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The role of psychological empowerment and work flow in the professional commitment of employees working in the Jordanian Ministry of education

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Abstract--The study aimed to identify the direct effects of both psychological empowerment and work flow on professional commitment, and this study was applied to all employees of the Jordanian Ministry of Education. The descriptive analytical approach was used, and the study sample consisted of (463) employees in the ministry, and the researchers prepared three measures for each of psychological empowerment, work flow and professional commitment. The results of the study concluded that there is a direct and positive semantic effect of psychological empowerment and work flow in professional commitment, in addition to the presence of a direct and positive semantic effect of work flow in professional commitment. The study recommended conducting a similar study for other ministries in order to generalize the results.

Keywords--psychological empowerment, work flow, professional commitment, and the Jordanian Ministry of Education.

1. Introduction

The Ministries employees play a pivotal role in the educational process and shaping the behavior of students in the school. their role is extending to controlling their behavior and creating the appropriate environment for thinking and creativity and dealing with technological innovations and the information revolution that society is witnessing. The professional performance of employees, in general, have attracted the attention of many researchers to determine the most important factors that influence the employee's role in performing the roles assigned to him.

The professional field of Ministries education is more vulnerable than other professional fields to the loss of a well-trained professional team (Major, 2012); This represents a great loss for the educational process, as the academic and training preparation of employees takes a lot of time and financial cost (Stempien & Loeb,2020,260).

This coincides with the significant shortage of qualified special education employees; Because of the high turnover rates, many of these employees, whose percentage may reach (9%) (Elliott, et al, 2010), decide not to return educational process with disabilities after their first year of teaching, due to many factors, such as the lack of administrative support, and pressures related to the needs of students. Students with disabilities, excessive paperwork, physical and emotional exhaustion (García and Weiss, 2019).

The pressures that education staff are exposed to greatly affect their professional commitment; They find themselves facing many professional and financial problems and pressures (Wei, et al., 2021), which may lead them to want to leave work and feel job frustration; In view of the special requirements this profession requires related to the nature of the educational process as a whole, and this is negatively reflected on the employees' feeling of job satisfaction, poor effort, low productivity or job burnout (Marquis,2017,80).

The professional commitment of the education employee appears in his performance of the tasks required of him in his work and exerting maximum effort to maintain his profession and increase his connection with his work and the lack of negative behaviors represented in (Chiara, et al., 2019): neglect, leaving work, weak commitment, lack of a sense of responsibility, negligence and absence, as well as paying The professional obligation of employees to find better ways to deal with tasks (Hanaysha, 2016), Where the commitment of the education officer positively affects the educational process; Vocational crisis is the most effective way to successful education (Sorensen & Mackim, 2014,120).

Therefore, attention should be paid to knowing the factors that help the education employee to adhere to his work and improve his performance (Patterson, 2013,20). Where professional commitment is affected by many psychological variables, and among the variables that are related to professional commitment are psychological empowerment, which is positively related to motivation to work and good performance, and it has an impact and expected results as a means of

encouragement, and increasing the ability to make the right decision, and increase the efficiency of performance (Barton & Bartn, 2011, 205).

The psychological empowerment of the employee has recently occupied an increasing interest among researchers and those interested in the educational process across its various contexts (Eldor and Vigoda-Gadot, 2017), due to the positive correlation of psychological empowerment with many work-related outcomes, such as: job satisfaction, professional commitment, quality of performance and innovation, and leadership. The employees, and of course all of this is reflected in more influence and effectiveness on the educational process in the Ministry of Education (Lee & Nie, 2014, 67).

Psychological empowerment focuses on intrinsic motives more than on administrative practices, and these motives help employees in the Ministry of Education to manage their work (Wang and Liu, 2015); Because it increases work engagement, participation in decision-making, helps in the process of self-motivation, and increases work productivity, as it is the motive and psychological component, which includes influencing the work environment. Thus, the employee has a psychological flow in return, a flow at work (Aghaei and Savari, 2014,150).

