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BİNGÖL UNIVERSITY
SOCIAL SCIENCES INSTITUTE
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THE IMPACT OF ADMINISTRATIVE EMPOWERMENT IN ORGANIZATIONAL DEVELOPMENT

AN ANALYTICAL STUDY IN THE KOYA UNIVERSITY

PREPARED BY

Arkan Naaman SABER

161203143

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SUPERVISOR

Prof. Dr. Muammer ERDOĞAN

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İDARİ YETKİNİN KURUMSAL GELİŞİM ÜZERİNDEKİ ETKİSİ KOYA (IRAK) ÜNİVERSİTESİ'NDE ANALİTİK BİR ÇALIŞMA

Hazırlayan
Arkan Naaman SABER
161203143

YÜKSEK LİSANS TEZİ

Danışman
Prof. Dr. Muammer ERDOĞAN

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BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım [İDARI YETKNİN KURUMSAL GELİŞİM ÜZERİNDEKİ ETKISI:KOYA(IRAK)ÜNIVERSITESI'NDE ANALITIK BIR ÇALIŞMA] adlı bu çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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İmza

Arkan Naaman SABER

THESIS ACCEPTANCE AND APPROVAL

BİNGÖL UNIVERSITY
SOCIAL SCIENCES INSTITUTE DIRECTORATE

This thesis entitled "**The Impact of Administrative Empowerment in Organizational Development: An Analytical Study in The Koya University**." Prepared by Arkan Naaman SABER was found to be successful as a result of the thesis defense examination held on the date of [/   /2018] and accepted by our juror as the master degree in the department of business administration.

THESIS JURY MEMBERS: Signature

President: ………………………………….

Supervisor: Prof. Dr. Muammer ERDOĞAN   … ………………………………….

Member: ………………………………….

CONFIRMATION

This thesis accepted by the jury determined in the,   /   /2018 session of the board of directors of the sciences institute of Bingöl University.

Director of the Institute

Doç. Dr. Yaşar BAŞ

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ÖZET

İDARİ YETKİNİN KURUMSAL GELİŞİM ÜZERİNDEKİ ETKİSİ: KOYA (IRAK) ÜNİVERSİTESİ'NDE ANALİTİK BİR ÇALIŞMA

Bu çalışma, idari yetkinin, Koya Üniversitesi'nin fakültelerinde kurumsal gelişimdeki etkisini araştırmayı amaçlamaktadır.

Araştırmacı veri toplamak için bir anket kullanmıştır. Çalışma örneklemi, Koya Üniversitesi'nin dört fakültesinin farklı bölümlerden rastgele seçilen, 120 öğretim üyesinin ölçek sorulara verdikleri cevapları içermektedir.

Çalışma, idari yetkinin ve kurumsal gelişim boyutlarının önemli olduğunu ortaya koymuştur. Ayrıca sonuçlar, personelin motivasyonu ve eğitilmesinin idari yetkiyle çok yakından ilgili olduğuna işaret etmektedir. İlaveten sonuçlar kurumsal ilişkilerin kurumsal gelişmeyi artırdığını da ispat etmiştir.

Anova ve t-testi sonuçları katılımcıların özelliklerine göre idari yetkiye ve kurumsal gelişime yönelik yanıtları arasında farklılıklar olmadığını göstermiştir.

Çalışma ayrıca, idari yetki ve kurumsal gelişim arasındaki pozitif ilişkiyi de ortaya çıkarmıştır. Diğer taraftan yetki devri kurumsal gelişim ile en yüksek pozitif korelasyona ulaşmıştır. Gerçi kurumsal gelişim ile ilişkisi açısından diğer dört boyutla karşılaştırıldığında en düşük seviyede olanı motivasyondur.

Yani, regresyon analizinin sonuçları; idari yetkinin, kurumsal gelişimi etkilediğini, hatta yetki devrinin etkisinin büyük olduğunu, ancak motivasyonu düşürdüğünü ortaya koymaktadır.

Anahtar Kelimeler: İdari Yetki, Yetki Devri, Motivasyon, Takım Çalışması, Eğitim, Etkili İletişim ve kurumsal Gelişim.

ABSTRACT

THE IMPACT OF ADMINISTRATIVE EMPOWERMENT IN ORGANIZATIONAL DEVELOPMENT: AN ANALYTICAL STUDY IN THE KOYA UNIVERSITY

This study aims to investigate the impact of administrative empowerment in organizational development at the faculties of Koya University. The researcher used a questionnaire to collect data. The study sample involves (120) faculty members who were selected randomly from different scientific departments at the all four faculties of Koya University to answer the survey questions.

The study found significant of administrative empowerment and organizational development dimensions. Also, the results indicate that motivation and training of the staffs' riches the administrative empowerment. Further, the outcomes demonstrated that organizational relations riches the organizational development.

The Anova and t-test results of the variance showed that there aren't variances among respondents' replies toward the administrative empowerment and organizational development according to their characteristics.

The study also found the positive relationship between administrative empowerment and organizational development. However, the delegation of authority achieved the highest positive correlation with organizational development. Although, motivation has the weakest correlation with organizational development compared to other four dimensions. Furthermore, the results of regression analysis establish that statistically, the administrative empowerment impacted on organizational development so the high impact of the delegation of authority, however, the lower one was motivation.

Keywords: Administrative Empowerment, Delegation of Authority, Motivation, Teamwork, Training, Effective Communication, and Organizational Development.

DEDICATION

I dedicated this thesis is to my parents' father, and mother your lessons and endless sustenance is always remarkable.

Moreover, dedicated to my sisters and brothers, this study would not have efficiently done without your great support, love, and importunity, thanks for beautiful and gorgeous existence.

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CHAPTER ONE
AN INTRODUCTION TO THE STUDY

1.1. GENERAL INTRODUCTION

Admınıstratıve empowerment topic has developed since the end of the eighties of the last century, and it expected broad adoption in the later nineties, because of increased focus on the human component within the administrations. The concept appeared as a consequence of the evolution of the administrative thought from the command and empowered organization concept to what is being called the powered organizations nowadays. A substance that resulted in changing the multilevel organizational scale into limited number scale within the organizational environment development, and transformations in the administrative concepts towards empathy and achieving the organizational development.

However, the administrative empowerment is one of the values and bases which approves the application of open administration method. Based on that, many characterizations of administrative empowerment developed as some writers believe that it is a management means, but others have a philosophical perspective thereof. While, human resources are considered the most critical asset of the organization, which should exploit efficiently.

Administrative empowerment practically proves that it leads to organizational development, improving the performance and productivity, staffs, clients' satisfaction, and the increase the organizational effectiveness.

There also some who deliberated administrative empowerment a cultural practice which promotes staffs to bear their duties to improve the way they accomplish their work through empowering lower levels and give them power the take decisions. It remarked during the last ten years that many papers, writings and research attempting the empowerment issue due to its significance to free the employee from traditional control, stringent policies and abiding regulations. Therefore, empowerment and organizational development viewed as the modern methods for the management of human resources to exploit the potential capabilities of leadership and self-motivation and the ability of innovation, and to achieve the objectives of the organization development.

The study realizes that the administrative empowerment means improving the level of employee's productivity and increasing the innovation. In addition to giving the employees a vast space of freedom inside the organization in the decision-making process through expanding the delegation of authority, and providing all kinds of incentives, offering opportunities, focusing on teamwork, innovative ideas, and creating a stimulating environment for faculty members.

While the study found significant of administrative empowerment and organizational development dimensions, also, the results indicate that motivation and training of the staffs' riches the administrative empowerment. Further, the outcomes demonstrated that organizational relations riches the organizational development of the faculties of Koya University

The correlation analysis results showed that there is a significant positive relationship between business administrative empowerment and organizational development. However, the delegation of authority achieved the highest positive correlation with organizational development. Although, motivation has the weakest correlation with organizational development compared to other four dimensions.

Furthermore, the results of regression analysis establish that statistically, the administrative empowerment impacted on organizational development so the high impact of the delegation of authority, however, the lower one was motivation.

This study will contribute to the administrative empowerment and institutional development literature over provide a theoretical framework, also provide implications for the academy literature through announcing prospective administrative empowerment which is possibly beneficial to faculties academic performance. Hence, the results of this study syndicate the current form of study literature which has detected to find the statistically significant relationship between administrative empowerment dimensions and institutional development. The researcher suggests that the future studies must use a more substantial number of factors to analysis for significance in other than academic departments in the faculties of universities.

However, the Iraqi researchers must give more interest to this issue since the studies in this regard are less thus, we must refer that human aspect and human

resources management are vital issues since human is the primary key to the success or failure of any academic institution and organization.

The study structured into five chapters. Chapter one an introduction to the study which contained; the general introduction, the background of the study, problem statement, the study purpose, the significance of study, the study questions, the conceptual model of the study, and the study hypotheses. However, chapter two reviews the literature relevant to the concept of administrative empowerment. Chapter three dealt with the literature related to the organizational development.

While, chapter four addresses the study materials and method that comprise method and design, the study population, sampling, data collection procedures.

Though, chapter five dedicated to the analysis and findings, the conclusions of the findings presented along with recommendations, the study contributes and suggestions

1.1.1. The Background of the Study

The current study's background linked to the previous studies and research that reviewed and have a substantial influence in the methodical studies. As they specify a consciousness for researchers to continue and exactness their study topics.

Subsequently, to formulate the procedural features and relates the study problem statement, purposes, and significant, therefore, the researcher pursued to appraisal some studies and researchers that connected to current study topics administrative empowerment and organizational development, as follows:

1.1.1.1. The Studies Related to the Administrative Empowerment

Lau, (2010) base on the researcher mention this aimed to explore the relationship between administrative empowerment and organizational outputs such as innovation, effectiveness, and excellent performance.

However, the researcher in this study pointed out that the non-academic staff in higher education are responsible for the operational work at the university, and organizational strategies administrative empowerment, which encourages initiatives and innovations, and innovative behavior and working to stay a more extended

period for colleges and universities. Moreover, this study pointed out that the non-academics staff in higher education fined low care by academies.

Eveline, (2011) this research aim to investigates the relations between the dimensions of empowerment namely: impact, competence, meaning, and self-determination and affective commitment. This study also investigates the general effects of the dimensions of empowerment with job engagement and trust in the management of affective commitment.

Al-Tarawneh, (2006) this research is about to recognize the nature of the relationship between the administrative empowerment and the efficiency of decisions taking the process for national schools' principles in the southern region in Jordan.

Affana, (2013) the researcher purpose in this study is to discover the relationship between managerial empowerment and the effectiveness of teamwork and to a certain the level of their implementation within international non-governmental organizations operating in the Gaza Strip.

Tickner, (2010) this research is also about to examines the impact of an empowerment strategy may have when realistic to public sector employees distributing Environmental Services. The study employments a case study method as its central research strategy with ten sample local authorities chosen as strategic informants.

The critical issues considered were the relevance of the appropriate structure within the organization, the importance of employee commitment, the impact of the management or leadership style, and the opportunity for implementation of an empowerment strategy.

Abdulla, (2016) argues that this research aimed to identify the impact of administrative empowerment on the organizational loyalty among workers in the Sudanese commercial banks while the study depended on the theory of incentives and previous studies in the construction of the study sample.

Which formulated hypotheses of there is a relationship between empowerment administrative and organizational commitment there is a relationship between empowerment administrative, loyalty emotional, there is a relationship between empowerment administrative continued loyalty.

Al-Balwi, (2008) as researcher mentioned this research is about to identify the effect of administrative empowerment on the job performance among teachers of public schools in "Al Wajh" Governorate in the Kingdom of Saudi Arabia. The study also purposes of identity in the concepts of the researched, of their different personal performance, of the level of Administrative empowerment.

1.1.1.2.The Studies Related to the Organizational Development

Emelie and Sama, (2013) this study is about to investigate how organizations handle received feedback from their customers through social media to improve and develop themselves.

While this theoretical study base on theories that facilitate the understanding of the problem area. The empirical study base on interviews that made with three public transport establishments; Västtrafik, SJ, and Skånetrafiken which use Facebook as a means of communication with their clients.

Consequently, the theoretical and empirical study compared and analyzed. The researcher has concluded that Facebook can promote organizational development through the received feedback from customers. Further, the researcher believes that the received feedback should be in focus, as the customer is the end user, to create a customer- and organizational values.

Dijana, (2008) according to the researcher' ague this study focused on organizational change in non-stabile environments. Non-stabile environments characterized by the dramatic change in societal, economies and political levels caused by changes in political regime or armed conflict. The literature suggests that higher education plays an essential role in assisting such societies through such turbulent and dramatic times.

Jessica and Rebecca, (2016) this study attempted to analyze a wealth of information and literature available on organizational development. Moreover, synthesizes useful frameworks and best practices for organizations looking to achieve strategies goals more effectively and efficiently.

Whereas, organizational development is complex and requires planning. It is crucial to map the organizational context within which are hoping to catalyze change. So, organizational development needs to include work at both the institutional and

individual level. There are many monitoring and evaluation techniques for organizational development, including out some mapping, the most significant change' technique, and guidance and checklists developed by the World Bank Institute.

Perttu, (2007) this study aimed to investigate what kinds of coordination strategies enable effective coordination in complex and uncertain organizational development programs the complexity of services and products has ambitious organizations to utilize courses to manage different kinds of development responsibilities that are far too complicated to organize through single projects.

In the multi-project organizing frame, coordination between the participating actors is one of the critical factors that distinguish effective programs from unsuccessful ones. This thesis focuses on the coordination mechanisms between interdependent project teams in programs.

Ari, (2011) the researcher mentioned this research aimed first to study the mainstream thinking of organizational development and coaching that is commonly used in organizations around the world and qualified in most business schools and universities. When this, another way of thinking about organizations introduce, namely the "complex responsive processes of relating." This thesis then develops conclusions about how this new way of viewing organizations might affect the practices of organizational development and coaching. This thinking then applied in a historical ease study where both of these different viewpoints are used to explain the situations and the events described.

Tryggvi, (2008) aimed to involves developing measurements of the primary constructs of interest; job satisfaction, uncertainty, commitment and change readiness. The relationship between the primary constructs and change readiness then investigated with particular emphasis on testing hypotheses presented under the first of three propositions.

More analysis then investigates two more schemes, one testing the assimilation of approaches of executive managers and staffs to organizational change, and one testing the relationship between the rate of change and change readiness.

David, (2012) aimed of that dissertation is to further develop the theory of organizational change and the theory of management by the strong process view as well as to develop the theory of entrepreneurship by design theory further. Traditionally, organizational change has conceptualized as a retrospective difference between two state states and as a sequence of process steps unfolding over time, thereby losing the inherent dynamics and uncertainty of an ever-transforming world.

1.1.2. Problem Statement

The public institutions suffer significantly from problems and drawbacks as a result of survival for long periods under the extreme umbrella of centralization, particularly in Iraq and Kurdistan region, that Koya University one of them. Hence, the hierarchical levels of management, and the complexity of the official lines of communication, as well as the discretion of information given to institution staffs these created an obstacle to the institutional development and reform ambitions of organizations. The organizations generally and institutions in particular in the present day live in involved changing conditions, making the development urgently needed and necessary. That requires these institutions to be keen to develop the capabilities and efficiency of its staffs. To increase their contribution to solving problems, make decisions, and generate new creative ideas at work from here emerged the concept of administrative empowerment, which currently is the essence of the organizational development to any organization.

However, many of the organizational studies show that institutions remarkably focus on technical innovation more than on administrative empowerment in which this leads to the organizational gap and negatively affected to the developing of the organization as a whole the administrative empowerment considers as one of the modern management topics, which focuses on the management and administrators. The head coordinators of the academic departments at universities play a prominent and essential role in finding organizational development in their departments and colleges to improve and develop the managerial work and services concentrated for the students in one hand and society on the other.

1.1.3. The Study Purpose

This study aims to examine the impact of administrative empowerment in the organizational development as the specific factors to advance the institutions. Also, other factors can affect the institutions' academic performance. However, in the present study, only the most vital and joint factors will be surveyed, and then the stress will be narrowed down to administrative empowerment and its impact on the organizational development. Accordingly, it is likely that this study reaches the following purposes:

1) Informing a theoretical context for administrative empowerment and the organizational development.
2) Identifying the reality of administrative empowerment and identifying the reality of organizational development level in surveyed University.
3) State the levels of administrative empowerment and the organizational development executed by the surveyed Koya University.
4) Investigate if there is an agreement between the views of the study's sample towards the study variables.
5) Identifying the impact of administrative empowerment on organizational development.
6) Formulate a model that reproduces the effect and relationship between the study variables and the trends of their different effect on the possibility the results that accept the study hypotheses or reject them.

1.1.4. The Significance of Study

The study is predicted to have a significant influence on administrative empowerment and organization development. Since various universities are required to obtain a concerted level of administration empowerment performs to achieve the process of organization development. Also, the study outcomes would contribute to refining understanding of empowerment and organization development process, further, how the institutions attain goals that support the institutional development.

