empowerment of women And how to activate it	NPU	120	89.35	10722.00	0 0 0 3462.0	0.000
	ENU	118	150.16	17719.00		
	Total	238				

It is evident from table (7) that there are statistically significant differences between female employees of the NPU and the ENU at a significance level (0.000), which is less than the significance level 0.05, as the value of the Man Wenty test reached 3462, which indicates the existence of differences between female employees. The NPU and the ENU on trends towards training, women's economic empowerment, and how to activate it.

H2: There are no differences between the female employees of the NPU in KSA and the ENU in UK in terms of the required training needs (purpose and economic impact).

To verify the training needs required for female employees of the NPU compared to employees of ENU, the Mann Whitey test was used to compare the two universities to find out the significance of the differences between the average female employees and its impact on economic empowerment and this is evident. Through the tables (8).

Table .8

Mann Whitney L test results for required training needs between the employees of NPU and the ENU

	Groups	No.	Average ranks	Sum ranks	The Mann Whitney U Value	Significance
--	--------	-----	---------------	-----------	--------------------------	--------------



Training needs Required (purpose and economic impact)	NPU	120	121.15	14538.50	6881.500	0.705
	ENU	118	117.82	13902.50		
	Total	238				

It is evident from a table (8) that there are no statistically significant differences between the female employees of the NPU and the ENU at a significance level (0.705), which is greater than the significance level of 0.05. The Man Wenty test's value reached 6881.5, which indicates that there are no differences between the female employees of NPU of KSA and the University of Edinburgh Napier ENU in the UK regarding the required training needs (purpose and economic impact).

H3: There are no differences between the female employees of the NPU in KSA and the ENU in UK in the role of the private sector in supporting women leaders through training.

To verify the private sector's role in supporting women's leadership support through training among female employees of the NPU compared to employees of ENU. The Mann Whitey test was used to compare the two universities to determine the significance of the differences between the average female employees of NPU and the ENU and the role of the private sector in economic empowerment. This is evident in tables (9).

Table.9

Mann-Whitney test results for the role of the private sector

In support of women's leadership training among the employees of the NPU and ENU

	Groups	No.	Average ranks	sum ranks	Man value Whitney U	Significance
The role of the private sector in supporting leadership Women through training	NPU	120	93.62	11234.00	3974,000	0.000
	ENU	118	145.82	17207.00		
	Total	238				

It is evident from a table (9) that there are statistically significant differences between female employees of the NPU and the ENP a significance level (0.000), which is less than the significance level of 0.05. The Man Wenty test's value reached 3974, which indicates the existence of differences between female university employees NPU and the ENU regarding the private sector's role in supporting women leaders through training.

H4: There are no differences between the female employees of Princess Nourah Bint Abdul Rahman University in Saudi Arabia and the University of Edinburgh Napier in the United



Kingdom regarding the problems and challenges facing women leaders in training and limit the impact of economic empowerment.

To investigate the problems and challenges facing women leaders in training and economic empowerment among the female employees of the NPU compared to the female employees of ENU. The Mann Whitey test was used to compare the two universities to determine the significance of the differences between the average female employees of the NPU and the ENU and the most critical problems facing women leaders. This is evident from the tables (10).

Table .10

Mann Whitney Problems and Challenges Test Results Facing women leaders among the employees of NPU and the ENU

	Groups	No.	Average ranks	sum Ranks	The Mann Whitney U Value	Significance
Problems and challenges facing leaderships Women in training are limiting the impact of empowerment economically	NPU	120	98.62	11834.00	4574,000	0.000
	ENU	118	140.74	16607.00		
	Total	238				

It is evident from the above table that there are statistically significant differences between the female employees of the NPU in KSA and the ENU in the UK at the significance level (0.000), which is less than the significance level 0.05. The Man Wenty test's value reached 4574, which indicates the existence of differences between female university employees NPU and the ENU, regarding the problems and challenges facing women leaders in training and limiting the impact of economic empowerment.

Results

Career advancement of women leaders is linked to continuous training, which is a condition in developing professional capabilities and thus increased income and positive impact on economic growth. Besides, the private sector's financial, organizational, and administrative capabilities enable it to contribute efficiently to the training process and achieve the economic empowerment of women leaders and their positive effects on economic growth.