The flow at work is also one of the modern positive concepts that push the individual towards employing his psychological energy, and this is accompanied by a state of satisfaction and happiness, and the postponement of personal desires and needs when engaging in the state of flow (Baza, 2012, 140). The study of flow contributes to enriching the field of positive psychology from three aspects; The first is to shed light on the phenomenon of optimal or maximum experience, and the second: includes expanding and enriching the understanding of the long-term effects of the maximum or ideal experience and its relationship to happiness or psychological well-being, and the third: includes what leads to a better understanding of the factors facilitating or hindering the ideal experience or maximum (Walmsley, 2013).

Al-Ghamdi (2019) indicates that high levels of workflow help employees to take the initiative to develop themselves, take care of their professional growth, improve their educational performance, reduce some negative behaviors at work, such as absenteeism and morning tardiness, and prepares employees of the Ministry to accept development and improvement programs, and reduces their chances of resistance to these programs; as they feel loyalty and belonging to the Ministry, it also motivates them to devise new ways to enhance their performance.

1.1 The Study Problem

The employees of the Ministry of Education play the main role in building the educational process for the blind and improving their level of functional and skill performance. The professional commitment of these employees is the basic guarantee for a quality education. The researcher noticed during the field training in the Jordanian Ministry of Education, the repeated complaints from the principals related to the frequent absence of employees. On the other hand, employees complain of feeling marginalized, lacking a sense of the value of what

they do, or lack of psychological empowerment, in addition to feeling physical and emotional exhaustion, and insufficient resources to prepare programs that suit their professional needs; Thus, the researcher went to search for the reasons for the professional commitment of the education staff in light of the obstacles they face and the administrative and psychological problems that hinder them from exercising their role optimally.

Thus, the study problem can be summarized in answering the following main question: What is the role of the strength and direction of relationships for the psychological empowerment variables and work flow in the professional commitment of the employees of the Jordanian Ministry of Education?

Based on the main question, the following hypotheses were developed:

H01: Psychological empowerment has a direct, positive, and direct effect on the work flow of the study sample.

H02: Psychological empowerment has a direct, not positive, effect on the professional commitment of the study sample.

H03: The work flow has a direct, positive effect on the professional commitment of the study sample.

1.2 Objectives of the study

The study aims to find out:

- Knowing the effect of psychological empowerment on the work flow of the study sample.
- Knowing the effect of psychological empowerment on the professional commitment of the study sample.
- Knowing the impact of work flow on the professional commitment of the study sample.
- Knowing the role of psychological empowerment and work flow in professional commitment among employees of the Jordanian Ministry of Education.

1.3 The Importance of Studying

The theoretical importance of the study is to shed light on some relatively recent positive concepts and variables affecting professional commitment, such as psychological empowerment and flow in the work environment, and studying the relationship between these variables combined in one model that highlights the interaction between them in the form that affects occupational commitment.

While the importance of the applied study is to draw the attention of those concerned with the educational process to the variables of psychological empowerment when preparing intervention programs to raise the level of professional commitment and work flow among the employees of the Ministry of Education to improve their performance. The study also provides a set of recommendations and educational applications that may contribute to improving the professional performance of this group, and the results of the study can help in building training programs for them based on psychological empowerment and work flow, in order to improve professional commitment.

2. Theoretical framework

2.1 Psychological Empowerment

Psychological empowerment considering that focusing on the human element and developing its capabilities is the effective entrance to continuous development and achieving efficiency and effectiveness of performance (Neumann, et al., 2021). Psychological empowerment also focuses on the psychological state of individuals, and their sense of control over their work. Empowerment is the process of supporting individuals' sense of self-ability by identifying and removing conditions that cause a feeling of helplessness (Omer, 2021: 77).

The importance of psychological empowerment for individuals is to increase their ability to build positive relationships and communicate with colleagues and members of the school community, resolve conflicts and be satisfied with work, and increase motivation to work and engage in it (Al-Osaimi, 2018: 20), and psychological empowerment has an important role What in building bridges of trust between the parties to the educational process, and the effective exchange of positive experiences between employees and their direct management, plays a major role in employees' sense of independence and self-efficacy at work. Which makes them more creative, innovative and innovative at work (Guajardo, 2019: 20).