Therefore, the significance of study comes from the position of the two variables in question, especially the primary variable is administrative empowerment which is from modern concepts in management science. Also, is one of the

competitiveness criteria of any organization seeking to succeed and continue. So, it needs more study and research to determine its relationship with other organizational variables, including organizational development.

However, the substance of the study depends on the existence of contemporary administrations carrying ideas consistent with developments in a world which is in line with the latest social, technological, informational and administrative developments. That pushed it to implement everything which will increase the speed of achievement as well as the quality and accuracy of performance and through its belief in abilities and skills.

Moreover, the staffs' abilities to assume the responsibilities entrusted to them as well as the wisdom of their behavior in various situations without recourse. So, such studies can reveal the vital role that empowerment plays in making employees high abilities, skills and abilities to assume responsibilities and respond quickly to the needs and desires of community members, the study of significance has two aspects; theoretical and practical significance.

While, theoretical significance, through elevating the academic study literature, broadening their scale over the value addition of this study results regarding the status of the theoretical significance of modern administrative empowerment of staffs in all institutions in general and governmental institutions in particular. Practical significance, despite the present evident activity of Iraqi and Kurdistan region and apparent interest in research and studies in administrative empowerment in governmental institutions. Therefore, this study offers measuring tool for investigators which depends on modern administrative empowerment and organizational development concepts for the field practice; which can use to make other measuring tools in various institutions or organizations.

1.1.5. The Study Questions

In accordance to the previous studies that related to the topics of study that the administrative empowerment and organizational development, however, by the frame of the present study problem and identify the appropriate methods to support the positive effects and the relationship between the variables of the study. Moreover, to find appropriate solutions to their negative aspects and reduce them to

the success of organizational development the researcher can classify the critical study questions as follows:

1) What are the levels of administrative empowerment and organizational development in surveyed Koya University?

2) Do the administrative empowerment and organizational development components present meaningfully in a surveyed institution which is Koya University?

3) Do the dimensions of administrative empowerment vary in their comparative significant across surveyed University؟

4) Is administrative empowerment significantly correlated with the organizational development in Koya Unversity؟

5) What is the impact of administrative empowerment in the organizational development in Koya Unversity?

1.1.6. The Conceptual Model of the Study

By the contented of the study purposes and direction of the study problem, the study has permitted the conceptual scheme. Thus, that to illuminate the impact and relationship between the topics. Consequently, to change the study problem into possible examining variables, the study engaged this scheme that relates the administrative empowerment and organizational development as revealed in the figure below.
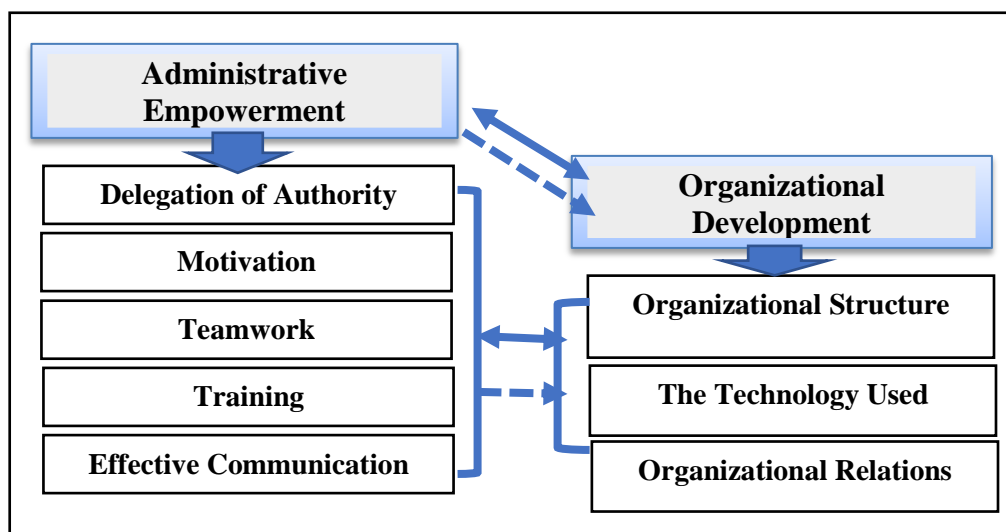
Figure 1: The Conceptual Study Scheme

Source: Developed by the Researcher Based on the Literature Reviewed

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1.1.7. The Study Hypotheses

Awareness on the subject of the above study conceptual scheme, the effect, and relationship between its main variables and their dimensions, the study hypotheses can be obtained as follows:

$H_{o.1}$: **There is no positive relationship between institution's administrative empowerment and organizational development of the Koya University.**

H_1: **There is a positive relationship between institution's administrative empowerment and organizational development of the Koya University.**

− $Ho._{1.1}$: There is no positive relationship between institution's delegation of authority and organizational development.

− $H_{1.1}$: There is a positive relationship between an institution's a delegation of authority and organizational development.

− $Ho._{1.2}$: There is no positive relationship between institution's motivation and organizational development.

− $H_{1.2}$: There is a positive relationship between institution's motivation and organizational development.

− $Ho._{1.3}$: There is no positive relationship between institution's teamwork and organizational development.

− $H_{1.3}$: There is a positive relationship between institution's teamwork and organizational development.

− $Ho._{1.4}$: There is no positive relationship between institution's staff training and organizational development.

− $H_{1.4}$: There is a positive relationship between institution's staff training and organizational development.

− $Ho._{1.5}$: There is no positive relationship between institution's effective communication and organizational development.

− $H_{1.5}$: There is a positive relationship between institution's effective communication and organizational development.

Ho.$_2$: There is no significant impact of institution's administrative empowerment in organizational development of the Koya University.

H$_2$: There is a significant impact the of institution's administrative empowerment in organizational development of the Koya University.

− **Ho.$_{2.1}$:** There is no significant impact of institution's delegation of authority in organizational development.

− **H$_{1.1}$:** There is a significant impact of institution's a delegation of authority in organizational development.

− **Ho.$_{2.2}$:** There is no significant impact of the motivation in organizational development.

− **H$_{2.2}$:** There is a significant impact of the motivation in organizational development.

− **Ho.$_{2.3}$:** There is no significant impact of the institution's teamwork in organizational development.

− **H$_{2.3}$:** There is a significant impact of the institution's teamwork in organizational development.

− **Ho.$_{2.4}$:** There is no significant impact of the institution's training in organizational development.

− **H$_{2.4}$:** There is a significant impact of the institution's staff training in organizational development.

− **Ho.$_{2.5}$:** There is no significant impact of the effective communication in organizational development.

− **H$_{2.5}$:** There is a significant impact of the effective communication in organizational development.

CHAPTER TWO
ADMINISTRATIVE EMPOWERMENT

2.1. THE CONCEPT OF ADMINISTRATIVE EMPOWERMENT

The concept of empowerment is one of the modern thoughts, that came with the incredible and rapid changes in the business environment, and the international trade agreements, besides, the appearance of civil society as well as the development of administrative thought in general.

Therefore, administrative empowerment is an organizational approach, and a new skill designed to give administrative staffs the authorities, responsibilities, and give them the independence to achieve the work in their way without the direct intervention of the administration. While providing all the resources, and proper working environment for rehabilitation professionally and behaviorally to perform the work with full confidence in them (Ta'ani, 2011: 205).

Although technical empowerment is not very different from the linguistic meaning it does not mean the participation of workers' informality in decision making, I mean listening to them at different meetings. Empowerment also is a concept that links individual strengths and competencies, expected to help systems and positive behavior to social policy and social change (Kahreh and Heidar, 2011:121).

However, it is to give actual voice to the employees with the endowment of them, provide them with the skills, tools, information. Moreover, help them to interact with others, besides enabling them to take appropriate decisions without the prior approval of the employer to give them the opportunity to master their work or management in a way that can provide better service to clients with the organization and organizational success. Which is a vital and necessary trend in the science of modern management and increasing importance with the growing needs of organizations of various kinds to improve their effectiveness and efficiency, by adapting to the environment for which it found, as well as excellence on the competing organizations? That is, in which it is working in preparation for achieving the goals that remained empowerment employees who have the powers of the manager while remaining responsible for the results of their decisions.

Though, Adams, (2008:13) Argues that empowerment is the ability of individuals, groups, and or communities to take control of their situations, exercise power and achieve their own goals. Besides the process by which, individually and collectively they can help themselves and others to maximize the quality of their lives.

While, Bowen and Lawler, (1992:37), believe that empowerment is the process of giving staffs a choice or latitude over specific task-related activities. Whereas such description focuses on task-related activities, empowerment in its broader sense takes on more than task-related authority and freedom. According to (Zemke and Schaaf, 1989: 65), empowerment means turning the frontline loose, inspiring and satisfying employees to use initiative and imagination, so, empowerment in many ways is the reverse of doing things by the book.

Boudrias et al., (2009: 630), point out that the topic of administrative empowerment is measure as one of the modern themes, and interest to many researchers. To create the principle of development at work between staffs in the field of administration, and the call that echoes recently in the field of administration thought, which cares for the development of the human side within the organization.

Therefore, according to Tsehohl, (2011:10) empowerment is not just about power and authority: it is also, about accountability; those with high power have just as great a responsibility to use their authority efficiently, appropriately, and to the most excellent effect. Hence, not only have the chance to decide, solve, and improve, also expected to do so on a daily base. In every task or situation employee encounter, responsible for utilizing talents and assimilating the significant information, so, challenged to make that one decision that will change someone's day, improve a timeworn process, or completely reinvent the company. Success in the economy of the future depends on thousands of that individually empowered decisions. That is the mark of innovation

The researcher believes that administrative empowerment allows others to increase their individual and collective capacity by expanding the delegation of authority. Which aims to give individuals administrative freedom in the process of decision-making, problem-solving and utilization of capabilities talents and innovations of staffs and to harness them in the service of work or employment.

Moreover, emphasizing the importance of collective action without interference direct from the management while providing the environment suitable for their growth and rehabilitation professionally, with full confidence among them.

2.1.1. The Historical Development of the Concept of Empowerment

The concept of empowerment is one of the contemporary concepts of administrative thought, which raises the human element of the contemporary organization to high levels of assistance, team spirit, self-confidence, creativity, independent thinking, and entrepreneurship. Although, historically the concept of empowerment began to crystallize in the management literature and the practice of some institutions in the western environment. So, empowerment in the form of sudden, but emerged as a result of the cumulative and evolutionary process over more than one hundred years. Accordingly, the following are the most significant developments in the empowerment concept in schools and management theories:

2.1.1.1. Classical School

The primary administrative schools have been interested in qualifying the individuals to perform the tasks delegated to them through training to work or to determine his or her tasks to accurately or to develop instructions and regulations. That helps them to perform their work without giving range to think and make decisions, as well valuable work-related and without attention to the psychological and human side that feels the ability in influencing the organization (Mieraj, 2015:14).

However, for the theory of scientific management, which preserved in the book so-called (Principles of Scientific Management) Frederick Taylor, named the father of scientific management, notes that the principles promoted by Taylor trying to establish the foundations, principles of scientific, deliberate and specific to maximize the productivity of workers.

Besides, Taylor suggested the great method called one way best in work and achieved by examining the steps of action, identifying and maintaining the necessary steps and eliminating unnecessary steps. Empowerment and the theory of scientific management are at opposite ends. The concept of empowerment not known at the time, and what Taylor inherited from the industrial revolution and Adam Smith is

fundamentally incompatible with the principle of empowerment. The dominant view of the worker as a machine must control to how much production, even if it is necessary to provide incentives for workers to increase their productivity, especially that all that produced is a reasonable level of demand was considerable in that period. So, the prevailing thought at that time was far from the concept of empowerment and even delegation because of the circumstances that prevailed in that period and exceptionally weak concepts (Al-wadi, 2012:30).

As for the bureaucratic theory presented by the German thinker Max Weber, which seeks to make the organization a rational system through the establishment of official laws and the division of labor. It explains the administrative hierarchy and the control of written rules and regulations to define the duties of the workers and the procedures to determine the manner of disposition of different working conditions. Empowerment, which focuses on giving employees the freedom to act and make decisions which are limited to the higher departments.

Although Follet Parker Mary developed the human horizons of encouraging employees and managers to work in harmony, cooperation and harmony without the control of the emphasizing the importance of freedom and expressing an opinion and cooperation. To achieve the objectives of the organization, but these ideas did not become a reality at the required level (Ereqat, 2011:188).

2.1.1.2. Behavioral School

The attention on the human aspects began during the 1920s, however, growing and affect the administrative thought of several theories appeared. In reality, a real revolution in the traditional theories that have not exposed to the human aspect and if the human aspects, to increase efficiency and productivity. Besides, not the goal of the human, but to meet and develop or the solution of its problems. Hence, other theories have begun to turn the attention of the human aspects, not only the material aspects, the material needs of the worker.

Nevertheless, focus on the moral aspects of participation, freedom, the appreciation, respect of the individual, and these trends are directly or indirectly related to the staff's empowerment and give them greater freedom and participation. However, indeed the concept of empowerment in its contemporary form did not crystallize until late shortly. Moreover, can be considered here that empowerment in

the form currently known in the literature of management is a cumulative and evolutionary product of what has resulted from these different theories over the past decades (Tofiq, 2008:12). Among the most important theories that have a significant influence on human administrative thought:

- Hawthorne studies and human relations movement
- Maslow's needs theory.
- X and Y Theory of Douglas McGregor.
- The high character of Argyris Chris (a critical step towards empowerment).

2.1.2. Modern Theories in Management

2.1.2.1. The Systems Theory

The system is a set of subsystems or functions that interact with each other and derive their energy from the external environment to achieve common goals. This theory has contributed to changing the employees' view of the institution from a partial, specific perspective to a comprehensive, holistic approach and shared goals. Instead of being concerned about the specific function of the worker, attention to the overall objectives of the institution through the vision of the institution as a whole, through the functions of interdependent, cooperative and harmonious with each other. Which devoted the principles of cooperation, coordination, joint action through the supportive team and qualified worker able to contribute actively.

Besides, increased the importance of the work of the team, which depends on the armed factor knowledge and the ability to initiate, creativity and development. Because one of the essential elements of the homogeneous team members is that each one of them can provide additional value and quality contribution to the team otherwise this member will be a burden on the team and a hindrance to achieving its goals (Melhem, 2009:55).

2.1.2.2. Total Quality Management (T.Q.M)

Deming, Joseph Juran, Karo Ishikawa, and Grospi Philipe are the most important thinkers of this model, so, total quality management is the opportunity for all employees to contribute to the development of work methods, procedures. To devise solutions, methods and appropriate procedures for solving problems, and to communicate between departments within the organization. According to the need of

work and not by the organizational structure provide a system of incentives that encourage participation in decision-making, opportunities for self-expression, opinion, suggestions, and teamwork (Al-Qahtani, 2011:22).

2.1.2.3. Theory of Z

The Japanese-American theory prearranged by William Ouchi and Richard Tanner. This theory focuses on the horizontal movement of the workers, which means: that the workers master the various functions before the promotion to higher positions in the job hierarchy, attention to job planning and job development and decision-making collectively. Moreover, focus on the work of the team, and focus on staff participation and involvement in the organization (Melhem, 2009:58).

2.1.3. Administrative Empowerment Definitions

The administrative empowerment literature reveals different definitions of the empowerment, where (Melhem, 2009:211), defined the empowerment as an inside state of mind that needs to encirclement and signify this situation by the individuals. To have self-confidence and satisfaction with these capabilities, individuals have to help them in taking decisions and analyze the results that would be up to it. (Robinson, 2005:7) empowerment is a personal and social process, a liberating sense of one's strengths, creativity and freedom or action: to be empowered is to feel the power surging into one from other people and from inside.

According to Randolph, (1995:20), administrative empowerment is a recognizing and releasing into the organization the influence that people already have in their wealth and useful knowledge and internal motivation. Accordingly, (Herrenkohl et al., 1999:375), argues that the empowerment is a set of dimensions that characterize an environments interaction with persons in it so, as to encourage their taking initiative to improve processes and to take action.

As, (Short and Greer, 2002:149) defined empowerment is a process whereby school participants develop the competence to take charge of their growth and resolve their problems.

However, according to Sadan, (2004:75) administrative empowerment is the process of internal and external changes. So, the internal process is the individual's logic or belief in her or his capability to make decisions and to solve own problems.

However, the external change finds expression in the ability to act and to implement the practical knowledge, information, skills, capabilities, and the other new resources developed in the course of the process.

Though, Daft, (2008:15) mentions that the empowerment means releasing the power and creativity of employees, through giving them the freedom, information, resources, and skills to make decisions and perform adequately.