Women's economic empowerment will contribute to realizing the financial plan in Vision 2030, which will have a noticeable impact on raising economic growth rates in Saudi Arabia. Therefore, Economic empowerment contributes to reducing the gender gap and promoting social justice, which leads to a cycle that increases the rate of economic growth in Saudi Arabia. In addition, Women's economic empowerment contributes to society's stability



and economic prosperity, which leads to a cycle of raising the rates of economic growth in KSA.

The contribution of economic empowerment to raising the standard of living leads to a cycle to raise the KSA rates of economic growth. There is a strong and positive correlation between women's challenges in achieving economic empowerment and trends towards training, women's economic empowerment, and how to activate it. Also, there is a weak and positive correlation between women's challenges in achieving economic empowerment and the required training needs (purpose and economic impact). Added to that, there is a strong and positive correlation between the challenges women face and economic empowerment.

The contribution of training to problem-solving in the work environment and its impact on women's contribution to the labor market and their financial independence by obtaining income for work positively affects economic growth. The training content of university leaders is appropriate to their needs. Their impact on women's ability to contribute to the labor market and their financial independence by earning income in exchange for work positively impacts economic growth. The association of training (planning and needs identification) to the gender of employees affects women's contribution to the labor market and their financial independence, and their effects on economic growth.

The low level of women leaders' training weakens their level of economic empowerment because of their impact on the contribution to the labor market and their financial independence by obtaining income for employment and negatively affecting economic growth. The absence of binding regulations protecting women's right to vocational training and family and community burdens was one of the most critical challenges that hinder women's training and thus economic empowerment.

Funding:

The authors would like to thank the Center for promising Research in Social Research and Women's Studies Deanship of Scientific Research at princess Nourah University for funding this project in (1441 AH / 2020 AD).

References

- Abd Al-Rahim, A. S. (1433). Saudi women and participation in decision-making and decision-making: The Saudi university student's trend towards empowering women in decision-making and decision-making, College of Arts - King Saud University, University Studies Center for Girls, Kingdom of Saudi Arabia.
- Abdul Aziz, A. (2019). Economic empowerment of women and its relationship to family security: field study, PhD thesis, College of Social Sciences - Naif Arab University for Security Sciences, Kingdom of Saudi Arabia.



- Ahmed, A. F. (2015), "Sudanese Women's Attitudes Toward Political Participation" (an analytical statistical study), supplementary research submitted for a master's degree in applied statistics, University of Gezira, College of Economics and Rural Development, Department of Applied Statistics and Demography of Sudan.
- Al Mizer, H. A. (2015). Saudi Women from Marginalization to Empowerment, Arab Journal of Security Sciences, Kingdom of Saudi Arabia.
- Al-Ansari, A. (2008). From education to work Training and employment of young people: How educational and labor market institutions work to train a strong skilled workforce for future needs, Arab Foundation for Studies and Publishing-Beirut, Lebanon.
- Al-Badareen, R. (2013), The Role of Women in Leading Change: An Applied Study on Working Women's Organizations in Jordan, Badra University, Jordan, Al-Balqa Research and Studies.
- Al-Daraghme, T. J. (2014), The Effectiveness of Training provided by Women's Institutions in Empowering Palestinian Women Economically from the Perspective of the Beneficiaries themselves, a Thesis Submitted as a Complement to Obtaining a Master's Degree in the Women's Studies Program at the College of Graduate Studies, An-Najah National University in Nablus, College of Graduate Studies, Palestine.
- Alkarroof, A.; Al-Khiyami, H. (2015). The Evolution of the Reality of Working Women in Jordanian Universities, European Journal of Social Sciences, Volume 49, Issue 3.
- Al-Khalidi, N. M. (2011). Empowerment of women in the school curriculum, a qualitative and analytical study, House of Curricula for Publishing and Distribution, Amman, the Hashemite Kingdom of Jordan.
- Al-Nuaimi, Q. A. (2018), Obstacles to Empowerment in Business Leadership, Thesis Submission for Master's Degree, Diyala University, Iraq.
- Al-Riyadh Newspaper (2020). Saudi Arabia: Women made the difference in the initial participation in the Shura Council and in all issues (empowering women ... the true partner in development), <http://www.alriyadh.com/1706305>
- Al-Sabti, L. A.; Ward, Talib Awad (2017). Inequality in education between the sexes and its impact on economic growth in Algeria - An empirical study for the period (1980-2014), Jordanian Journal of Economic Sciences, Volume 4, Part 2, for Jordan.
- Al-Sharif, S. (2010), "The Role of the Media in Achieving the Economic Empowerment of Arab Women", a working paper presented within the works of the National Symposium on: "The Role of the Media in



Bringing the Change Needed to Advancement of Women's Work", Arab Labor Organization, El-Gouna, October 28.