Empowerment - in general - refers to the process by which individuals, organizations, and societies gain control over the matters and issues that concern them. It is a multi-level construct; It is characterized by a link between each level and the other level. Spreitzer (1995) defined psychological empowerment as a motivational construct that manifests in four cognitive dimensions: meaning, competence, self-determination, and influence; The combination of these four dimensions represents the general structure of psychological empowerment.

2.2 Work Flow

Flow research has its origins in the desire to understand the phenomenon of intrinsically motivated activity, spontaneous activity (reinforcing activity per se) quite apart from the ultimate reward, or any extrinsic gains that may result from the activity (Deci and Ryan, 2013). Focusing acute attention on the work in progress is the most important condition for reaching a state of flow (Ericsson, 2014); Because high concentration is the essence of flow, this seems to be a feedback movement when one is on the cusp of this state of flow. The flow requires a great deal of effort to reach a state of calm, and sufficient concentration to start work (Csikszentmihali, 2020). This first step requires a lot of effort. But once it begins a state of flow, it takes on an intrinsic force; Which leads to alleviating emotional disturbances and performing the act without any effort, and this is only reached when the person finds a job in which his skill appears and is associated with it to a degree that highlights his efficiency (Cherian and Jacob, 2013).

Thus, the state of flow is linked to the concept of psychological energy, which is defined as the sources of attention and focus available to the individual (Peifer,

2012). During the flow, the individual has the ability to release this energy, control it, control it, and place it in his emotional mind (Nakamura and Csikszentmihalyi, 2014); In order for a person to feel the state of flow, he must be freed from unimportant preoccupations, and employ his psychological energy in challenges, tasks and immediate experiences, and in this way, he does not consume his psychological energy in what is not related to tasks and activities of value and importance to the individual and his anxiety about the future or The past or regret for what has been missed (Abdulaziz and Al-Saeed, 2020, 279).

The flow was an important predictor of other job performance reports and, more specifically, of job enjoyment, particularly for highly conscientious employees. As Yan, Davison, & Mo (2013) show that employees who share knowledge more frequently (seeking and contributing to knowledge) report more flow, and flow can predict their creativity at work. Specifically, employees who responded showed increased attentiveness, with Focus on the fun as a result of knowledge sharing, a higher ability to generate new ideas, solve problems, and demonstrate originality in their work.

2.3 Professional Commitment

The concept of commitment includes the extent to which the individual is associated with the organization in which he works or the profession he performs (Eslami and Gharakhani, 2010). It is also a good indicator of the individual's tendency to leave or switch from work; this shift from work may take different forms, such as: neglect, repeated absences from work, poor performance, and other forms, the most extreme of which is the individual's tendency to leave the profession for another profession (Gilmour & Wehby, 2020).

Hamid, Nordin, Anida & Sirun (2014) indicated that the professional commitment of the employee is important to the effectiveness of the ministry, or indirectly affects the performance results. It has been shown that employees who demonstrate a high level of professional commitment toward the workplace; show a better level of self-confidence, and they are able to influence the work environment in a positive way, as the results of the study conducted by (Anari, 2012) showed that there is a positive, statistically significant relationship between emotional intelligence and organizational commitment and that professional commitment Employees are influenced by managers motivating them with clear expectations, promoting the vision and business goals, providing direct assistance and support, conducting fair evaluations, and recognizing employee accomplishments.

2.4 The relationship between psychological empowerment and work flow

In the context of the relationship between psychological empowerment and workflow, the results of the study of Falah and Muhammad (2018) indicated the relationship of workflow with psychological empowerment among school principals, and the results showed that school principals showed high rates of empowerment, where the dimensions were ranked as follows, from highest to lowest: status, then independence, then influence, then decision-making.

The study of the Aldabi, and Safii (2020) aimed to reveal the level of ability to withstand job frustration and know its relationship to meaning and flow at work, and the contribution of these two variables in predicting the frustration tolerance of teachers of students with visual impairments (118 male and female teachers; (71 males, 47 females). The results revealed a high level of ability to withstand job frustration among members of the study sample, and its positive association with meaning and workflow, and that these two independent variables explain (51.4%) of the variance in the dependent variable, meaning at work is the best of the two variables in predicting the ability to withstand job frustration.