Traditional administration tries to limit employees, while empowerment expands their behavior. Empowerment may be reflected in self-directed work teams, quality circles, job enrichment, and employee participation groups as well as through decision-making authority, training, and information so that people can perform jobs without close supervision. Consequently, (Aldalaeen, 2010:23) claims that administrative empowerment is a process of granting staffs an appropriate degree of freedom of action and amount of independence in the performance of the tasks allocated to them with providing them the essential information.

Nevertheless, Robinson, (2005:7) mentions that empowerment involves the transfer of the power from the owners and managers of corporations to the lower-level rank and may file administrative staffs. (Murari, 2015:28) empowerment is the process of making the organization approachable and flexible, providing a climate for constant learning, developing a culture which values creativity, honesty, and achievement and encouraging the staffs for taking more responsibility through the sharing of power and responsibility by working together.

The researcher defines the administrative empowerment as a measure that strengthens a person's belief in own ability, so it is a sense of functional commitment to the context of the employee's knowledge of the ability to make decisions and take responsibility. However, the transfer of responsibility and power equally from managers to assistants and a sincere invitation to staffs to participate in the decision-making authority. So that the team is responsible for the quality of what decides and also participation in information, knowledge, problem analysis and decision-making leading to the transfer of control from the institution leader to the same staff member.

2.1.4. The Importance of Administrative Empowerment

Empowerment is an essential factor in developing innovation, within the organization. It also provides an opportunity to develop employee skills. It is a new way to change organizations towards a more competitive and complex future than ever before. However, learning and adaptation to catch up with competition, meet customer demands, maintain and expand market share.

Bowen and Lawler, (1992:40) highlight the importance of empowerment, that empowerment of service staffs requires significant circumstances counting information, knowledge, power, and rewards.

Thus, working in an environment characterized by intense competition and new technology will enhance the speed, flexibility and feel a high sense of responsibility and worker ownership and the satisfaction of achievement, as it gives employees a broad authority in carrying out their tasks. Moreover, increases the connection.

Further, it contributes to increasing the productivity of the organization contributes to developing capabilities to employees and increase their satisfaction. Moreover, their grip on the enterprise, coinciding with changes in the environment and its importance comes from being a necessary organization is the foundation earns high flexibility enabling quick adjustment (Ahmed and Zakarya,2008:29).

Hence, Yip, (2000:150) claimed that information, knowledge, power, and rewards are essential procedures to have an efficient staff. They more assert that empowerment also principals to more significant levels of satisfaction among staff, whereas empowered staffs can deliver faster and friendlier service to clients as well.

However, the literature suggests that the capability of an employee to make the proper reply during the service delivery process is mostly a function of the employee's knowledge and control (Randolph, 1995:23). It is possible to talk about the importance of empowerment in several aspects, including:

– Administrative empowerment link to a variety of important issues related to the organization's success and excellence and its ability to achieve its goals and policies such as decentralization, process re-engineering, teamwork, learning institution. Also, to achieve its objectives, managers and presidents must involve decision makers. To achieve their goals, use modern management systems and

policies to suit contemporary global changes and challenges. Hence, empowerment is an essential tool to make the organization able to meet future challenges.

– The link of empowerment with the human resource, which is one of the pillars of the organization and its strategic resource. An organization that has qualified human resources with expertise and skills has the necessary guarantees to continue and remain at the front.

– Linking empowerment with information and communication technologies, in the light of contemporary global changes. So, it has become essential to restructure organizations that shed the potential of human resources by providing leadership, insight, supportive environment, training and qualifying leaders and human resources using modern technology in performing tasks and duties according to the latest means and methods.

– Empowerment is a vital guarantee that the organization continues by creating the second grade qualified to lead and make the necessary decisions. Conversely, the organization's failure to empower the workers leads to several negative results; the most important are the solutions of managers who have not received sufficient qualification and low level of satisfaction with work by those who have been denied opportunities reduce the quality of decisions and the adequacy of performance (Mieraj, 2015: 17).

The researcher believes that the importance of administrative empowerment lies in being an important factor and a key to the development of creativity within the institution. It also provides the opportunity to develop the skills of workers; it is a new way to change institutions towards a more future competition is more complicated than ever as it makes institutions extraordinarily flexible. And able to learn and adapt in order to catch up with competition, meet customer demands and maintain and expand their market share.

2.1.5. Objectives of Administrative Empowerment

The benefits of applying empowerment to the organization and senior leadership for managers of departments for employees as follows:

For the organization, developing leaders' thinking by letting them follow daily routines and giving them more time to focus on strategic matters, develop visions, formulate long-term message and goals and chart long-term plans.

For department managers, management becomes more enthusiastic and successful and can improve the use of resources, personnel, management and the team benefit from the strengths of each in the team.

For employees: Increase their commitment and commitment to new responsibilities, and provide them with the development of their abilities and skills. Empowerment enables individuals to unleash their knowledge and innovative capabilities and give them the energy to work continuously (Al-Asqa, 2010:19)**.**

However, Mukhtari and Salami, (2012:64) limited administrative empowerment objectives to the following points:

1. Directing organizations to their clients and respond to surrounding changes.
2. Shorten time determination and giving the best decision.
3. Empowerment is necessary to improve all roads by eliminating the causes of error and disruption. So, this made the Japanese open the field of empowerment when allowing the customers in the production chain to stop them if they complete a particular part of the production.
4. Raise capacity for individual and group, to increase entrepreneurship.
5. Empowerment should lead to the integration and stimulation of individuals and customer satisfaction.
6. The sense of responsibility.
7. Increase the speed of reaction by the organization**.**

2.1.6. Principles of Administrative Empowerment

According to Alfazl, (2011) cited from Tomass Stir, believes that the fundamentals of administrative empowerment consist of seven principles derived from the first letters Empower, where each letter of this word represents a principle as follows:

Education, every manager should be given training and instruction in educational institutions that leads to successful administrative empowerment.

Motivation, the management in educational institutions should plan how to encourage subordinates to accept the idea of administrative empowerment and to show their vital role in the success of institutions through the guidance and awareness program, building the different task forces and adopting the policy of open doors for managers at lower levels by senior management.

Purpose, the efforts of administrative empowerment will not be successful unless each educational institution has a clear understanding and a whole perception of the philosophy of education and its purposes. The core of the process of administrative empowerment is the planned use of the creative potential of individuals to achieve the objectives.

Ownership, an equivalence of administrative empowerment consisting of three characters called (3As) represents the first letters of the equation elements: *Authority* plus *Accountability* equal to *Achievement*, and to achieve achievement on the management and its employees accept responsibility for their actions and decisions. Responsibility can be fun for employees, especially if they are encouraged to present their ideas to senior management and have been allowed to exercise their authority over their business (Mustafa, 2016: 14).

Willingness to Change, the results of administrative empowerment lead educational institutions or other organization to the modern way in the performance of its tasks. The search for new and successful ways of working has become an everyday reality. Unless senior and middle management encourages change, the means of performance will lead to failure.

Ego Elimination, the administration sometimes defeats the administrative empowerment program before it starts. Some managers are self-interested and follow the old administrative style of power, control and see administrative empowerment as a challenge, not a way to improve the competitiveness of an educational institution or an opportunity for their growth as managers and mentors.

Respect, the administrative empowerment is the trust that every member of the organization can contribute to it through the development of his work and creativity therein. Moreover, unless the respect of the employees is the philosophy of

the educational institution, the process of administrative empowerment will not provide the desired results (Alfazl, 2011: 29-30).

As Al Maghribi, (2007:82) cited from Diesler the basic principles of successful administrative empowerment are:
- Determining the responsibilities to be borne by the public.
- Giving staffs equal authority over responsibilities.
- Setting the standard of excellence.
- Giving the necessary training to the staffs, which qualifies them to achieve the degrees of excellence.
- Giving staffs the necessary information and knowledge.
- Giving employees appreciation for their achievements.
- Give staffs full confidence.
- Dealing with staffs with all respect and dignity.

2.1.7. Empowerment Implement Methods
2.1.7.1. Leadership Method

The empowerment of staffs or subordinates is the profession of modern leadership methods that contribute to increasing the effectiveness of the organization and this leadership method, based on the role of the leader or manager in empowering staffs. This method indicates that a possible organization is an organization which includes the scope of supervision, meaning that the ratio of employees to managers a high percentage compared to that of traditional organizations. Moreover, also include granting greater powers to lower administrative levels in the organization, this method focuses, in particular, The delegation of authority or authorities from top to bottom (Al-Shamrani, 2014:102).

2.1.7.2. The Method of Empowering Individuals

This method revolves around the individual with the so-called self-empowerment, while empowerment is highlighted here when the cognitive factors of the individual begin to move towards acceptance of responsibility and independence in decision-making. Also, empowering employees to have higher levels of control over job requirements, greater ability to invest information, and resources at

individual levels, although empowerment here seen as an individual experience of control, and responsibility (Bahdi and Badida, 2013:7)**.**

2.1.7.3. Team Empowerment Method

The focus on individual empowerment may ignore the work of the team, so some researchers saw great importance in enabling the team to have mutual benefits beyond individual work. The idea of collective empowerment with quality-sector initiatives began in the early 1980s and empowerment on this basis is based on build, develop and increase strength through collective cooperation, partnership, and action**.** The teamwork is a method used to empowering staffs, develop their capabilities and enhance the organization's performance.

Empowering the team is in line with structural changes in organizations, regarding broadening supervision and transition to horizontal organization and organization rather than hierarchical organizations. However, in the improvement of performance levels, because the interdependence among team members leads to more excellent value than the independence of the worker. Moreover, the added value of team members' cooperation when the skill and knowledge conditions of each member of the team are met, each providing a qualitative contribution that adds something new to a collective decision rather than relying on an individual opinion that is prone to error and palaces (Abdulmoumen and Qufi, 2015: 25-26)**.**

2.1.7.4. Multi-Dimensional Method of Empowerment

This method based on all of the above methods. It refuses to adopt a single dimension to interpret the principle of empowerment. For the empowerment process to be efficient and successful, it must base on multiple aspects and foundations. These grounds are education, successful leadership, control, continuous support, encouragement, structure, and interaction between all of these. Hence, all partners work and collectively take the lead, through the interaction of organized differentiation, and also learn strategic decision-making**.**

According to Al-Zamli, (2015 : 20) empowerment is not a personal feeling like one of us says: Today I feel empowered. It is impossible without structural elements, appropriate regulatory factors, and the appropriateness of relationships between managers and subordinates by trust, support, communication, and providing

others with the necessary information to feel the individual and the group are responsible for the desired performance outcomes.

2.1.8. Administrative Empowerment Models

The organization or institution needs to understand the process of administrative empowerment by its circumstances and the internal and external environment. A review of the literature shows examples of various empowerment models that can help to analyze and understand the concept of empowerment. The researcher presents the most important models that explain empowerment, that including:

2.1.8.1. Kanungo and Conger Model of Empowerment

The Kanungo and Conger model have concerned with empowerment the principle of individual stimulation of self-efficacy. By definition the factors that lead to an individual's sense of the lack of power as the form proposed to be similar to the concept of empowerment are forced him from two angles: The first angle, through which to consider a picture implicitly contains a delegation of authority. The second angle, through which to consider empowerment as a term implies more than just participation in the authority, and the model identified five steps to enable the administrative process:

a) Identify the factors that lead to the lack of power: It is to identify the organizational factors that cause a sense of loss of power among workers, and these factors can be divided as follows:

- Factors related to the organizational structure: such as significant organizational changes and administrative bureaucracy that cause burdensome procedures, poor communication network, in addition to a centralized distribution of resources.

- Factors related to the system of rewards: weak system rewards and the lack of equality and administer justice according to competition between individuals.

- Factors relating to oversight: bullying and high control of supervision, with trying to control errors by supervisors.

- Factors related to job design: blurring the role of poor communication between management and employees, inadequate training and technology

support, in addition to usual routines and regulations with the low diversification of tasks, and not having realistic goals in addition to reduced participation in decision making.

Nevertheless, those factors that cause requires management pursuit in trying to diagnose the causes that led to it, besides try to find the appropriate enabling mechanisms to get rid of those problems.

b) Administrative policies are leading to empowerment; adequate management policies are designed to enable participatory management and enriching work and try to link incentives and rewards to performance to eliminate factors that cause staff weakness.

c) Providing information about the self-efficacy of the workers: This is done to eliminate the factors of lack of strong focus on the completed experiments and emotional counseling.

d) Empowering employees: This sense achieve when the information provided to individuals reaches, which doubles the degree of effort, and raises the degree of performance expectations of individuals.

e) Change in behavior: This achieve because individuals have the desire and determination to complete tasks and achieve the goals and tasks required (Al-Maghribi, 2008:82).

2.1.8.2. Thomas and Velthouse Model

The researchers completed the work of Kungar and Kanungu Phponia, a model of cognitive empowerment. Empowerment defines as an increase in the stimulation of internal tasks, which includes the general circumstances of the individual and which is directly attributable.

To the task that it performs and which in turn produces satisfaction and motivation and includes a system of beliefs how to look to the outside world and the concept that encourages meaningful and behaviors linked with objectives and empowerment methods applied in the organization (Masoud, 2012:24).

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2.1.8.3. Spritzer Model

The Spritzer model relies on a set of factors that lead to administrative empowerment and can divide into three factors as:

a) Factors due to individual characteristics such as control center and self-esteem.

b) Factors due to job characteristics such as information sharing, incentive systems, and rewards.

These factors lead to the four-dimensional empowerment that is the same as the Thomas and Velthouse model (development, meaning, efficiency, independence). Empowerment through this model leads to administrative efficiency and creativity with two elements supporting empowerment the desire of the community and partner stability (Abu-Salem, 2013:42).
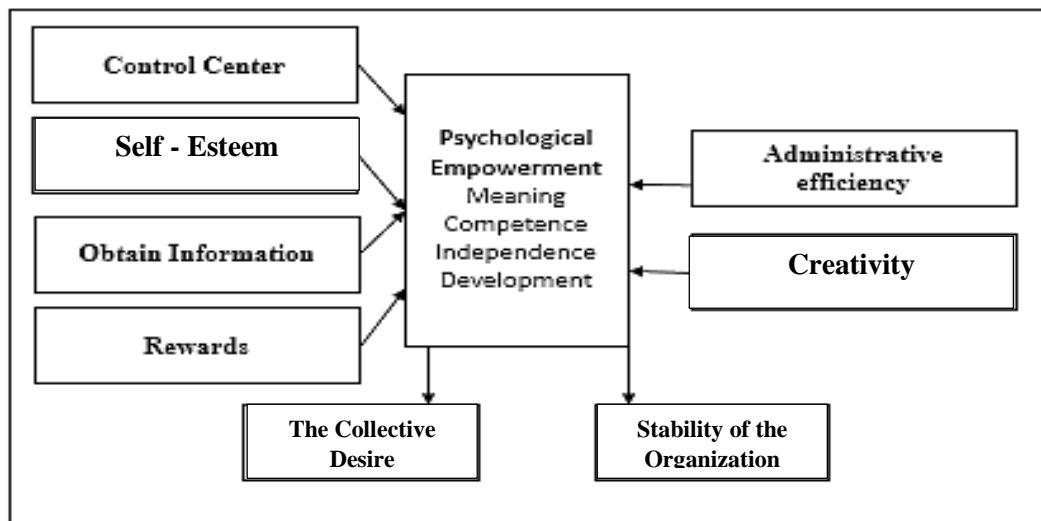
Figure 2: Empowerment as Administrative Process
Source: Abu-Salem, (2013)

1) Ability: to possess the information, skills, and knowledge necessary to make decisions to do and accomplish tasks.

2) Accountability: It is the responsibility of individuals and groups to carry out due process.

3) Authority: to give the subordinates power and freedom to manage and accomplish the tasks and decision-making related.
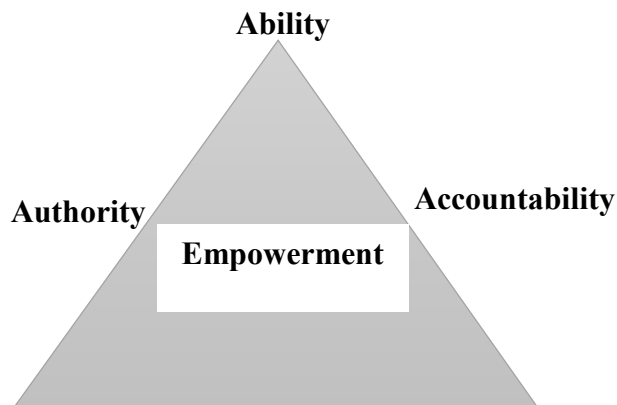
Figure 3: Berlin and Harris Model of Empowerment
Source: Al-Tarawneh, (2006:22).

2.1.8.4. Peters Tom model

The Peters Tom model base on two main elements: engaging employees in everything, and using self-managed teams. For the organization to develop participation and increase the effectiveness of the team, the following factors must be present:

- Upright listening to the staff.
- To appreciate the efforts of employees and celebrate them.
- Pay attention to the recruitment process.
- Pay attention to training and retraining.
- Provide incentive pay systems.

