

Implementation of Administrative Empowerment in Tackling Organizational Problems among Shaqra University Girls' Colleges

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Abstract:

In this study, the reality of administrative empowerment implementation among girl's colleges in Shaqra University were succinctly identified and evaluated. In solving the organizational challenges of these colleges, this study evaluated the relationship administrative empowerment in its five dimensions using the descriptive approach and questionnaire survey. The data from the open-ended questionnaire were statistically tested viz: percentages, computational averages, and standard deviation. The results obtained clearly showed a statistically significant relationship between the applied administrative empowerment in its five dimensions and the inherent organizational problems presented. The most striking recommendations from this study suggested that women leaders at Shaqra University should be accorded more power in order to enhance independence and facilitate proper information sharing for higher performance in the colleges.

Keywords: Administrative, ; Empowerment ; Delegation of authority ; Motivation ; Effective communication.

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Introduction :

The process of investing in the development of human resources is considered as the most critical factors which contributes to the survival and continuity of any organization. The human resources management helps in achieving the competitive advantage of sustainability due to apparent or implicit creative capabilities, skills and knowledge. It is important to note that the attention to creativity should not be limited to introducing advanced tools and technologies alone; but administrations must be convinced that the organization's staff can create and invent solutions to the daily problems they are confronted with. This should be done by identifying and evaluating factors which ampers creativity (Saleh and Al-Mubaidin, 2014).

Administrative empowerment seeks to increase the confidence of employees at all managerial levels with a special attention to the minimum ones. This makes it possible to enhance their loyalty to the organizations and encourage the employees to achieve the competitive advantage and makes them put in their best, thereby encouraging team spirit (Hussain, 2017).

It is important to note the concept of administrative empowerment is relatively recent and the implementation of this concept to practical reality has validated their importance within the scientific framework of advanced management methods in problem-solving and crisis response. Although many studies have highlighted the positive advantages achieved through administrative empowerment, many organization still lack the clear concept of its

application in solving organizational problems (Erekat, 2016). The lack of awareness on the benefits of administrative empowerment is a crucial challenge confronting many organization in the process of solving myriads of organizational problems (Tarawneh, 2016).

Abdul Rahim (2018) listed the main categories of problem being confronted by key stakeholders in an organization and these include structure-based challenges, unstructured-based barriers and crises-based problems. Osborn (2012) & Hung (2015) reported that empowering stakeholder in organizations have the capacity to increase their involvement in decision-making and proper utilization of resources, technical know-how, equipment, and tools in an integrated manner. Another merit of empowering administration is that it helps in the self-management of the teams and encourages institutional learning by integrating information and experiences into the organization's structure (Heaton and Myers, 2018).Saadi, (2018) pointed out that the concept of administrative empowerment originated from the Japanese KAIZEN concept, which involves the continuous development and improvement in various practical fields. It encompasses giving the employees enough power, resources, and freedom to effectively serve the organization on individuals levels. Erikat and others (2011) noted that the modern strategy aimed of administrative empowerment reveal the potential of individuals in the organization and their participation in defining the future organizational vision and mission.

Tafesh (2017) stated that the main challenge in dealing with any organizational problem (whether it represents a performance deficit or an opportunity to improve it) is to adopt a practical approach to resolving it. This includes the process of determining the gap or deviation between the investigator and the planner and then choosing the disposition that will overcome the deficit or deficit or benefit from opportunities for improvement. The success any organization therefore depends largely on how to integrate the needs of individuals with the vision and objectives of the organization. Moreover, Althalin (2015) opined that the implementation of administrative empowerment involves delegating all the powers and responsibilities of the workers by giving them full freedom to perform the work in their way without the direct intervention with the provision of needed resources and enabling environment for effective performance (Fraenkel&Wallen, 2019).

The dimensions of administrative empowerment therefore involves the delegation of authority, task forces, training, motivation, and effective communication (Hughes, 2012).

This aim of this study is to provide an integrated theoretical and intellectual framework on the concept of empowerment and the concept of problem-solving among girl's colleges in Shaqra University. One of the important research question in this study is the reality of administrative empowerment in the University of Shaqra from female administrative leaders in girls' colleges. To achieve this, the level of administrative empowerment in Shaqra University was

identified most especially from the educational leaders' viewpoint. Subsequently, the impact of administrative empowerment on problem-solving was identified and several recommendations to enhance it was elaborated.