The results of the study conducted by Ismail (2020) concluded that the dimensions of psychological empowerment contribute to explaining the variation in the scores of the sample individuals on the psychological flow scale by (94%), as Hamouda, Khedr & Hassan (2018) examined the role of Psychological empowerment as a mediating variable in the relationship between social support (perceived support from the organization, perceived support from the direct supervisor, perceived support from colleagues) and workflow. the work.

Al-Nasr study (2018) concluded that there is a positive, statistically significant relationship between psychological empowerment and its dimensions (meaning of work, merit, and influence), job involvement, and the contribution of psychological empowerment to explaining (59.7%) of the workflow variance, where merit was the most important dimension. The effect of explaining the variance in job absorption by (57.1%), then came after the meaning of work by (5.45), and the effect by (4.2%) of the variance in workflow; while the relationship between the dimension of autonomy and self-exploitation was Job insomnia is not statistically significant, and the results also confirmed the mediating role of psychological empowerment and its dimensions in the course of the direct relationship between servant leadership (as an independent variable) and engrossing in work as a dependent variable.

2.5 The relationship between psychological empowerment and professional commitment

Some studies examined the relationship between psychological empowerment and professional commitment, as the study Hamid et al. (2014) aimed to verify the effect of psychological empowerment of teachers on their professional commitment, as (258) teachers participated in the study of primary school teachers, and the results revealed a moderate positive relationship between psychological empowerment and professional commitment.

The results of Muhammad & Abdullah (2016) study also showed the direct impact of psychological empowerment on the professional performance of middle-level managers, which means that middle-level managers with high psychological empowerment are able to make a significant contribution to professional performance results. Providing managers with appropriate compensation that reflects their contribution to the implementation of tasks had a direct positive impact on professional performance.

In the same context, Tobaher's study, Fa'a (2018) aimed to identify the role of psychological empowerment in enhancing career commitment, through a field study that included a sample of individuals working in university libraries. A statistically significant effect of the dimensions of psychological empowerment (meaning, merit, independence, influence) in enhancing the professional commitment of the members of the study sample, as the individual's competence contributes to enhancing the level of job commitment by an effect amounting to (11%), As for the second dimension, which was represented in the meaning of the work, it was the effect of (63.5%), and the third dimension, which was represented in independence, came with (31.4%).

Didoni and Berhou (2020) study concluded the impact of psychological empowerment on the job performance of administrative employees, and the three dimensions (efficiency, independence, meaning and importance of work) had the most impact on the job performance of employees, while there was no significant effect for the dimension. Impact on the job performance of employees.

In the same context, the results of the study conducted by Abdullah, Almadhoun & Ling (2015) showed that teachers' professional commitment is greatly affected by psychological empowerment, and all dimensions of psychological empowerment (26% and 36%) explained the variation in students' skills. Emotional commitment and adherence to the rules of work, respectively. Moreover, the results showed that the dimensions of meaning and efficiency have a great impact on the emotional commitment and adherence to the rules for teachers.

3. Study Methodology

This part of the study deals with a presentation and analysis of the methodological procedures for research in terms of describing the study sample (the sample to verify the psychometric properties of the study tools - the basic sample), the study tools, and ways to ensure their psychometric efficiency. In terms of honesty and reliability, these procedures can be presented as follows:

The descriptive approach was used to identify the correlation coefficients between the variables (psychological empowerment, work flow and professional commitment), and to verify the assumed model using the path analysis method that depends on analyzing the relationships between the variables in a causal model based on logical foundations, and identifying the variable The influencing effects and the variables affected in the proposed trajectory model.

The study population and sample :The study population consisted of all employees working in the Jordanian Ministry of Education in the capital, Amman, where their number was (1350) employees in all departments in the ministry. The sample was a stratified random sample that included (463) respondents, and it was applied in the first semester of the year 2021/2022 AD, with an average age of (36.64) and a standard deviation of (9.21).