This model also assumes that the administration is willing to implement the process of empowerment and is aware of the importance and necessity of the contribution of the workers to their ideas and opinions, as well as creating the climate that helps the emergence of new ideas.

Also, encouraging individuals not to fear failure, preparing the administration to listen to the employees, have a reasonable degree of freedom of opinion and expression, even if their opinions differ and conflict with them. For the empowerment of Peters to be successful, we must eliminate; Inflexible and complex organizational structures bureaucratic rules and professional conditions besides, lack of clarity of the role of middle management (Latifa, 2015:56).

2.2. THE DIMENSIONS OF ADMINISTRATIVE EMPOWERMENT

2.2.1. A Delegation Authority to Staffs

The concept of administrative empowerment is that the process of delegation of authority to the lower administrative levels do, as the staffs can influence the significant decisions related to the performance of their work from the strategic decisions at the top level to the decisions. Therefore, the idea of empowerment requires a change in the traditional leadership styles to leadership patterns believe in participation while a process of delegation of decision-making powers to the staff extends to the diagnosis of the problem, discovery, assessment, decision-making. Moreover, responsibility for its implementation by providing high autonomy for staff, or the process may be narrowed down to include only proposals, and senior management is not obligated to implement them (Ahmad and Qoz, 2016 : 5).

The researcher considers that a delegation of authority is the power-sharing process whereby the leader transfers part of powers to staffs or assistants and team members, but without assigning full responsibility for accomplishing the entire work entrusted to him by his superiors. Moreover, often believing that the concept of delegation of power is synonymous with empowerment and is, in fact, different from it because the delegation of authority is temporary and ends with the end of the mandate.

2.2.2. Training Staffs

Administration training is the best way to develop the personality of the individuals and make it more productive, but the training must upgrade to the level of skills and the rejection of undesirable behaviors. Hence, it can say that training relates to administrative empowerment when the training process is related to making decisions that develop the individual personality and promote the concept of self-confidence. However, training is an indispensable source of preparation of human cadres and the development of work performance, and the importance of in-service training in the modern era is growing due to the rapid development in all fields and professions. So, this requires that individuals keep pace with this rapid development to put the individual in front of new responsibilities and tasks. So that he/she is a productive member of the society (Al-Tarawneh, 2007:19).

The researcher can argue that training staffs are the effort to provide the worker with the information and knowledge that earns in the performance of the work to develop skills, education, and expertise to increase it is current and future efficiency. Today's organization is organizational learning characterized by continuous efforts in which to teach its human resources and permanently new things. Moreover, how to apply what they have learned in the reality of their work, to improve the quality of their goods or services and to achieve satisfaction the organization's success in achieving its objectives is that it allows its employees all the means of learning through training experimentation, group learning, and knowledge management.

2.2.3. The Motivation of the Staffs

External stimuli stimulate and activate the behavior of the individual to satisfy particular needs and desires. To alleviate the stress associated with the lack of satisfaction of those needs and desires, it is clear that the process of stimulation can be considered a direct variable can be observed directly (Abas, 2007: 13), Besides, contribute to the material and moral incentives.

So, empowering staffs through increasing their motivation, satisfaction, and career, especially when their needs meet, that they provide promptly. Moreover, linked to the performance appraisal system so that the incentives are given only to those who benefit them and serve as a real motivation to develop the performance of employees and organizations as a final product of empowerment. Consequently, empowerment efforts success should link to the recognition and reward of staff for the goals of the organization (Affana, 2013:15).

2.2.4. The Institution Teamwork

Teamwork is one of the most important methods of the administrative empowerment implementation, which is one of the primary mechanisms for the development and administrative improvement. The application of the teams within the organizations has become familiar and natural after having been exceptional in the past because of its essential role in improving performance and achieving the objectives of the organization. However, it is one of the modern administrative approaches adopted by business organizations of all kinds, to develop their

organizations and improve their performance. Accordingly, the teamwork has been linked to management approaches and policies that have widely accepted in the business world such as TQM and reform, and have emerged as providing the organizational flexibility needed by multiple business organizations. To meet the growing tests in the business environment of contemporary business organizations that include globalization, competition, and the reduction of regulatory restrictions.

The importance of the task forces has also emerged to allow for the adoption of broad areas of employee participation and empowerment in work and performance. In the evolving environment, to dedicate them to their role in achieving competitive advantage and helping to face multiple challenges (Al-Haddad and Rashid, 2001:72).

While, (Boubaker, 2016:32), in his study, reached six dimensions for empowerment, as follows:

1. Decision making: It is the participation of those who make significant decisions directly in the work they do.
2. Professional growth: The extent to which employees recognize the growth opportunities, professional development, and continuity of learning that the organization provides them.
3. Status: appreciation, respect for the staff members, sought, the result of knowledge, and the experience enjoyed by these workers.
4. Self-efficacy: the ability, skill and influence of employees, and self-confidence.
5. Autonomy: The feeling of workers that they have control over a variety of aspects of work life, and control enables workers to feel free and independent in professional decision-making.
6. Impact: refers to the awareness of workers that they are capable of influencing institutional life.

However, (Gamal and Adel-Salim, 2008:132) mentioned four basic dimensions of empowerment:

1. The meaning or sense of feasibility, a sense of purpose or personal involvement.
2. Estimated, that refers to the belief of the individual ability to perform the functions of skill.

3. The right of personal determination and reflects a sense of individual freedom over its functioning.

4. Influence, an individual's belief meant that his/her influence on the decisions and policies made by the organization, especially those related to his/her work or affecting the system that works.

The researcher defines teamwork as a group of individuals each with specific experience and skill, and a standard task to accomplish. They gather together to exchange information that helps to respond appropriately to the team and also recognizes that it is a group whose members have complementary skills to each other. Have a common purpose or some performance objectives and consider themselves collectively responsible for their achievement.

2.2.5. Effective Communication

Communication channels must be available for the transfer of shared information at the right time and place. Therefore, effective communication with all administrative levels is the key to empowering staffs. While, management cannot solve any problem alone if the information on the problem is not available but people engaging in the problem, so these individuals must be involved in the solution because without their participation will not solve the problem and there will be an obligation, without the commitment of empowerment will be achieved.

Communication and exchange information help to enable the manager to communicate his ideas, feelings, and attitudes efficiently, appropriately and with sufficient flexibility for the future. People who are fluent in verbal and nonverbal communication skills are more efficient in their relationships with others, as a result of their ability to influence others' feelings and attitudes (Al-Shahrani, 2009:39).

The researcher considers that the effective communication is the process that aims to convey and share information under which concepts are unified and taken implementing decisions. The method of understanding information and passing it from person to person. Effective communication also is a two-way communication provides staffs with opportunities to express opinions and exchange ideas, opinions and information, and this requires the definition of all employees with goals.

CHAPTER THREE
ORGANIZATIONAL DEVELOPMENT

3.1. THE CONCEPT AND DEFINITIONS OF ORGANIZATIONAL DEVELOPMENT

There is a significant difference between the concept, theories, and applications of organizational development between those that are interested in the field. Hence, the contemporary trend of using organizational development refers to a group of means of change, skills, activities and tools or methods to human beings and an organization to be more efficient. This definition is relatively easy; however, the difficulty is how to determine the toolkit that defines effectiveness and efficiency.

Cumming and Huse, (1989:1) defined the organizational development as a system-wide application of behavioral science knowledge to the planned development and support of organizational strategies, structure, and processes for improving an organization's effectiveness.

While, French and Bell, (1990:17) argue that an organization development required the top management support and long-range effort to improve an organization's problem-solving. Besides, renewal processes, mainly through a more efficient, collaborative diagnosis and organization culture management with particular emphasis on the formal work team, temporary team, and intergroup culture with the assistance of a consultant facilitator and the use of the theory and technology of applied behavioral science.

Though according to Huffington et al., (1997:20) organic all development is a prearranged, organization-wide process of change, and resulting from behavioral science. To increase an organization's efficiency through interventions in the organization's processes, usually relating to a change agent, such that the institution actively anticipates and manages its development and learning.

As, Rothwell and Sullivan, (2005:19) defined organizational development is a system-wide and values-based cooperative process of applying behavioral science and knowledge to the adaptive development, enhancement and reinforcement of such institutional features as the processes, strategies, structures, people, and cultures that lead to institutional effectiveness. Coffey, (2011:15) also defined organizational

development as a system-wide process of data collection, diagnosis, action planning, intervention, and evaluation intended at increasing resemblance among institution process, strategy, structure, staffs, and culture; developing new and creative solutions; and developing the institution's self-renewing capacity. It occurs through a collaboration of institution members working with a change agent using behavioral science theory, research, and technology.

Nevertheless, Stabryla, (2012:13) argues that organizational development base on a diagnosis of the institution, it is functioning, and the application of intervention activities which aim to change staffs attitudes and skills, organizational development. Therefore, focuses on human behavior, and its objectives are as follows: exerting influence on individuals, enabling them to adapt to changes in the institution and external environment, supporting executives in human resource management improving, teamwork based on mutual trust, cooperation and member co-responsibility, and improving communication within the group.

In this regard, Holbeche and Judge, (2015:10) mentioned that the organizational development is an institutional process for understanding and improving any and all applicable processes, thus, the institution may develop for performing any tasks and pursuing any academic objectives. Though, organizational development is the prearranged process of developing an institution to be more active in achieving its goals (Anne, 2016: 10).

Although, Arney, (2017:7) claims that organizational development is the name given to a build of process and techniques drawn from the behavioral sciences and applied to institutions and improves their effectiveness. Also, there is a strong emphasis on improving the skills and abilities of a member of the institution so that they can contribute to this improved effectiveness and there is a strong association with institution's change management.

Hodges, (2017:33) stated that organizational development is an effort which is planned organization-wide and succeeded from the top, to increase organizational efficiency and health through planned interventions in the organization's processes' using behavioral science knowledge.

In core, defines the organizational development is a change as a practical planning and management process that purposes to modificative the institution's

culture, performance, and system to improve the organization's efficiency in solving its problems and accomplishing its goals. Hence, this definition calls for paying particular attention to an institution's culture and emphasis on the behavioral aspects of increasing awareness of the staffs themselves and others.

Furthermore, it highlights the ability of staffs to interact and communicate with each other. It assumes that there is a definite relationship between staffs' communication and institution's effectiveness. In other words, there is an increase in staffs' communication and interaction; an increase appears in the institutional effectiveness.

3.1.1. Objectives of Organizational Development

Through organizational development, organizations seeking to achieve success by continuing to deliberate, planned objectives in the light of developments and additions in all areas and different organizational levels. Accordingly, (Abu-Bakr, 2001: 159 -160) categorized organizational development objectives into nine points as Follows:

1. Developing the organization's methods of dealing with its problems.
2. Increase trust, respect, and interaction among individuals.
3. Increase the enthusiasm and ability of the organization.
4. The development of administrative leadership.
5. Increase the organization's capacity and its procedures to cope with the changing environment around it.
6. Creating a positive culture that helps to create an organizational climate conducive to achieving the goals.
7. Measures of change in knowledge, skills, trends, processes, behavioral patterns, job design and organizational structure.
8. To improve the level of organizational effectiveness and individual performance to the extent that optimal integration between individual objectives and organizational objectives achieved.
9. Make the organization more adaptable to the current or expected environment.

While, Lakrioti, (2000:325) identified organizational development objectives as follows:

a) To promote an atmosphere of confidence among workers through various levels in the organization.

b) To create openness in the organizational climate enables all staffs to address all the problems of the organization explicitly and not to be silent or avoid discussion.

c) To provide the necessary information to distinguish the decision continuously and to distort it.

d) Working to create harmony between individual and organizational goals, objectives and thereby increasing the degree of belonging to the administrative organization and its objectives.

e) To create a reciprocal and complementary relationship between individual and group workers and to encourage the spirit of competition within the team spirit, thereby increasing the effectiveness of groups.

f) To help supervisors adopt popular administrative methods of supervision such as management by objectives rather than crisis management.

g) To familiarize staffs with the practice of self-censorship and to rely on them as a basis for external control and complementarity.

However, Al-Dahan, (1992:3) pointed to the objectives that can achieve through organizational development such as:

a) Increase the effectiveness of the organization and increase its efficiency.

b) To achieve the satisfaction, the organization's staff.

c) Improving the viability, growth, and maturity of the organization.

d) To assist institutions' staffs in diagnosing their problems and motivating them for the desired development events.

e) Increasing the degree of adaptation of the organization to the environment.

In this regard, the researcher finds that organizational development aims to help organizations solve their problems by providing correct and accurate information and continuously on the activities. Moreover, results of these organizations work and means that can be used to change these activities and work

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through them. As well as the possibility of developing administrative leadership in different levels to build modern and contemporary management methods for progress in the external environment for doing business in new ways and methods to face competition and excellence and permanence at work. That could be done by encouraging members of organizations to achieve their goals through integration their needs and the needs of their organizations as well as their cooperation with individuals and groups to achieve those goals.

3.1.2. Organizational Development Strategies

3.1.2.1. Rational Strategy and Practical Implement

This strategy base on reasonable assumptions as people (individuals) applies their interests if they are explained to them, however. According to Autres, (2010:443) this strategy is based on the kind of managerial thinking that considers humans as rational and that he/she will implement the proposed change if he/she convinced that will benefit from it. The methods adopted in this strategy include basic research, knowledge distribution, systems analysis, and applied research.

3.1.2.2. Values and Re-Learning Strategy

This strategy recognizes the needs of individuals in the organization, the existing values, the center, the direction and the ambitions. These values have substantial effects on the behavior of individuals and performance while assumes that change of values and behavior comes from the learning process where the lack of the effectiveness of the old values and the need to establish new values instead.

However, this strategy base on the fact that values, customs, and traditions influence human behavior and actions, and that change in a particular method and practice will occur only when the individual changes his/her values and standards towards old practices, methods and develops a commitment to the new. These approaches focus on learning through experience; this strategy includes improving the organization's ability to solve problems and develop individuals (Autres, 2010:443).

3.1.2.3. The Strategy of Force, Coercion, and Acquiescence

This strategy focuses on the actions, political and economic arrangements on the moral force in changing the individual's behavior. While, Abdulhalim, (2015:16) mention that this strategy involves forcing individuals to bring about change. It noted that methods of oppression and power often fail or create general discontent when the desired change and development collides with hidden and entrenched values. These strategies also, require different uses of external and internal forces. The following table summarizes the various types of organizational development strategies, concerning the most critical outcomes associated with each strategy.

Table 1: Strategies for Change, Development, and Expected Results.

Organizational development, and administrative behavior strategies	Scope of application	The time range for a change	Examples of assistive policies and procedures	Administrative behavior	The expected results
Rational Strategy and practical Implement (directs individuals in logic and to achieve their interests)	Through administrative systems.	Long range.	Education policies, training, and counseling.	Behavior reflects the availability of expertise.	Long-term deployment and application
Values and Re-Learning Strategy (Individuals influenced by values and conveyed to them through social patterns)	Through fellowship relations and working groups.	Average range.	Guidance and advice, sensitivity training.	Delegation, participation, and teamwork.	Long-term deployment and application.
The strategy of Force, Coercion, and Acquiescence	Through actions, policies, and ideology.	Short range.	Use of laws, regulations, and procedures.	Move in one direction.	Coherence and temporal compatibility.

Source: (Alsaid Aliwa et al., 2005:34)

3.1.3. Characteristics of Organizational Development

According to Matar, (2008) and Al-Tajm, (2000), organizational development has some characteristics that can be summarized as follows:

1. Inclusiveness: Organizational development requires attention to working workforce, the organization's working methods applied as well as laws and regulations.

2. Continuity: The application of organizational development requires continuity in increasing organizational effectiveness, and improving the overall climate on a permanent and continuous basis.

3. Planned intervention: Organizational development cannot do without prior planning to diagnose problems accurately, and pool efforts to address them.

4. Participation: All members of the organization must participate in the implementation of organizational development processes at all stages, to ensure that they contribute to the implementation of the development process as participants (Matar, 2008:13).

5. Practicality: where the organizational development aims at events of actual change begins with the diagnosis of the problem, then determine the means of a change of the occasion, then the process of follow-up, and assess to see the extent of success achieved.

6. Orientation towards problems analyzing: Effective organizational development programs are process oriented to analyze organizational patterns to improve operational methods and achieve organizational objectives.

7. The use of the concept of systems: Systems approach is comprehensive and one of the most significant features of organizational development. It is concerned with raising the efficiency of all organizational components of organizational structures, operational methods, material resources and technology while giving great importance to the human resource as well as finding harmony between all these elements.

8. Need for change expert: The organizational development process needs a change expert to implement and coordinate the change process.