2. METHODS AND PROCEDURES

2.1 Research Design and Population Study

The research designed in this study is quantitative approach based on descriptive principles by examining the young women's experiences during the online learning scenario. The descriptive research includes the collection of data through the questionnaire survey to answer questions or test hypotheses concerning the current status of the study subjects and to provide an appropriate report (Creswell 2019). Moreover, the population of this study consisted of female administrative leaders at girls' colleges at Shaqra University. The research survey were distributed among the eighty-five (85) female administratives in Shaqra University. The survey questions were developed based on the research questions and hypotheses and review from past literatures.

The questionnaire was developed into two distinct sections according to the Likert five scale. The first section comprises of the administrative empowerment which were categorized into five dimensions, viz: *delegation of authority, teamwork, training, motivation, effective communication*. This section included 28 points



for the combined dimensions. Moreover, the second section is the problem-solving phases and assigned to this section12 points. The extent or weight of administrative empowerment application in the girl’s colleges was given as very high = 5, high = 4, medium = 3, weak = 2, and very weak = 1. The value of the arithmetic average calculated the results on the maximum score. The points of the gradient were determined by (top-bottom divided by three levels) (5-1/3) to compare the averages, the extent of application, the level of expressions of requirements as follows: from (1 - 2.33) weak, from (2.34 - 3.67) medium, from (3.68 -5) high. The tool's results were analyzed using the SPSS® statistical software.

2.2 Validity and Reliability Study

Cronbach Alpha index was used to estimate thequestionnaire's reliability and the internal consistency coefficient fordifferent application of administrative empowerment dimensions and for solving administrative problems,. This was applicable to fifteen (15) respondent (15) person. Table 1 presented the internal consistency coefficients for the five dimensions of the administrative empowerment for the first and second sessions.

Table 1: Internal consistency coefficients for first and second sessions.

Range	Stability coefficient for the importance of the requirement	Stability coefficient for the availability of requirement
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Section I			
1 st dimension	Delegation of authority	0.85*	0.95*
2 nd dimension	Teamwork	0.93*	0.96*
3 rd dimension	Dimension: Training	0.79*	0.8*
4 th dimension	Motivation	0.86*	0.96*
5 th dimension	Effective Communication	0.83*	0.93*
Section II			
Solving problems		0.94*	0.95*

** At the level of significance 0.05. This indicates that the search tool is characterized by a high degree of internal consistency and reliability so that it can be relied upon to measure what is designed for it.*

2.3 Data Analysis

The analysis of the respondent's data was conducted following the quantitative method, using the Statistical Package for Social Sciences (SPSS) software. The data analysis was organized in accordance with the research question. The central research question of the study is stated as: *What is the reality of applying administrative empowerment in the faculties of girls in the University of Shaqra from the point of view of women leaders?* Based on the first research questions the mean, standard deviation and the degree of application of administrative empowerment to the girl's colleges at Shaqra University are presented in Table 2. The result obtained according to the first research questions clearly revealed that the average number of words in the field of the application of administrative empowerment in



the faculties of girls in Shaqra University from the sample of the study sample was (2.23), which is within the weak grade. They are sequentially (24,17,16,12), while the rest of the phrases are within the weak score.

Table 2: Statistical analysis of the reality of administrative empowerment application in Shaqra University girls' colleges

No	Administrative Empowerment Dimensions	Mean	Std Deviations	Degree application dimension
First Dimension				
11	Give adequate powers to accomplish tasks	2.09	2.04	weak
12	Trust in the ability of employees to accomplish tasks	2.38	2.25	medium
13	Initiative to solve problems without reference to management.	1.80	3.81	weak
14	Engage decision makers	1.71	1.9	weak
Second dimension: Teamwork				
15	Encourage meaningful collective action	1.80	2.8	weak
16	Support cooperation between individuals and groups	2.80	1.07	medium
17	Integration and harmony of individual skills	2.82	1.7	medium
18	Transfer and exchange successful skills between teams and groups	1.6	2.9	weak
Third dimension: Training				
19	Clarity of training programs for employees	1.64	3.10	weak
20	Identify training needs on an ongoing basis	1.70	3.11	weak