The Study tools: The preparation of the questionnaire went through several steps, namely: reviewing the theoretical frameworks and previous studies that

dealt with the study variables, reviewing some Arab and foreign standards that dealt with the variables, preparing the initial picture of the tools and presenting them to some arbitrators from professors of psychology and mental health, in order to express their opinions regarding the validity of the scales for use and modify them in the light of their opinions, and to apply the tools to the members of the exploratory sample to verify the psychometric properties.

- 1- **Psychological Empowerment Questionnaire:** The scale, in its initial form, consists of (25) items, which are responded to according to a five-continuum Likert method, where the responses to it come from (always - often - sometimes - rarely - never), and it measures (3) factors The expressions on these dimensions are distributed as follows: The first factor: (meaning) (7 items) from (1-7), the second factor: (independence) (9 items) from (8-16), (the third factor: (influence) (9 items) from (17-25). Validity using the exploratory factor analysis (EFA) for the psychological empowerment scale: Some measures were taken to verify the data's ability to conduct an exploratory factor analysis for the psychological empowerment scale according to the sample responses, the researchers used the exploratory factor analysis (EFA) method by SPSS(v) 21) with the use of orthogonal rotation (varimax), and cut-off saturation values greater than or equal to (0.50) , and use the "Getman" criterion to determine the number of factors, so that the factor is considered essential if the value of the potential root is greater than or equal to the integer one, as it was The inter-correlation coefficients of the Correlation Matrix are greater than (0.3), and the value of the Kaiser-Mayer- Olkin (KMO) test is 0.919, which is greater than (0.6), and the value of Bartlett's test of sphericity is (5943.25). which is a statistical function, and the values of the commonality coefficients were also reviewed, in order to ensure that each item was saturated with a factor only, and items with a commonality coefficient less than (0.5) were deleted. Arg (3) factors, including (6.) 0.22%) of the total volume of variance in the degrees of each individual sample; Where the percentage of variance for each of these factors, respectively, was (24.05%, 19.57%,16.60%)
- 2- **Workflow questionnaire:** The scale, in its initial form, consists of (43) items, which are responded to according to a five-continuum likert method, where the responses to it come from (always - often - sometimes - rarely - never), and it measures five factors, The expressions on these factors are distributed as follows: The first factor: (balance between skill and challenge) (10 items) from (1-10), the second factor: (work motivation) (7 items) from (11-17), the third factor: (Integration into work) (8 items) from (18-25), the fourth factor: (forgetting self and time) (8 items) from (26-33) The fifth factor: (enjoying work) (10 items) out of (34 - 43). Validity using exploratory factor analysis (EFA) for the flow meter at work: The criteria that were mentioned previously in the first scale were relied upon, and four factors were extracted, which included (56.424%) of the total size of the variance in the scores of the sample members; The percentage of variance for each of these factors, respectively was (16.54%, 16.46%, 11.75%, and 11.68%).
- 3- **Professional commitment questionnaire:** The scale, in its initial form, consists of (31) items, which are responded to according to a five-continuum likert method, where the responses to it come from: (always - often - sometimes - rarely - never), and it measures four factors The expressions on these factors are distributed as follows: The first factor: (compliance with work rules) (9 items)

from (1-9), the second factor: (adherence to work schedules) (7 items) from (10-16) The third factor: (commitment to the workplace) (8 items) from item (17-24), the fourth factor: (emotional commitment) (7 items) from (25-31). Validity using exploratory factor analysis (EFA) for the occupational commitment scale: two factors were extracted, which included (59.679%) of the total volume of variance in the scores of individuals in the sample, where the percentage of variance for each of these factors, respectively, was (39.51). %, 20.17%).

Statistical methods for the data

The study used a number of statistical analysis methods using SPSS (21) and AMOS (21), namely: correlation coefficient and path analysis.

4. Study Results and Discussion

The study aims to explore the structure of causal relationships between psychological empowerment and workflow and professional commitment. The path to verify the conformity of the assumed model to the sample data, or the path model to be tested, and then discussing and interpreting the results.