9. Attention to human values: The organizational development programs are keen to create an organizational environment characterized by cooperation, openness,

mutual trust, distribution of power, and all that makes the organization respond to human needs, which positively reflects the achievement of organizational goals.

10. Rely on experience in learning concepts: Participants in the stages of development learn how to face problems and develop solutions, providing them with practical experience and a measure of learning resulting from real experiences of changing behavior for the best. As well as providing answers to existing formulations and maintaining what has achieved and learned (Al-Tajm, 2000: 92-93).

While McLean, (2005:14) mentioned that the American Society for Training and Development's organizational development professional practice area struggled to provide a synthesis of the different definitions by providing the main points that it saw in the variety of definitions available: We consider the practice of organization development:

− Must be an arrangement with the organization and business goals;
− Is deep-rooted in the behavioral sciences;
− Is long range and constant;
− Stresses a process orientation to achieve outcomes;
− Is based on collaboration;
− The systems orientation.

3.1.4. Organizational Development Components

3.1.4.1. Organizational structure

It is a mission-oriented and purposeful tool that helps an organization to reach established goals, coordinate individuals to avoid personal and functional differences, as well describe and define jobs (Al-Lozi, 2002:43).

However, organizational structures are the most vulnerable to change; development occurs in the organizational structure. To modify the bases and criteria for setting up the structure resulting in removing some organizational units or merge them or develop new units or through the transfer of some units to achieve flexibility for existing regulation and relevance with the new changes (Matar, 2008:57).

3.1.4.2. The Technology Used

The technology used by organizations affects their organizational structures or operating methods. There are always persistent attempts to use that technical progress to increase the efficiency of the organization. Therefore, the organizational development process is trying to focus on the technical and practical aspects.

According to Al-Obaidi, (2016:185) the changes in technology used range from simple changes such as the introduction of computers. To the use of individuals to facilitate their tasks to fundamental changes such as electronic management and its various applications, and technological development takes several forms. The most important of which is the use of a new model for increasing the effectiveness of the organization and reduce maintenance costs and improve output quality and technological change is possible in business change and relay.

In this regard, Maher, (2007:122) argues that this type of change is aim at making changes in the work systems and methods used in the execution of the work of the organization, so they include the introduction of new technology for work.

3.1.4.3. Organizational Relations

It is clear the hierarchy, clear lines of authority, responsibility, and knowledge of the details of the formal procedures and formal steps. Regulatory relations have been developed between the lecturers and the University of the extension of bridges of trust and understanding between them and respect the work, bosses and endurance mistakes with courage, and relations between them became official. Also, to being they are built on trust, respect, flexibility and organizational differences, conflicts, and it is all in the interest of the work (Al-Rajhi, 2003:56).

3.2. THE THEORETICAL RELATIONSHIP BETWEEN ADMINISTRATIVE EMPOWERMENT AND ORGANIZATIONAL DEVELOPMENT

The need for change in administrative work has become more urgent, especially with the beginning of the new millennium. The need for organizational development, resulting from the rapid development of technology and the explosion of knowledge, and the growing emphasis on quality and flexibility in goods and services, modern organizations are also seeking to create changes in the management

of their human resources through the adoption of several human resource strategies. Which emerged throughout the development of administrative thought by these changes and the goal is to gain loyalty and the belonging of individuals to achieve the objectives of the institution.

Thus, one of the most important and recent of these strategies is administrative empowerment, which focuses on human resources as the essential component of any organization and through its essential role in achieving the organizational development. While, Al-Utaibi, (2004:6) claims that administrative Empowerment is a relocation of responsibility and power, a call for staffs to contribute in the information and knowledge which are providing through the organization through its database, and in the analysis of problems, decisions making and accordingly in the power of decision-making. The employee should have a feeling of his abilities. It is empowerment, which has to offer the support for the employee's consciousness of his abilities.

According to Al-Suhimat, (2016:76) organizational development is a collection of methods taken from the behavioral sciences. Which are intended to increase the organization's ability to accept change and to increase its effectiveness, the organizational development with its focus on administrative empowerment, individuals, relationships and change is considered to be an appropriate strategy to promote organizational creativity. Thus, it helps to train or empowering members of the organization to take creativity as an essential organizational standard and develop the organizational potentials that support inventiveness.

Therefore, forming the organizational development of the organization to ensure the continued commitment and the ability to accept and promote creativity and also the organizational development might be used to increase awareness, attention, and interests to formulate a general comprehensive goal.

Organizational development is an organized process that includes staffs' empowerment, data collection, diagnosis, implementation planning, evaluation, processes, strategies, and culture while developing the capacity of organizations to improve themselves and renew them. So, this does through the participation of all the organization's records in this process. While, this is done using the theories of behavioral sciences, scientific research (Beer, 1980:10).

However, according to Sanzigrin and Gottlied, (1992:57) organizational development is an organized and systematic effort that includes all sections of the organization as managed from the top to achieve the primary objective of increasing the effectiveness of the organization based on administrative empowerment and behavioral sciences in the processes of organizational development. (Brown and Harvery, 2006 : 209) jumped to a broader view of empowerment as a strategy that aims at the release of internal energies in individuals, and makes them participate in the operations of building the organization and its process of development.

Although, Ali, (2014:122) argues that empowerment occupies extreme significance in the modern organizations that work in an insecure environment that is characterized by a high degree of difficulty, which means difficulty in achieving organizational development goals. However, empowerment is a concept that links individual strengths and competencies, natural helping systems and proactive behavior to social policy and social change.

Moreover, Zemek and Schaaf, (1989) mentioned to the significance of the ethical features like encouraging the employee, satisfying him, and motivating him to release the spirit of initiative and creativity through freeing him from restrictions.

Moorhead and Griffin, (2001:59) noted that organizational development based on some assumptions, including:

1) Organizational development tries to plan a systematic change process and excludes abrupt and random initiatives.

2) The primary objective of organizational development is to develop organizations not to imitate other organizations.

3) Planned changes should have based on empowering, knowledge and knowledge of behavioral sciences, psychology, and culture.

However, it is based on behavioral sciences and focuses on the planned change aimed at increasing the efficiency of the organization, which includes productivity, efficiency, effectiveness and aims to increase the satisfaction of the employees by the process so-call administrative empowerment.

Cumming and Worley, (1997:10) note that organizational development is a process in which practices and behavioral sciences use to help organizations achieve greater effectiveness, including more sophisticated quality of life and increased

productivity the quality of services. As well as the development of products as the focus, is on developing the capabilities of the organization. To assess, evaluate and solve the problems and at most works the development of the organization to develop the whole system and in all sections of the organization and the situation in which it strengthened.

Therefore, the researcher believes that through the process of administrative empowerment increases the powerful influence of individuals and teams by giving them more freedom to perform their duties. As well focuses on the actual capabilities of individuals in solving work and crisis problems. Furthermore, empowers empowerment lies within the resources entirely, and through it, people become less dependent on management to manage their business. Moreover, gives them sufficient authorities in their workplaces, and are responsible for the results of their activities and decisions which lead to the development of the organization.

CHAPTER FOUR
MATERIALS AND METHOD

This study materials and method in this study are part of the metholoyg which is aim to present and discuss the elements and procedures applied in the study to examine the impact of administrative empowerment in organizational development of the Koya University. Moreover, to answer the study questions and the test the planned hypotheses. So, this section discusses the study method and design, population, sampling procedures, data collection method, data analysis and the limitation of the study.

4.1. THE STUDY METHOD AND DESIGN

The researcher in this thesis study uses a quantitative method. Hence, a quantitative method revealed appropriate for the study purpose is to investigate the impact of administrative empowerment in organizational development, from a statistical standpoint regarding the faculties of the Koya University. Also, a quantitative method is typically applied in the studies when working with statistical data. Therefore, the quantitative study contains numbers and statistical processes that support describe, discover and demonstrate the relationships between variables. Furthermore, the quantitative study can see as a study method that through statistical and quantified results that base on the reality tries to measure objectives to produce generalizable information.

Nevertheless, the study design is to develop the relationship and impact between the primary study variables, namely, administrative empowerment, organizational development, as well as their dimensions. Further, this design more appropriate as it permitted the respondents to contribute their significant information on the topic of interest to the study, over survey questionnaire which uses the five-point Likert scale, that proper for data collection.

4.1.1. The Study Population

The population for this study involved four faculties of the Koya University. However, the Koya University selected as the population of the study as the faculties

members are more likely to thoroughly recall on administrative empowerment and organizational or institutional development, as faculty members have knowledge and experience on the empowerment implementation. Also, the faculties of the Koya University are the specific targeted population and sample size, whereas this study pursues to search the faculties members' approaches and perspectives on their staffs' empowerment and institutional development so that they can deliver the demanded data and information to upkeep the study aim and response survey questions.

4.1.2. The Study Sampling

The purpose of sampling techniques is, by organizing a variety of approaches, to narrow down a study population to categorize an appropriate sample where the connection to data required and for it to be as proper or targeted as possible to fulfill this study's purpose. Consequently, the data take from faculties members, also, only the members of Koya University selected to contribute in the study, so (127) faculty members contributed through replying to the survey questions, which self-administered and circulated in the faculties in particular, to the members. Who willingly accepted the request to contribute to the study. Accordingly, the answer rate was (95.2%). However, only seven of the questionnaire forms invalid and exclude from the sample. Therefore, the complete valid forms are (120) which launches the sample of the study.

4.1.3. Data Collection Procedures

By the investigative aspects of the study topics, the researcher collected the primary data by distributing survey forms among the members of Koya University. While the questionnaire established to use in this study that depended on the literature reviewed. Also, the established questionnaire considered as an essential data collection method to study, since this was specially planned for this determination and distributed to the faculties members of the Koya University.

However, based on the relevant literature that related to both study variables, the self-designed questionnaire established by the researcher. Though, it used to measure the elements of variables, through collecting the required data from the survey sample. Furthermore, the researcher designed the questionnaire as the method

for data collection. The questionnaire allocated into three parts. While, each part of the questionnaire contains questions that could measure the variables, which stated in the question. As revealed in Table (2) the first part dedicated to demographic data which comprised gender, age, academic degree, overall job experience, and the number of courses participated.

While the second part of the questionnaire devoted to the scale of administrative empowerment. So, this part of the scale based on an extensive scale that includes a combination of five dimensions as a delegation of authority, motivation, teamwork, training, and effective communication. However, the last part of the questionnaire dedicated to organizational development. Also, this part base on a comprehensive scale that includes a combination of organizational structure, the technology used, and organizational relations. Thus, organizational development refers to the administrative process aiming to move the organization from its current status to a better future status, to ensure positive interaction with environmental factors to maintain and develop the competitiveness of the organization, appendix (1) show the questionnaire form.

Table 2: The Structure of the Questionnaire

Major Variables	Sub- Variables Components	No of Statements	Scale Symbol
First: Demographical Variables	Gender, Age, Academic Degree, Overall Job Experience, and the Number of Courses Participated	5	-
Second: Administrative Empowerment	Delegation of Authority	5	X1-X5
	Motivation,	5	X6-X10
	Teamwork,	5	X11-X15
	Training,	5	X16-X20
	Moreover, Effective Communication	5	X21-X25
Third: Organizational Development	Organizational Structure,	5	Y1-Y5
	The Technology Used,	5	Y6-Y10
	Also, Organizational Relations	5	Y11-Y15

4.1.4. Reliability and Validity of the Scale

4.1.4.1. The Reliability

As revealed in a Table (3) the Cronbach's alpha used to test the survey reliability while, the Cronbach's alpha is one of the furthermost used reliability techniques in the studies, like check for scale's reliability. So, values for all questionnaire statements is (0.933>0.60), which indicated a high level of scale reliability in the total set of items of the survey questionnaire. Moreover, its overall

values for the administrative empowerment as an independent variable is (0.949>0.60). While, the values for delegation of authority, motivation, teamwork, training, and effective communication are (0.835, 0.789, 0.840, 0.841, and 0.851>0.60) respectively. Moreover, organizational development and its dimensions namely: organizational structure, the technology used, organizational relations values are (0.831, 0.865, and 0.83>0.60) respectively. Therefore, the scale that used to data collection could consider as a highly reliable.

Table 3: Reliability Test

Variables	Cronbach's Alpha	No. of Items	N	%
Administrative Empowerment	**0.949**	**25**	**120**	**100.0**
Delegation of Authority	0.835	5	120	100.0
Motivation	0.789	5	120	100.0
Teamwork	0.840	5	120	100.0
Training	0.841	5	120	100.0
Effective Communication	0.851	5	120	100.0
Organizational Development	**0.920**	**15**	**120**	**100.0**
Organizational Structure	0.831	5	120	100.0
The Technology Used	0.865	5	120	100.0
Organizational Relations	0.831	5	120	100.0
Overall	**0.933**	**40**	**120**	**100.0**

4.1.4.2. The Scale Validity

The researcher established the validity of the survey questionnaire through making it check and valued by relevant specialists that are so-called content validity. However, according to the survey validity states to the values from a questionnaire are accurate indicators of the variables measured and permit the researcher to draw good interpretations, consequently, the validity of the survey questionnaire confirmed by a range of ways.

So, it is essential to reveal that almost all of the items in the questionnaire adapted from similar studies that were previously validity checked, but successively some of the items were developed or reorganized, an appendix (2) revealed experts of the survey questionnaire.

4.1.4.3. The Scale's Components Correlation

In this study, the independent variable is administrative empowerment, although the dependent variable is organizational development. Moreover, both were tested and controlled before entered into the data table. Hence, regarding the significance of correlations between scopes of the variables, researchers commonly test relations and considered those producing a p-value less ($p<0.05$) to be significant. Nevertheless, the Table (4) shows the relationships among variables and their dimensions, so, there are many relationships between scale dimensions, whereas p-value ($p<0.05$) less than the level of significant 0.05, as presented in the table below (4).

Table 4: The Internal Validity

		Delegation of Authority	Motivation	Teamwork	Training	Effective Communication	Organizational Structure	The Technology Used	Organizational Relations
Delegation of Authority	Correlation Coefficient	1.000	.608**	.625**	.576**	.581**	.590**	.584**	.688**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
Motivation	Correlation Coefficient		1.000	.609**	.574**	.591**	.555**	.568**	.518**
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.000
Teamwork	Correlation Coefficient			1.000	.610**	.656**	.621**	.570**	.572**
	Sig. (2-tailed)				.000	.000	.000	.000	.000
Training	Correlation Coefficient				1.000	.597**	.593**	.590**	.554**
	Sig. (2-tailed)					.000	.000	.000	.000
Effective Communication	Correlation Coefficient					1.000	.552**	.629**	.549**
	Sig. (2-tailed)						.000	.000	.000
Organizational Structure	Correlation Coefficient						1.000	.533**	.588**
	Sig. (2-tailed)							.000	.000
The Technology Used	Correlation Coefficient							1.000	.645**
	Sig. (2-tailed)								.000
Organizational Relations	Correlation Coefficient								1.000
	Sig. (2-tailed)								

**. Correlation is significant at the 0.01 level (2-tailed).
b. Listwise N = 120

4.1.5. Factor Analysis

As revealed in the tables below, the factor analysis used for the study variables, the administrative empowerment, and organizational development. So, factor analysis is a components reduction technique that expressions at responses to numerous variables and reviews them into complex variables, identified as factors that make valuing. Also, administrative empowerment has a total 25 questions within five dimensions and organizational development an overall 15 questions, which is highly compound to take and associate the results. Therefore, to make further evaluation and analysis easier the factor analysis test has used and have offered in the following tables.

4.1.5.1. The KMO and Bartlett's Test for Administrative Empowerment

In this regard, the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy is tested to examine the relevance of factor analysis. However, the values (between 0.5 and 1.0) indicate that the factor analysis is suitable while values below 0.5 indicate that factor analysis may not be appropriate. The KMO measure of sample sufficiency is (0.917) accordingly, it is means presented high level and significant at (p0.000<0.05). Whereas Bartlett`s test of sphericity is (1715.564) df (300), hence factor analysis is appropriate for administrative empowerment, as it revealed in a table below (5).

Table 5: The KMO and Bartlett's Test for the Administrative Empowerment

KMO and Bartlett's Test	
	Administrative Empowerment
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	**0.917**
Bartlett's Test of Sphericity (Approx. Chi-Square)	**1715.564**
Df	**300**
Sig.	**0.000**

4.1.5.2. Rotated Component Matrix for Administrative Empowerment

As it can see in a Table (6) the rotated component matrix used while rotation is essential when extraction procedure proposes two or more factors accordingly, the rotation of factor considers giving an awareness of how the factors principally extracted differ from each other. Furthermore, to offer a clear image of which

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component loads on which factor, nevertheless, the total has the factor taking values (the lowest value is 0.417, and the highest value is 0.766).