21	Providing individual and group learning opportunities	1.80	2.8	weak
Fourth dimension: Motivation				
22	Recognition and recognition of efforts in the field of work	1.84	3.28	weak
23	Justice and objectivity	1.68	3.35	weak
24	Try to ease work pressure	2.71	2.32	medium
Fifth Dimension: Effective Communication				
25	Owning infrastructure ICT	1.13	3.75	weak
26	Provides an effective information system	1.125	3.8	weak
27	Ease of access to various data and information	1.120	3.75	weak
28	Owning the technical skills needed to deal with communication systems	1.05	3.84	weak
Total		2.23	2.25	weak

Furthermore, the regression variance analysis was used to determine the significant relationship between the dimensions of administrative empowerment and problem-solving. The central hypothesis was tested, the proposed model was validated, and a simple linear regression method was adopted to test the validity of this hypothesis and its sub-assumptions. The following decision rule was adopted:

- Acceptance H_0 : If the value of the significance level is more significant than (0.05).
- Rejection of H_0 : If the value of the significance level is less than (0.05).

In Table 3, the results obtained from the main hypothesis test showed that there is no statistically significant effect of administrative ability to solve problems at the level of significance 0.05. The table results (Table 3) show that the calculated value of F is 83.953 with a probability of Sig. of 0.000, which is less than the significance of $\alpha = 0.05$. This proves the validity of the model to test the central hypothesis, using the simple linear regression method to determine the independent variable of administrative empowerment on the dependent variable of problem-solving.

The correlation coefficient between the two variables was estimated at 0.780. This indicated that there is a positive and strong correlation between them. It has been noted that the coefficient of selection was estimated as 0.609. This means that 60.9% of the administrative problems' changes are due to changes in empowerment, while 39.1% are responsible for other factors. Moreover, there is a statistically significant relationship at the level of significance ($\alpha = 0.05$) between the independent variable, which is the administrative and dependent variable of solving the administrative problems with an estimated value of 9.163 (level of significance = 0.000) which is below the significance level of 0.05. The null hypothesis shows that there is no significant effect of administrative ability to solve problems and accept the alternative hypothesis and therefore there is a significant effect of administrative ability to solve administrative problems at the level of significance (0.05)

Table 3:Simple regression analysis results for administrative empowerment

Sample	Total squares	df	Average Squares	(F) calculated	Sig level
Regression	26.050	1	26.050	83.953	*0.000
The total error	16.756 42.806	54 55	0.310		
variable	Parameter		Standard error	T	Sig level
constant	0.743		0.322	3.309	0.025
Administrative Empowerment	0.775		0.085	9.163	0.000
Coefficient: (R = 0,780), identification factor (R ² = 0.609), dependent variable: problem solving.					

2.4 Recommendations:

The following recommendations were listed in accordance with the results obtained from this study.

- It is important to foster women's leadership in girls' colleges at Shaqra University so that they can function in the circumstances they face by improving knowledge exchange and allowing them autonomy in the process of carrying out their duties.
- Recognizing and appreciating workers and trusting in their talents by stressing their desire to solve challenges by supplying them with ample freedom and liberty will in no doubt increase their productivity.
- It is important to bring innovative ideas and identify the appropriate methods for performing their work without

reference to senior management and encourage self-monitoring of performance and avoid phishing mistakes as opportunities for learning as this enhances the self-confidence and abilities of employees. This reflected positively on their performance and makes them compete in the development of methods, and methods are unusual in work performance.

- Organizations that seek to innovate at all levels through the adoption of administrative empowerment concept should work to create an atmosphere that helps to implement the concept of empowering workers by deepening the concept of participation of decision-making staff, solving problems related to their work, adopting teamwork and providing a system of incentives.
- The empowerment application should provide a fair assessment of performance, provide modern and effective means of communication which allow the timely exchange of information and reducing managerial levels, seeking thereby removing obstacles that limit administrative empowerment.
- Create training opportunities for employees that allow them to learn about modern methods of solving problems and assume additional tasks.

CONCLUSION

The results showed that the level of administrative empowerment in the girls' colleges at Shaqra University is weak according to the study scale, where the mean of the mean is 2.25. The findings obtained clearly demonstrated a statistically interdependent

relationship between the five-dimensional managerial empowerment implemented and the inherent organisational challenges raised. The result was that 60.9 per cent of the changes in institutional issues were due to changes in empowerment, while 39.1 per cent were blamed for other causes.

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