4.1 Descriptive statistics for the study variables

Before proceeding with the data analysis, descriptive statistics were calculated for the study variables, averages, standard deviations, skewness and flatness coefficients for each variable, in addition to preparing a matrix of interrelationships between the study variables. Table (1) shows descriptive statistics for the study variables.

Table (1): Descriptive statistics for the study variables (n = 463)

Statistical statement Study variables	average	Mediator	standard deviation	torsion coefficient	Flatness coefficient
Balance skill and challenge	27.03	27.00	2.02	-0.69	0.57
Integration at work	45.62	46.00	3.00	-0.33	-0.54
Forgetting yourself and time	24.08	24.00	3.40	-0.49	0.23
Enjoying the work	41.57	42.00	2.80	-0.87	1.04
Flow at work as a whole	138.29	140.00	6.94	-0.49	0.25
the meaning	33.45	34.00	1.49	-0.86	0.17
independence	25.98	27.00	3.26	-0.65	-0.50
the influence	31.79	33.00	7.31	-0.06	-1.04
Psychological empowerment as a whole	91.22	93.00	9.25	-0.12	-0.99
Adhere to the rules and place of work	75.69	76.00	3.29	-0.71	-0.07
The emotional obligation to work	31.47	33.00	2.95	-0.69	-0.50
The occupational disorder as a whole	107.16	107.00	4.80	-0.29	-0.29

It is evident from Table (1) that the distribution of the degrees of the variables is moderate. The study sample and table (2) show the matrix of interrelationships for the study variables.

Table (2): Correlation coefficients between the study variables, n = (463)

Study variables	work flow	psychological empowerment	Occupational obligation
work flow	1	0.276**	0.254**
psychological empowerment		1	0.243**
Occupational obligation			1

The results of the inter-correlative matrix of the study variables from Table (19) indicate that there is a positive correlation statistically significant at the level (0.01) between psychological empowerment, workflow, job satisfaction and professional commitment in the study sample.

4.2 Hypothesis testing

To verify these hypotheses, the path analysis method was used using the Amos 21 program (Amos Statistical Software Package) to examine the direct and indirect paths in the assumed model, as a statistical method that shows the possibilities of causal relationships between the variables. In this step, the researchers tried to test the assumed path model. The integrated model includes the direct effects by estimating the hypothesized path model by estimating the maximum likelihood, in order to verify the validity of the hypotheses, which are the hypotheses that relate to indicators of fit of the model and the direct effects of the study variables. The table (1) shows the direct effects of the study variables for the final model, and the use of the Bootstrapping methodology to estimate the significance of the direct effects and the study sample.

Table (3) of direct effects and their significance in the final trajectory model for the study variables for the study sample

independent (influencer)	path	dependent (affected)	direct effect	overall effect	The significance of the results
psychological empowerment	➡	work flow	0.276	0.276	0.000
psychological empowerment	➡	Occupational obligation	0.329	0.505	0.000
work flow	➡	Occupational obligation	0.220	0.01	0.000

It is clear from Table (3) the direct and indirect effects of the study variables, which are as follows: Direct Effects Analysis:

1 - The path coefficients indicate that there is a direct, positive and statistically significant effect of psychological empowerment on the work flow, where the path

coefficient = (0.276) and statistically significant, and this indicates that the more the employees have a high level of psychological empowerment, the increase in their work flow.

2- There is a direct, positive, statistically significant effect of psychological empowerment on professional commitment; Where the path coefficient = (0.329) was statistically significant, and this indicates that the greater the psychological empowerment of employees, the greater their professional commitment.

3- There is a direct, positive, statistically significant effect of work flow on professional commitment; Where the path coefficient = (0.220) was statistically significant, and this indicates that the greater the work flow, the greater the professional commitment.