Table 6: Rotated Component Matrix for Administrative Empowerment

Items		Component				
		1	2	3	4	5
Q13	The University administrations are to emphasize and to share best practices between individuals and groups	0.646				
Q6	The University administrations are to recognizing and acknowledging the efforts made by the staff.	0.577				
Q14	The University administrations are to integrating and harmonizing individual and collective skills.	0.532				
Q21	The University administrations are to providing efficient and effective communication ways and tools.	0.531				
Q12	The University administrations are to supporting every cooperation between individuals and groups.	0.497				
Q9	The University administrations are to award and certify employees to appreciate and enhance their work.	0.493				
Q11	The University administrations are to encouraging any meaningful collective action.	0.484				
Q5	The University administrations are to allowing any decision on any work that would do in a separate level.	0.459				
Q20	The University administrations are to seeking to develop staff skills.	0.417				
Q25	The University administrations are to facilitate communication procedures between administrative units.		0.739			
Q24	The University administrations are to create an efficient and advanced system that Provides information to decision makers in short time.		0.734			
Q23	The University administrations are to facilitate access to decision-makers and explaining their point of view to staff.		0.621			
Q22	The University administrations are to explaining approved instructions and procedures continuously for staff.		0.488			
Q10	The University administrations are to providing money and tools to support the new creative ideas at the university.		0.456			
Q1	The University administrations are to Authorizing the employees to have the power to perform their tasks at a high level.			0.693		
Q2	The University administrations are to Trust in the abilities of their employees in accomplishing the required tasks.			0.677		
Q3	The University administrations are to Supporting the employees' initiatives in providing solutions to the problems that they face.			0.552		
Q15	The University administrations are to giving groups the freedom to express their views.			0.480		
Q17	The University administrations are to determining and ensuring the training needs continuously for staff.				0.766	
Q18	The University administrations are to providing learning opportunities for individuals and corporate staff.				0.706	
Q19	The University administrations are to encouraging employees to share their experiences and best practices.				0.498	
Q16	The University administrations are to demonstrating the training courses for staff				0.451	
Q7	The University administrations are to emphasizing justice and equality in the system of granting incentives.					0.730
Q8	The University administrations are to working on reducing work pressure on staff.					0.628
Q4	The University administrations are to faculty members Contribution to the decision-making process.					0.479

Extraction Method: Principal Component Analysis.

4.1.5.3. Percentage of Eigenvalue and Variance Clarifications Administrative Empowerment

As shown in the Tables above (6) that all five factors of administrative empowerment positive. While, the first factor A: comprise 9 items namely: (Q13, 6, 14, 21, 12, 9, 11, 5, and Q20) respectively, with factor loadings (0.646, 0.577, 0.532, 0.531, 0.497, 0.493, 0.484, 0.459, and 0.417) respectively, and have high load on this factor. So, the second factor A: covered 5 items (Q25, 24, 23, 22, and Q10) with factor loadings (0.739, 0.734, 0.621, 0.488, and 0.456) respectively, which have high loadings on it. The third factor A: contained four items as: (Q1, 2, 3, and Q15) through these factor loads (0.693, 0.677, 0.552, 0.480) respectively, then have high load on it. Though, the fourth factor A: included 4 items (Q17,18,19, and q16) respectively, with (0.766, 0.706, 0.498, and 0.451). However, the fifth factor A: included three items only (Q7, 8, and Q4) with factor loadings (0.730, 0.628, and 0.479) respectively.

4.1.5.4.Percentage of Eigenvalue and Variance Clarifications Administrative Empowerment

In the same context, the eigenvalue reserved as one, besides as a result of regular factor analysis five factors of administrative empowerment determined. Consequently, the total variance clarified over these five factors is (64.44%). Moreover, the percentage of eigenvalue and variance clarifications of the determined factors for administrative empowerment recorded as (45.19%, 5.51%, 5.04%, 4.61%, and 4.09%) respectively, while the variance established at the end of factor analysis. The higher value is, the stronger the factor produces the survey, as shown in a table (7) and figure (3).

Table 7: Percentage of Eigenvalue and Variance Explanations of the Determined Factors for Administrative Empowerment

Factors	Eigenvalues	Variance Clarification%	Cumulative%
1	9.568	45.190	45.190
2	1.168	5.516	50.706
3	1.067	5.040	55.746
4	.976	4.611	60.358
5	.866	4.090	64.447
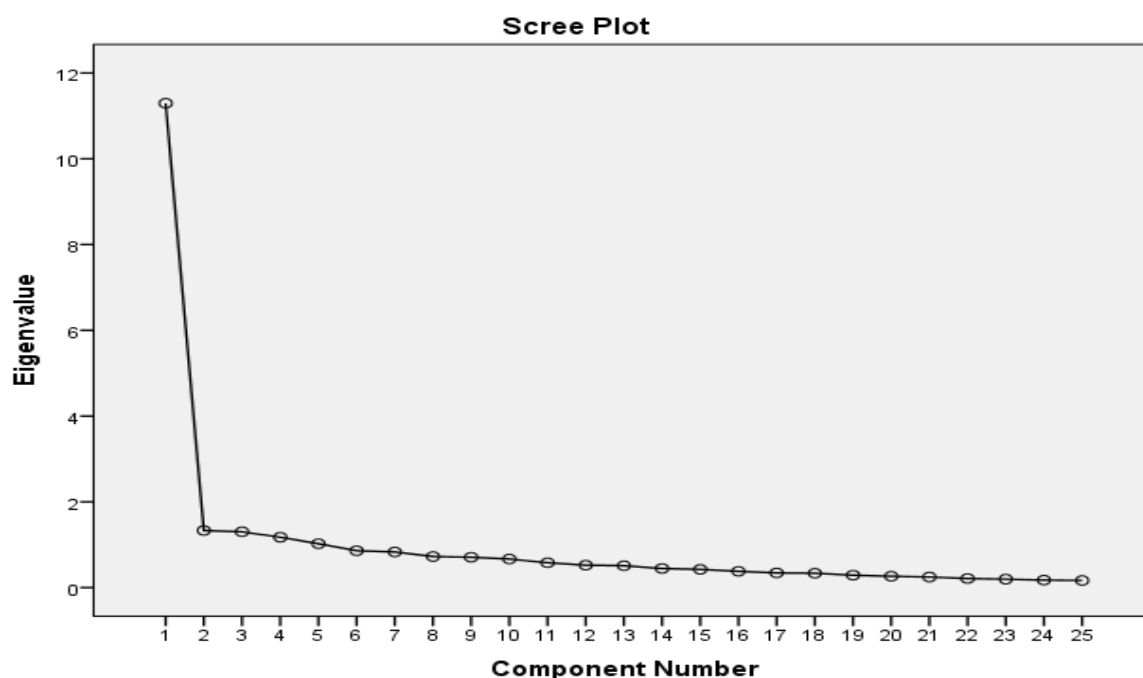
Figure 4: Load Graph for the Component Numbers of Administrative Empowerment

4.1.5.5. The KMO and Bartlett's Test for Organizational Development

The table (8) demonstrate the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy tested to examine the relevance of factor analysis. However, the values (between 0.5 and 1.0) indicate that the factor analysis is suitable while values below 0.5 indicate that factor analysis may not be appropriate. The KMO measure of sample sufficiency is (0.886) accordingly, it is means presented high level and significant at (p0.000<0.05). Whereas, Bartlett`s test of sphericity is (963.177) df (105). Therefore factor analysis is appropriate for organizational development as the study dependent variable.

Table 8: The KMO and Bartlett's Test of the Organizational Development

KMO and Bartlett's Test	
	Organizational Development
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	**0.886**
Bartlett's Test of Sphericity (Approx. Chi-Square)	**963.177**
Df	**105**
Sig.	**0.000**

4.1.5.6. Rotated Component Matrix for Organizational Development

As presented in a Table (9) the rotated component matrix used while rotation is vital once extraction procedure proposes two or more factors accordingly, the rotation of factor cogitates giving a consciousness of how the factors mainly extracted differ from each other and to offer a clear image of which component loads on which factor. However, the total has the factor taking values the lowest value is 0.508, and the highest value is 0.824.

Table 9: Rotated Component Matrix for Organizational Development

Items		Component		
		1	2	3
Q14	The university administrations are to encouraging self-monitoring of staff.	0.752		
Q15	The university administrations are to encouraging closer social relations between colleagues	0.707		
Q12	The university administrations are to stimulates staff on increasing the psychological engagement at work.	0.679		
Q6	The university administrations are to providing an advanced technology to assist staff.	0.645		
Q11	The university administrations are to evaluating staff performance annually.	0.66		
Q13	The university administrations are to hold meetings with heads of departments and staff.	0.508		
Q10	The university administrations are to connect all university departments in one network to facilitate exchanging information.		0.824	
Q9	The university administrations are to developing a network to facilitate the communication process.		0.801	
Q8	The university administrations are to assuring that staff is Benefiting from the official university website.		0.728	
Q7	The university administrations are to renew the mechanisms and technologies continually.		0.613	
Q3	The university administrations are keen to redistribute the tasks according to the qualifications, abilities and skills staff.			0.796
Q2	The university administrations are to activating a system objectively to reward staff.			0.795
Q4	The university administrations are to clarifying the tasks and roles required for staff in all departments.			0.706
Q5	The university administrations are for assuring that there isn't duplication and repetition of tasks between the academic departments.			0.612
Q1	The university administrations are to making essential changes to its structure in preparation for its scientific developments.			0.573

Extraction Method: Principal Component Analysis.

4.1.5.7. Organizational Development Indicators and Factor Loads

As revealed in the Tables above (9), all three factors of organizational development positive. While, the first factor B: comprise 6 items namely: (Q14, 15, 12, 6, 11, and Q13) respectively, with factor loadings (0.752, 0.707, 0.679, 0.645, 0.66, and 0.508) respectively, and this factor have high loadings. So, the second factor B: covered four items (Q10, 9, 8, and Q7) with factor loadings (0.824, 0.801, 0.728, and 0.613) respectively, which have high loadings on it. However, the third

factor B: contained five items as: (Q3, 2, 4, 5, and Q1) through these factor loadings (0.796, 0.795, 0.706, 0.612, and 0.573) respectively, so this factor has high load on it.

4.1.5.8.Percentage of Eigenvalue and Variance Explanations for the Organizational Development

The eigenvalue reticent as one, further as a result of systematic factor analysis three factors of organizational development determined. Consequently, the total variance clarified over these three factors is (64.20%). Moreover, the percentage of eigenvalue and variance clarifications of the determined factors for organizational development recorded as (47.99%, 8.78%, and 7.42%) respectively, while the variance established at the end of factor analysis. The higher value is, the stronger the factor produces the survey, as revealed in a table (10) and figure (4).

Table 10: Percentage of Eigenvalue and Variance Explanations of the Determined Factors for the Organizational Development

Factors	Eigenvalues	Variance Explanation%	Cumulative%
1	6.191	47.994	47.994
2	1.134	8.789	56.784
3	0.957	7.422	64.206
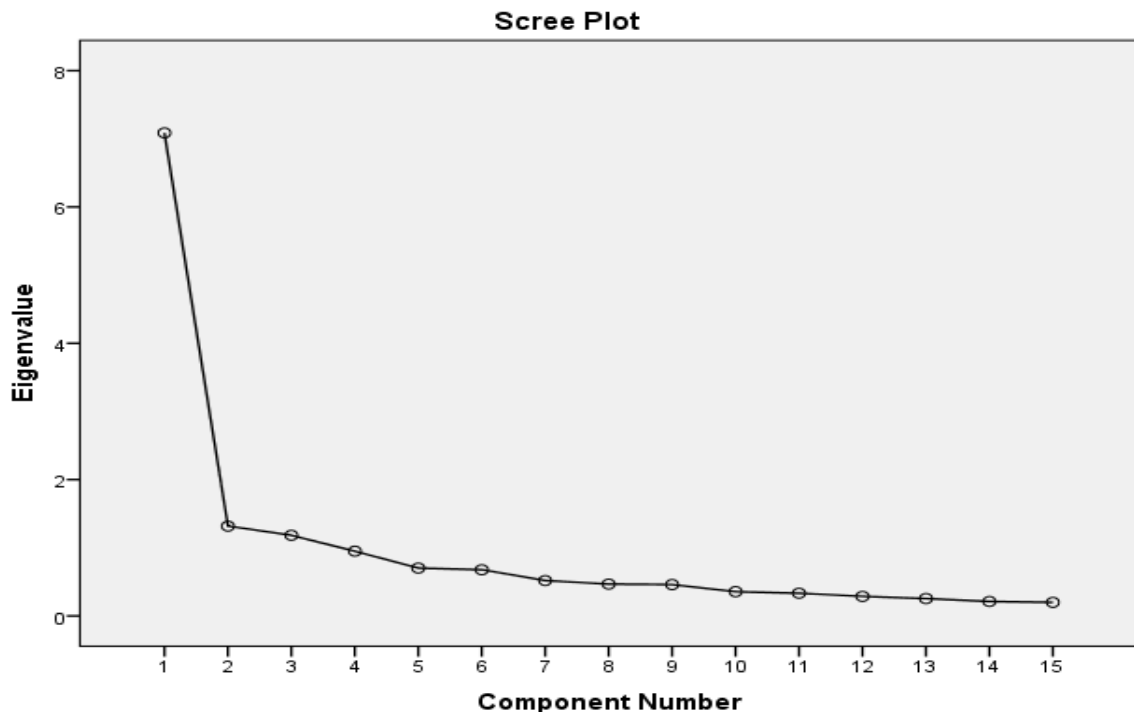
Figure 5: Load Graph for the Component Numbers of Organizational Development

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4.1.6. Data Analysis

The statistical tests used to inspect the study hypotheses. Thus, the descriptive statistics applied such as (statistical means, standard deviation, and ratio-weight) to define the variables and their dimensions' important features. Also, the Spearman's correlation matrix used to classify the relationship between the study variables.

Consequently, T-test and one-way ANOVA used to find out if there is variance among the survey responses. Also multiple linear and straightforward regression analysis used to test the hypotheses and to illuminate the effect of the administrative empowerment and its dimensions on organizational development, which measures through detecting the result of some particular independent variables namely: delegation of authority, motivation, teamwork, training, and effective communication. However, the SPSS V-24 software used for analysis and the results revealed in tables and figures.

4.1.7. The Study Limitations

The study limited to spatial, time-based, and human limitations as follows: Frist, the spatial limitations, the study items, and questions applied to a study population that is Koya University.

Second, time time-based limits: indicated through the period of the study practiced to the Koya University in questions, which started by preliminary visits to the university faculties to organize the study questions and questioning the faculty members. To discuss their thoughts and ideas concerning the study purpose, moreover distributing the survey questionnaires forms and then obtain them back. However, the human limit, the application of this study narrowed to the faculty members to examine the impact of administrative empowerment in organizational development.

CHAPTER FIVE

DATA ANALYSIS AND RESULTS

5.1. DESCRIPTIVE STATISTICS OF THE STUDY DATA

5.1.1. Description of The Study Demographic Data

The demographic data particularized in the study were collected to deliver a solid demonstration of the sample in the study. However, the demographic data includes frequency distributions namely: gender, age, academic degree, overall academic career experience, and the number of courses participated.

As stated in the Table (11), the male faculty member has constituted 80% or (96) individuals of the overall survey sample, comparing to 20% female faculty members or (24) individuals. As summarized in same table below the contributor's ages, 55% of the total sample or (66) faculty members aged between 27-36 years old, while 27.5% or (33) members aged 37-46 years. Moreover, 11.7% aged between 47-56 years, although 5.8% or (7) faculty members aged 57 years and above.

As shown in a Table (11) the distribution of the survey respondents based on their academic degree, it is presented that of the total respondents: 60% or (72) faculty members are master degree holders, while 40% of the sample contributors are Ph.D. degree holders. As it can see that the faculty members overall academic career experience, it is presented that the 45% and 39.2% respectively of the total respondent's career experience between (1-8), (9-18) years respectively.

That the maximum academic career experience, while the lowest 1.7% of the total respondent's career experience 39 years and above. However, 11.7% or (14) lecturers or faculty members experienced between (19-28) years. Lastly, 2.5% or (2) faculty members experienced between (29-38) years

As revealed in a Table (11) the number of scientific conferences that faculty members participated, it is presented that of the total respondents: 50% or (60) faculty members participated in (1-5) scientific conferences. Whereas, 24.2% or (29) lecturers participated in (6 to 10) scientific conferences. However, 15% or (18) lecturers did not participate. Moreover, 4.2% (5) faculty members participated in (11-15) and (16-20) conferences. Finally, 1.7% and 0.8% respectively of the total

respondent participated in (31 and more) and (26-30) respectively scientific conferences.