Al-Taadili, N. M. (2008): Empowerment ... Sharing ownership, trust, and unleashing the energies of employees to present their best, Electronic Economic Newspaper, Issue 5453.

Binder, C, Organizational Change and Staff Empowerment, Correction today, Vol.65, No.1, 2003, P.6.

Bukhari, A. A. M. (2012). Journal of Management Research, Volume 30, P3, Sadat Academy for Administrative Sciences - Research, Consultation and Development Center, Cairo.

Dollar, D. and Roberta G. (1999). Gender inequality, income, and growth: are good times good for women? The World Bank, Policy Research Report on Gender and Development. Working Paper Series, no. 1.

Fadel, S. (2017). The Role of Arab Women in Economic Leadership: A Future Perspective, College of Business and Economics, Iraqi University, Iraq.

Hajjaj, I. A. (2019). Social Welfare, Legislations and Characteristics, Faculty of Education - Al-Azhar University, Cairo, Egypt.

Ibrahim, J., Basbreen, S M., and Lubna A. A. (2017), The Impact of Women's Work on Family Stability from the Spouses' View of the City of Jeddah, Family Research, Jeddah, Saudi Arabia.

Ismail, A. (2013): The Impact of Structural Empowerment in Achieving Psychological Empowerment of Workers in Public Jordanian Organizations, Hebron University Research Journal, Volume (8), Issue (1).

Jan, S. F. A. (1438 AH), The University's Role in Developing Women's Social Responsibility in Light of Local and Global Changes, Shaqra University, College of Islamic Studies, Kingdom of Saudi Arabia.

Kabeer, M. (2017), "Saving and its role in economic growth", (a standard analytical study in Algeria compared with some Arab countries), a thesis submitted for a Ph.D. in sciences, Mohamed Boudiaf University in M'sila, Faculty of Economic, Business and Facilitation Sciences, specializing in science Economical, Algeria.

Kazouz, F. M. (2016), Obstacles to Women's Economic Empowerment and Proposed Solutions, Thesis Submitted for Master's Degree, College of Graduate Studies, Department of Islamic Economics, Libya.

Muhammad, W. M. (2015), The Role of Microfinance Projects in Empowering Rural Women Economically in Al-Kamilin Locality, College of Educational Sciences, Department of Geography and History, Gezira University, Gezira State, Sudan.



- Nafeh, W. A. (2011). Job empowerment and its impact on employee performance at Taif University, *Journal of Social Studies, University of Science and Technology, Saudi Arabia*.
- National Transformation Program Saudi Arabia's vision 2030 <https://vision2030.gov.sa/ar/programs/NTP>
- Pervaiz, Z.; Ghani, M. I.; Jan, S. A. and Amatul R. C. (2011), 'Gender inequality and growth: a time series analysis for Pakistan, *Middle-East Journal of Scientific Research*, 10(4): 434-439.
- Salami, M. (2016). Women and the problem of economic empowerment in Algeria, *Algerian Journal of Economic Development*, vol. 5, University of Kassdi Merbah and Ouargla, Algeria.
- The Iraqi Central Bureau of Statistics (empowering women as a supportive environment and a supportive culture), Ministry of Planning, National Committee for Population Policies in Iraq, 2020.
- Yamina, B. (2017), *The Role of Feminist Leadership in Achieving Organizational Commitment, Field Study, Complementary Note to Obtaining a Master's Degree in Sociology, Development and Facilitation of Human Resources*, University of Oum El Bouaghi, Algeria.
- Zina, R., and Aziz K. (2020) *Women's Work and its Impact on Family Stability in Algerian Society, Memorandum within the Requirements for Obtaining a Master's Degree in Educational Sociology, College of Social Sciences and Humanities, Department of Sociology and Demography, Zian Ashour University Djelfa, Algeria*.