The findings of the study can be explained that psychological empowerment affects the flow in the work environment, in light of that empowerment helps to enhance the positive feeling among workers, increase their sense of psychological and professional balance, and improve the motivation and commitment of individuals to carry out their work tasks. Speed in completing tasks and activities, getting rid of routine, openness and trust between employees and customers. Which helps in increasing their job satisfaction. Psychological empowerment is one of the variables that contribute to activating the flow of work and integrating into it, which is an internal motivator to perform work tasks as it increases their motivation to participate in work activities, and increases their spirit of initiative and courage in Taking and taking risks, increasing their ability to bear the pressures associated with work and perseverance in facing its challenges, and focusing their efforts and emptying their energies at work, and this was in agreement with what was indicated by Zahed Babelan Koulaei, Moeinikia & Sharif (2019).

It is also explained in the light of the psychological empowerment that the teacher feels the value and importance of the work he performs, and the sublime message he achieves in educating students with special needs, and this gives him the energy and motivation to perform his work, and complete it by nourishing enthusiasm, dedication and immersion in the performance of his tasks and activities. This is in agreement with the study (Paulik, 2020). The ability of the perceived value and meaning of work (as one of the dimensions of psychological empowerment), and a sense of competence, independence and freedom of action give the employees confidence and solidity in the performance of work and increase his involvement and enjoyment of work and integration in it with enthusiasm and dedication and sincerity, and this agreed with the study (Kilic, 2019).

The result of the current study (the effect of psychological empowerment on work flow) may be due to the fact that psychological empowerment helps to assume responsibility and improve the quality of work, as it pushes individuals and groups strongly towards job integration, where the importance of empowerment in the work environment comes through creating conditions Which enhances the participation of employees, which leads to effectiveness in making work meaningful, and releasing their potential energies, which contributes positively to participation in work and innovation. Employees stress the importance of work, reaching a level of self-confidence, initiative, and greater awareness of the

meaning of the work they are doing, and it leads to psychological safety and increased motivation at work.

Psychological empowerment also focuses on job satisfaction and reducing stress in the work environment, especially since employees face many job problems and feelings of anxiety about their work. However, empowerment added to them psychological immunity against stress; Which helps in dealing with occupational pressures, and also agreed with (Collins, 2007). Empowerment is one of the important factors that have an effective impact on improving job performance for them, as they feel the importance of the work they perform, and that they have a degree of control, and sufficient space for Freedom to determine the way they work in the Ministry, and their sense of ability to influence the work environment, and that they are personalities committed to meaningful goals.

Employees who have a high level of flow at work, have high levels of energy a sign of enthusiasm towards work, and are fully immersed in their work activities; This reflects positively on their level of performance and affiliation to the work, in addition to their willingness to invest effort, perseverance in facing their companions during work, and the individual's fusion in his work and his feeling that work is exciting and a source of inspiration, pride and challenge, and makes the teacher in a state of complete focus. in his work and immersing himself in it happily; He feels that time passes quickly while working and finds it very difficult to isolate himself from his work, as noted by Bakker & Albrecht (2018). Especially since professional demands reduce his internal motivation, but the workflow is positively related to optimism, professional competence, and connection to work and continuity in it. It is also considered a preventive factor against emotional exhaustion as one of the dimensions of professional burnout. Adherence to the profession and its rules and unwillingness to leave it, and this is in agreement with the studies of Mosing, Butkovic & Ullén, 2018; Datu & Mateo, 2017).

5. Conclusion

This study aimed to find out the role of psychological empowerment and work flow in the professional commitment of the employees of the Jordanian Ministry of Education. This study searched for a relationship between variables through a questionnaire tool that was distributed to the sample to collect data. After conducting the critical statistics, it was found that psychological empowerment has a direct, positive, and direct effect on the work flow of the study sample; Psychological empowerment has a direct, not positive, effect on the professional commitment of the study sample; the work flow has a direct, positive effect on the professional commitment of the study sample.

In light of this, the study recommended several recommendations: Caring for the employee to have the support of colleagues and managers on the job; for his role in enabling him to perform his work successfully. Work independence and giving the employee more freedom to make decisions; increase his integration into work and continuity in it. Expansion of psychological services for employees; In order to help them face the occupational pressures that increase the chances of leaving work and the lack of organizational professional commitment. Conducting more research and studies that concern the variables that would enhance the

commitment of education staff to the profession and prevent them from dropping out of it to other professions.

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