Table 11: Frequencies of the Demographic Data

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Gender					
Valid	Male	96	80.0	80.0	80.0
	Female	24	20.0	20.0	100.0
	Total	120	100.0	100.0	
Age Groups					
Valid	27-36	66	55.0	55.0	55.0
	37-46	33	27.5	27.5	82.5
	47-56	14	11.7	11.7	94.2
	57 and above	7	5.8	5.8	100.0
	Total	120	100.0	100.0	
Academic Degree					
Valid	PhD	48	40.0	40.0	40.0
	Master	72	60.0	60.0	100.0
	Total	120	100.0	100.0	
Overall Academic Career Experience					
Valid	1-8	54	45.0	45.0	45.0
	9-18	47	39.2	39.2	84.2
	19-28	14	11.7	11.7	95.8
	29-38	3	2.5	2.5	98.3
	39 and above	2	1.7	1.7	100.0
	Total	120	100.0	100.0	
The Number of Courses Participated					
Valid	Did not participate	18	15.0	15.0	15.0
	1-5	60	50.0	50.0	65.0
	6-10	29	24.2	24.2	89.2
	11-15	5	4.2	4.2	93.3
	16-20	5	4.2	4.2	97.5
	26-30	1	.8	.8	98.3
	31 and More	2	1.7	1.7	100.0
	Total	120	100.0	100.0	

5.1.2. Descriptive Statistics of the Variables

The section aim is to demonstrate analyze of the survey contributors replies to the questionnaire's questions, whose are requested to rate the significance of the administrative empowerment, its dimensions and organizational development on the five-point Likert Scale. Consequently, descriptive statistics used to calculate the (mean, deviation scores, and rate of agreement) of each variable, moreover to find if there are any variables and their dimensions significant.

As revealed in a Table (12) the descriptive statistics results of the mean and standard deviation for administrative empowerment are (3.146 and 0.615) respectively, so, 62.93% of the total survey faculty members agreed on the importance of administrative empowerment and its dimensions.

Table 12: Descriptive Statistics of the Administrative Empowerment

No. of items	N	Strongly Disagree	Disagree	Relatively Agree	Agree	Strongly Agree	Mean	Std. Deviation	Rate of Agreement
		1	2	3	4	5			
X1	120	4	27	51	30	8	3.09	.935	61.8
X2	120	5	23	54	33	5	3.08	.894	61.6
X3	120	6	17	60	31	6	3.12	.891	62.4
X4	120	7	21	58	28	6	3.04	.920	60.8
X5	120	6	14	67	26	7	3.12	.871	62.4
Delegation of Authority							3.090	.7004	61.8%
X6	120	8	17	55	30	10	3.14	.990	62.8
X7	120	5	23	49	36	7	3.14	.938	62.8
X8	120	6	18	56	34	6	3.13	.907	62.6
X9	120	7	13	51	38	11	3.28	.978	65.6
X10	120	7	22	38	43	10	3.23	1.033	64.6
Motivation							3.1833	.71412	63.66%
X11	120	4	17	51	40	8	3.26	.903	65.2
X12	120	2	20	55	39	4	3.19	.813	63.8
X13	120	7	24	53	32	4	3.02	.917	60.4
X14	120	6	21	55	35	3	3.07	.877	61.4
X15	120	5	19	59	29	8	3.13	.907	62.6
Teamwork							3.1333	.69055	62.66%
X16	120	4	14	65	33	4	3.16	.799	63.2
X17	120	8	17	59	26	10	3.11	.977	62.2
X18	120	8	12	52	42	6	3.22	.936	64.4
X19	120	3	17	61	31	8	3.20	.856	64
X20	120	3	15	60	34	8	3.24	.850	64.8
Training							3.1850	.69290	63.7%
X21	120	9	17	51	35	8	3.13	.995	62.6
X22	120	4	22	53	35	6	3.14	.892	62.8
X23	120	4	27	53	31	5	3.05	.887	61
X24	120	9	18	49	34	10	3.15	1.026	63
X25	120	6	16	53	34	11	3.23	.968	64.6
Effective Communication							3.1417	.75610	62.83%
Administrative Empowerment							3.1467	.61550	62.93%

$$^{*}\textbf{Rate of agreement} = \frac{\textbf{\textit{Mean*100}}}{\textbf{\textit{5 (Five-point Likert Scale)}}}$$

However, if we look at the same Table (12), we can see that mean values of the administrative empowerment dimensions. namely: delegation of authority, motivation, teamwork, training, and effective communication are: (3.09, 3.18, 3.13,

3.18, and 3.141) respectively, and standard deviation (0.700, 0.714, 0.690, 0.692, and 0.756) respectively.

Although (61.8%, 63.66%, 62.66%, 63.7%, and 62.83%) respectively of the total responses indicated that the delegation of authority, motivation, teamwork, training, and effective communication significant. So, the results indicate that motivation and training of the staffs' riches the administrative empowerment.

As shown in a Table (13) the mean and standard deviation values for organizational development are (3.193, and 0.6364) respectively, though 63.86% of the overall replies recognized that the organizational development is significant. Moreover, 36.14% of the replies sample disagree. As the table below showing the mean values results of the organizational development dimensions namely; organizational structure, the technology used, and organizational relations are: (3.095, 3.235, and 3.250) respectively, and standard deviation scores for the same dimensions are (0.699, 0.778, and 0.702) respectively.

Conversely, (61.9%, 64.7%, and 65 %) respectively of the total replies stated that the organizational development dimensions are essential. **Accordingly, the outcomes demonstrated that organizational relations riches the college's organizational development.**

Table 13: Result of Descriptive Statistics of the Organizational Development

No. of items	N	Strongly Disagree	Disagree	Relatively Agree	Agree	Strongly Agree	Mean	Std. Deviation	Rate of Agreement
		1	2	3	4	5			
Y1	342	5	19	50	35	11	3.23	.968	64.6
Y2	342	9	15	64	29	3	3.02	.879	60.4
Y3	342	8	22	56	28	6	3.02	.944	60.4
X4	342	4	20	63	26	7	3.10	.864	62
Y5	342	6	17	59	34	4	3.11	.868	62.2
Organizational Structure							**3.0950**	**.69956**	**61.9%**
Y6	342	7	18	51	40	4	3.13	.916	62.6
Y7	342	8	20	42	42	8	3.18	1.012	63.6
Y8	342	8	13	49	37	13	3.28	1.022	65.6
Y9	342	4	14	53	40	9	3.30	.894	66
Y10	342	4	22	42	41	11	3.28	.978	65.6
The Technology Used							**3.2350**	**.77856**	**64.7%**
Y11	342	8	14	47	44	7	3.23	.968	64.6
Y12	342	3	14	60	39	4	3.23	.793	64.6
Y13	342	5	14	50	40	11	3.32	.944	66.4
Y14	342	6	13	58	33	10	3.23	.932	64.6
Y15	342	4	18	50	41	7	3.24	.898	64.8
Organizational Relations							**3.2500**	**.70258**	**65%**
Organizational Development							**3.1933**	**.63648**	**63.86%**

Consequently, all the dimensions of administrative empowerment will have an impact on the college's organizational development principally surveyed colleges. Consequently, the motivation and training of the staffs respectively are the most significant feature stimulating to an impact on organizational development. Nevertheless, a delegation of authority recorded the lowest significant influence compared to other five dimensions of the administrative empowerment with a rate of (61.8%) agreement.

5.1.3. ANOVA TEST

The one-way ANOVA and t-test applied to illuminate if there is variance between survey sample replies, with demographic data (gender, age, academic degree, overall job experience, and the number of courses participated).

As summarized in a Table (14) The ANOVA results in a state that for all demographic variables in regards administrative empowerment p-value more significant than Alfa (Sig>0.05). Therefore, there isn't variance in the values among male and female faculty members, F (0.769; Sig0.382> 0.05). While for age, academic degree, overall job experience, and the number of courses participated respectively, so, it means that there isn't variance in the means among them, where (Sig>0.05), as shown in the table below.

However, the same table, The ANOVA and t-test results revealed that for all demographic variables in regards organizational development p-value more significant than Alfa (Sig>0.05), consequently, there isn't variance in the values among male and female faculty members, F (0.003; Sig0.958> 0.05). Whereas for age, academic degree, overall job experience, and the number of courses participated respectively, so, it means that there isn't variance in the means among them, where (Sig>0.05), as shown in the table below (14).

Table 14: ANOVA Test Results According to the Demographic Data for Administrative Empowerment and Organizational Development

Administrative Empowerment		Sum of Squares	DF	Mean Square	F	Sig.
By Gender	*Equal Variances Assumed*	Levene's Test for Equality of Variances			*0.769*	*0.382*
By Age Groups					*2.288*	*.082*
	Between Groups	2.519	3	.840		
	Within Groups	42.564	116	.367		
	Total	45.083	119			
By Academic Degree	*Equal Variances Assumed*	Levene's Test for Equality of Variances			*0.168*	*0.682*
By Job Experience					*2.387*	*.055*
	Between Groups	3.456	4	.864		
	Within Groups	41.627	115	.362		
	Total	45.083	119			
By The Number of Courses Participated					*1.509*	*.182*
	Between Groups	3.344	6	.557		
	Within Groups	41.739	113	.369		
	Total	45.083	119			
Organizational Development		**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**
By Gender	*Equal Variances Assumed*	Levene's Test for Equality of Variances			*0.003*	*0.958*
By Age Groups					*1.840*	*0.144*
	Between Groups	2.190	3	.730		
	Within Groups	46.018	116	.397		
	Total	48.208	119			
By Academic Degree	*Equal Variances Assumed*	Levene's Test for Equality of Variances			*1.048*	*0.308*
By Job Experience					*2.129*	*0.082*
	Between Groups	3.323	4	.831		
	Within Groups	44.885	115	.390		
	Total	48.208	119			
By The Number of Courses Participated					*2.174*	*0.061*
	Between Groups	4.989	6	.821		
	Within Groups	43.219	113	.372		
	Total	48.208	119			

5.2. HYPOTHESES TESTING

5.2.1. Correlation Matrix of Administrative Empowerment and the Organizational Development

The correlation examine clarifies that the administrative empowerment significantly related with organizational development through r (0.781**) it means that the correlation is significant at the 0.01 level (2-tailed) and the p-value (0.000), which is less than (0.05). Hence, the first primary hypothesis (**Ho**) rejected and alternative hypothesis (**H₁**) accepted, as shown in the table below. As revealed in a Table (15) the outcomes of correlation test clarify that the dimensions of administrative empowerment. Specifically; delegation of authority, motivation, teamwork, training, and effective communication all have a positive correlation

withorganizational development, through r (0.698, 0.619, 0.687, 0.644, and 0.6647>p0.000) respectively.

Besides, the table demonstrates that delegation of authority achieved the highest positive correlation with organizational development. Although, motivation has the weakest correlation with organizational development compared to other four dimensions. Consequently, the alternative hypotheses ($H_{1.1}$, $H_{1.2}$, $H_{1.3}$, $H_{1.4}$, and $H_{1.5}$) accepted.

Table 15: Correlation of Administrative Empowerment and the Organizational Development

		Administrative Empowerment	Organizational Development
Administrative Empowerment	Correlation Coefficient	*1.000*	***0.781*****
	Sig. (2-tailed)	*.*	*.000*
	N	*120*	*120*
Organizational Development	Correlation Coefficient	***0.781*****	*1.000*
	Sig. (2-tailed)	*.000*	*.*
	N	*120*	*120*

		Organizational Development
Delegation of Authority	Correlation Coefficient	0.698**
	Sig. (2-tailed)	0.000
Motivation	Correlation Coefficient	0.619**
	Sig. (2-tailed)	0.000
Teamwork	Correlation Coefficient	0.678**
	Sig. (2-tailed)	0.000
Training	Correlation Coefficient	0.644**
	Sig. (2-tailed)	0.000
Effective Communication	Correlation Coefficient	0.647**
	Sig. (2-tailed)	0.000

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
c. Listwise N = 120

5.2.2. Regression Analysis of the Variables

The multiple linear regression used to search and find the impact of administrative empowerment and its dimensions in the organizational development. While R square is 0.749 presenting the impact and correlation between the experimental and predicted values of the dependent variable however, this displays that delegation of authority, motivation, teamwork, training, and effective communication accounts for 74.9% of the organizational development of the Koya University colleges.

Table 16: Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.865	.749	.746	.32054

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.084	1	36.084	351.210	.000[b]
	Residual	12.124	118	.103		
	Total	48.208	119			

a. Dependent Variable: Administrative Empowerment
b. Predictors: (Constant), Organizational Development

However,figure(6) F-test results of examination of variance, the sum of squares, the degree of freedom (*df*), mean square, regression and residual values obtained from the regression analysis. The mean square which is the sum of squares divided by the degrees of freedom was (36.084). Moreover, the **F** static which is regression mean square divided by the residual mean calculated was (351.210), and *DF* is (1,118). So, the model is significant, with significant where (P0.000<0.05), then the alternative hypotheses (*H₂.*) accepted as shown in the table (16) above.
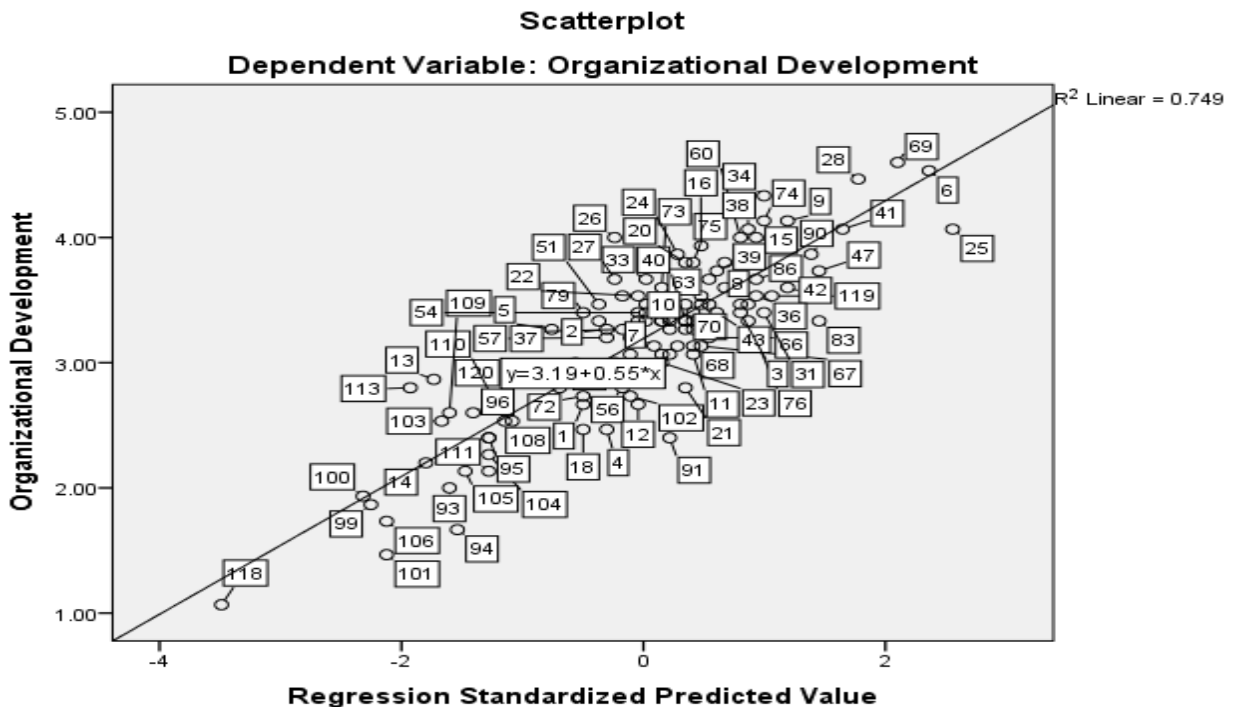
Figure 6: F- Test

Moreover, as it seen in a figure (7), the result of Normality test presented that there is normality distribution in study contributions answers. It means that the results are reliable.
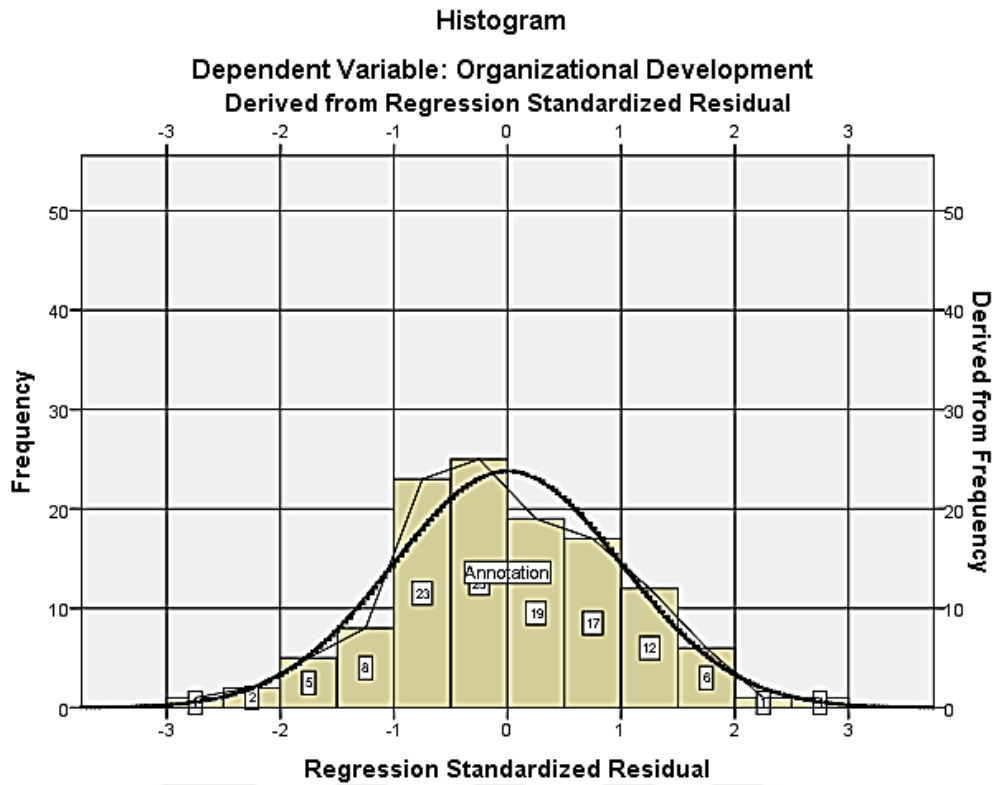
Figure 7: Normality Test

Nevertheless, the figure below (8) demonstrates that the Linearity test results that there is linearity relationship between the administrative empowerment and organizational development of the Koya University.

Figure 8: Linearity Test

As the results of regression coefficients presented in Table (17) clarifies that statistically there are significant impacts of administrative empowerment and its dimensions and its dimensions as a delegation of authority, motivation, teamwork, training, and effective communication in the organizational development. As revealed by the amounts of (0.790, 0.721, 0.722, 0.742, and 0.770) respectively, so the high impact of the delegation of authority, however, the lower one was motivation.
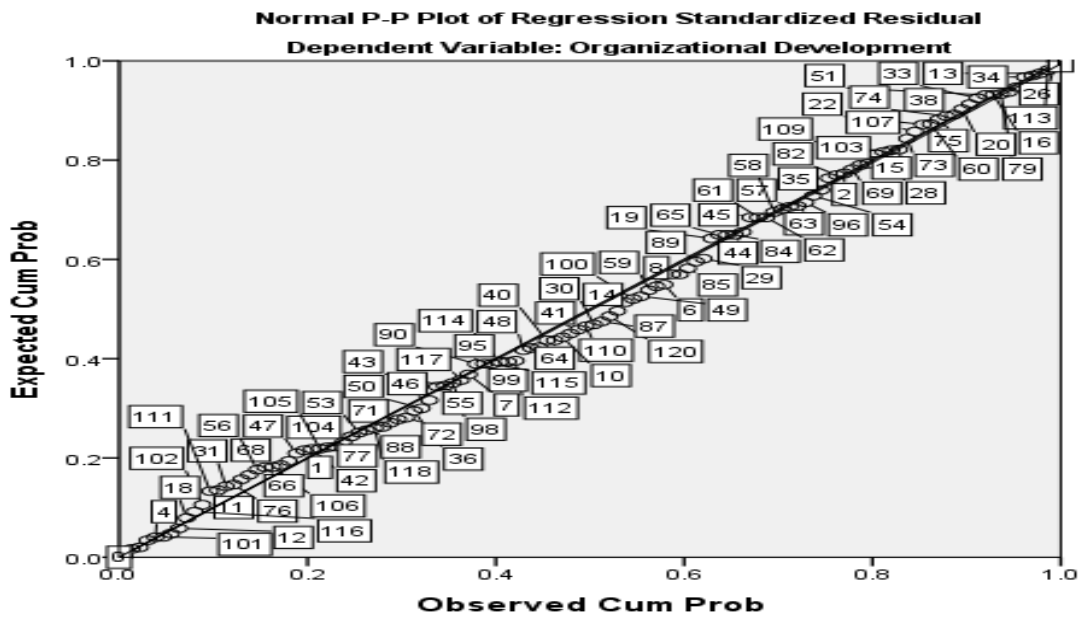
Table 17: Regression Coefficients

Model	Standardized Coefficients Beta	T-test	P-value	Collinearity Statistics	
				Tolerance	VIF
(Constant)	–	2.471	.015		
Administrative Empowerment	.865	18.741	.000	1.000	1.000
Delegation of Authority	.790	13.996	.000	1.000	1.000
Motivation	.721	11.304	.000	1.000	1.000
Training	.722	11.321	.000	1.000	1.000
Teamwork	.742	12.007	.000	1.000	1.000
Effective Communication	.770	13.112	.000	1.000	1.000

Predictors: (Constant), Organizational Development

Moreover, the same Table (17) indicate collinearity statistics. This test determines to classify whether any correlation among independent variables. A good regression model should free from the correlation between variables. As above table shows the tolerance values and VIF values for each variable were; 1.000 and 1.000, respectively for administrative empowerment, besides 1.000 and 1.000 respectively and same values for the rest dimensions.

It means that VIF<5 and tolerance value>0.1, so it means collinearity does not exist. Furthermore, the t-test (18.741) for administrative empowerment as the independent variable, it means significant impact and supports the results, accordingly, the t (13.996, 11.304, 11.321, 12.007, and 13.112) respectively, for other five dimensions, further p<0.05 for all dimensions. Then the alternative hypotheses (*H2.1, H2.2, H2.3, H2.4, and H2.5*) accepted.

5.2.3. The Result of Hypotheses Testing

As confirmed in the Table (18) the results of examining model the impact of administrative empowerment in organizational development of the Koya University, which all the alternative hypotheses accepted, therefore, all can have accepted as indicated in the table below.

Table 18: The Results of Hypotheses Testing

Alternative Hypotheses		Results
H_1	There is a positive relationship between institution's administrative empowerment and organizational development of the Koya University.	Accepted
$H_{1.1}$	There is a positive relationship between an institution's a delegation of authority and organizational development.	Accepted
$H_{1.2}$	There is a positive relationship between institution's motivation and organizational development.	Accepted
$H_{1.3}$	There is a positive relationship between institution's teamwork and organizational development.	Accepted
$H_{1.4}$	There is a positive relationship between institution's staff training and organizational development.	Accepted
$H_{1.5}$	There is a positive relationship between institution's effective communication and organizational development.	Accepted
H_2	There is a significant impact the of institution's administrative empowerment in organizational development of the Koya University.	Accepted
$H_{1.1}$	There is a significant impact of institution's a delegation of authority in organizational development.	Accepted
$H_{2.2}$	There is a significant impact of the motivation in organizational development.	Accepted
$H_{2.3}$	There is a significant impact of the institution's teamwork in organizational development.	Accepted
$H_{2.4}$	There is a significant impact of the institution's staff training in organizational development.	Accepted
$H_{2.5}$	There is a significant impact of the effective communication in organizational development.	Accepted

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

This study aims to investigate the impact of administrative empowerment in organizational development at the faculties of Koya University. Accordingly, to reach this purpose, the study tests the relationship between administrative empowerment and organizational development by appealing marks from selected the faculty members of Koya University. However, the study focused on the impact of administrative empowerment on this relationship.

The descriptive analysis results clarified that administrative empowerment dimensions exercise a considerable impact on organizational development according to the perspectives of faculty members of Koya University. Therefore, the Koya University and its faculty managers should approach administrative empowerment in a well-organized manner, as well endorsing the right environment that can expand human talent and encourage innovative solutions.

The also realize that the administrative empowerment means improving the level of employee's productivity and increasing the innovation. In addition to giving the employees a vast space of freedom inside the organization in the decision-making process through expanding the delegation of authority, and providing all kinds of incentives, offering opportunities, focusing on teamwork, innovative ideas, and creating a stimulating environment for faculty members.

While the study found significant of administrative empowerment and organizational development dimensions, also, the results indicate that motivation and training of the staffs' riches the administrative empowerment. Further, the outcomes demonstrated that organizational relations riches the organizational development of the faculties of Koya University

The Anova and t-test results of the variance showed that there aren't significant variances between respondents' replies toward the administrative empowerment and organizational development according to their characteristics.

The correlation analysis results showed that there is a significant positive relationship between business administrative empowerment and organizational development. However, the delegation of authority achieved the highest positive

correlation with organizational development. Although, motivation has the weakest correlation with organizational development compared to other four dimensions.

Furthermore, the results of regression analysis establish that statistically, the administrative empowerment impacted on organizational development so the high impact of the delegation of authority, however, the lower one was motivation.

2. Recommendations

For the Koya University faculties to have administrative empowerment, development, and academic dependability, they would adopt the administrative empowerment and its dimensions as a delegation of authority, motivation, teamwork, training, and effective communication, which will confirm the succeeding of the organizational development process. Hence, it is essential to keep reasonable levels of administrative empowerment dimensions, more appealing and increase them through taking appropriate precautionary steps to address risk, besides using modern technical methods.

The academic departments in the faculties of Koya University should increase and adopt the administrative empowerment dimensions based on their significant influence on organizational development. Also the necessity of delegation of authority by heads /coordinators to the member's staff in the academic departments in the faculties of Koya University.

The necessity of holding training courses related to the administrative empowerment and organizational development to the heads/directors to the members' staff in the academic departments in the faculties of Koya University.

The necessity of choosing academic heads and lecturers who believe of the importance of the administrative empowerment and academic innovation. However, the necessary acceptance of clear standards accreditation in choosing the academic leaders depending on the efficiency, equal opportunities, and innovation.

The researcher recommends that the academic departments in the faculties of Koya University properly encourage academic staffs to share information and work to increase their effective communication and work more freely and independently. Then give employees sufficient autonomy in decision making.

Hence, it is important to recommend that the faculties of Koya University have the necessary independence of academic staffs/ lecturers to capitalize positive relationships between the administrative empowerment and organizational development.

3. The Study Contributes and Suggestions

This study will contribute to the administrative empowerment and institutional development literature over provide a theoretical framework, also provide implications for the academy literature through announcing prospective administrative empowerment which is possibly beneficial to faculties academic performance.

Hence, the results of this study syndicate the current form of study literature which has detected to find the statistically significant relationship between administrative empowerment dimensions and institutional development. The researcher suggests that the future studies must use a more substantial number of factors to analysis for significance in other than academic departments in the faculties of universities.

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APPENDIXES

Appendix (1) Questionnaire Form

T.C

BİNGÖL UNIVERSITY

SOCIAL SCIENCES INSTITUTE

BUSINESS ADMINISTRATION DEPARTMENT

 Dear Respondent

This survey questionnaire form is a part of the MSc study entitled "**The Impact of Administrative Empowerment in Organizational Development: An Analytical Study in The Koya University**" It is part of Requirements for the degree of Masters in the business administration.

I kindly invite to take some time to response the below questions. Please give it time and consideration, as the responses will use to reach the outcomes of this study, and confidently the result will not use for any educational purpose, and the names will not indicate on the questionnaire form. Also, knowing that the responses will be confidential and I will work for scientific study entirely.

Thanks for valuable time and response   /   / 2017

 Supervisor
Prof. Dr. Muammer ERDOĞAN

Researcher
Arkan Naaman SABER

Please mark (✓) before each statement as you think appropriate from the available choices.

First Section: General Information about the Respondent
1. **Gender:** ( ) Male   ( ) Female
2. **Age:** ( ) 27-36 years ( ) 37–46years ( ) 47–56years ( ) 57 and above
3. **Academic Degree:** ( ) PhD ( ) Master
4. **Overall Job Experience:** ( ) 1-8 Years ( ) 9-18 Years ( ) 19-28 Years ( ) 29-38 Years ( ) 39 and above
5. **Number of courses participated:** ( ) 1-5 Years ( ) 6-10 Years ( ) 11-15 Years ( ) 16-20 Years ( ) 21-25 Years ( ) 26-30 Years ( ) 31 and above

Second Section: The Scale of Administrative Empowerment

This part of the scale based on an extensive scale that includes a combination of five dimensions: delegation of authority, motivation, teamwork, training, and effective communication

Q	Statement	Strongly agree	Agree	Relatively agree	Disagree	Strongly disagree
A. Delegation of Authority						
1	The University administrations are to Authorizing the employees to have the power to perform their tasks at a high level.					
2	The University administrations are to Trust in the abilities of their employees in accomplishing the required tasks.					
3	The University administrations are to Supporting the employees' initiatives in providing solutions to the problems that they face.					
4	The University administrations are to faculty members Contribution to the decision-making process.					
5	The University administrations are to allowing any decision on any work that would do in a separate level.					
B. Motivation						
6	The University administrations are to recognizing and acknowledging the efforts made by the staff.					
7	The University administrations are to emphasizing justice and equality in the system of granting incentives.					
8	The University administrations are to working on reducing work pressure on staff.					
9	The University administrations are to award and certify employees to appreciate and enhance their work.					
10	The University administrations are to providing money and tools to support the new creative ideas at the university.					
C. Teamwork						

11	The University administrations are to encouraging any meaningful collective action.					
12	The University administrations are to supporting every cooperation between individuals and groups.					
13	The University administrations are to emphasize and to share best practices between individuals and groups.					
14	The University administrations are to integrating and harmonizing individual and collective skills.					
15	The University administrations are to giving groups the freedom to express their views.					
D. Training						
16	The University administrations are to demonstrating the training courses for staff					
17	The University administrations are to determining and ensuring the training needs continuously for staff.					
18	The University administrations are to providing learning opportunities for individuals and corporate staff.					
19	The University administrations are to encouraging employees to share their experiences and best practices.					
20	The University administrations are to seeking to develop staff skills.					
E. Effective Communication						
21	The University administrations are to providing efficient and effective communication ways and tools.					
22	The University administrations are to explaining approved instructions and procedures continuously for staff.					
23	The University administrations are to facilitate access to decision-makers and explaining their point of view to staff.					
24	The University administrations are to create an efficient and advanced system that Provides information to decision makers in short time.					
25	The University administrations are to facilitate communication procedures between administrative units.					

Third Section: The Scale of Organizational Development

This part of the scale based on a comprehensive scale that comprises a combination of three dimensions: organizational structure, the technology used, and organizational relations.

Q	Statement	Strongly agree	Agree	Relatively agree	Disagree	Strongly disagree
	Organizational development refers to the administrative process aiming to move the organization from its current status to a better future status, to ensure positive interaction with environmental factors to maintain and develop the competitiveness of the organization.					
A. Organizational Structure						
1	The university administrations are to making essential changes to its structure in preparation for its scientific developments.					
2	The university administrations are to activating a system objectively to reward staff.					
3	The university administrations are keen to redistribute the tasks according to the qualifications, abilities and skills staff.					
4	The university administrations are to clarifying the tasks and roles required for staff in all departments.					
5	The university administrations are for assuring that there isn't duplication and repetition of tasks between the academic departments.					
B. The Technology Used						
6	The university administrations are to providing an advanced technology to assist staff.					
7	The university administrations are to renew the mechanisms and technologies continually.					
8	The university administrations are to assuring that staff is Benefiting from the official university website.					
9	The university administrations are to developing a network to facilitate the communication process.					
10	The university administrations are to connect all university departments in one network to facilitate exchanging information.					
C. Organizational Relations						
11	The university administrations are to evaluating staff performance annually.					
12	The university administrations are to stimulates staff on increasing the psychological engagement at work.					
13	The university administrations are to hold meetings with heads of departments and staff.					
14	The university administrations are to encouraging self-monitoring of staff.					
15	The university administrations are to encouraging closer social relations between colleagues					

Appendix (2) List of Questionnaire Arbitrators

S	Name	Scientific Tile	Experts	Workplace
1	Dr. Khalid Hama-Amin Mirkan	Professor	Strategic Management	Salahaddin University The College of Administration and Economics
2	Dr. Ahlam Ibrahim Wali	Assistant Professor	Strategic Management	Salahaddin University The College of Administration and Economics
3	Mhabat Nuri Abdullah	Assistant Professor	Marketing Management	Salahaddin University The College of Administration and Economics
4	Mr. Mudafar Hamad Ali	Assistant Professor	Human Resource Management	Salahaddin University The College of Administration and Economics
5	Dr. Sami S. Abdullah	Assistant Professor	Marketing Management	Salahaddin University The College of Administration and Economics

Appendix (3) Curriculum Vitae

Personal Information			
Name & Surname	Arkan Naaman SABER		
Date of Birth	23-08-1990		
Nationality	Iraqi		
Contact			
Place & Address	Erbil – Iraq		
E-mail	arkan.naaman@yahoo.com		
TELEFON	+964750 3435763		
Education Level			
Degree	**Field**	**University**	**year**
Undergraduate	Business Administration	Salahaddin University- Erbil	2013
Postgraduate	Business Administration	Bingöl University	2018
Work Experience:			