

Beyond Administrative Empowerment: How Organizational Culture Redefines Work Engagement in Higher Education

Bessa Sami^{1,*}

¹ University of Algiers 3 (Algeria), bessa.sami@univ-alger3.dz

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Summary:

This research paper aimed to test the impact of administrative empowerment on work engagement through the mediating role of organizational culture in academic circles. The study was conducted at the University of Algiers 03 by designing a questionnaire and distributing it to a sample of 140 male and female professors who were randomly selected.

Structural equations modeling (SEM) was used using the Amos program to test hypotheses based on the (path analysis) technique and the (Bootstrap) technique in studying direct and indirect effects. The study concluded: There is no direct statistically significant effect of administrative empowerment on work engagement, while there is a direct statistically significant effect of administrative empowerment on organizational culture. The results also indicated that there is a statistically significant indirect effect of administrative empowerment on work engagement with the presence of organizational culture as an intermediate variable, which is a full mediation.

Keywords: Administrative Empowerment; Work Engagement; Organizational Culture

Jel Classification Codes : M54; M12 ; M14

* Corresponding author, Bessa Sami, bessa.sami@univ-alger3.dz

I- Introduction :

Organizations face major challenges and rapid changes. To overcome these challenges and adapt to the changes, they work to develop themselves. This can only be done by adopting modern management methods that differ from traditional methods and are largely based on human resources. Modern management is based on involving employees in decision-making and building trust between employee management. Giving them greater freedom to perform their assigned tasks embodies the spirit of teamwork. This is what is called in modern practices administrative empowerment (AE), which works to leverage employees' hidden energies and unleash them to achieve creativity and innovation, in contrast to traditional hierarchical practices based on extreme centralization and a heavy commitment to work procedures that undermine the employee's role in the organization.

Organizations nowadays aspire to achieve the highest levels of productivity through their employees, but they face the problem of fluctuation in employee performance, which has made many researchers and administrators search for the appropriate reasons and solutions to this problem. They have concluded that work engagement (WE) is one of the most effective solutions, as it works to make the individual immerse himself in his job with his body and mind and feel energetic and dedicated while working, which increases his performance and commitment. However, achieving this requires providing a stimulating environment for this. Organizational culture (OC) is one of the things that helps achieve job burnout, as it supports teamwork through trust, participation and learning among members of the organization.

This study primarily aims to investigate the role played by (AE) in achieving (WE) by incorporating (OC) as an intermediate variable in this relationship and by focusing on the higher education sector as a beauty to project it into it. As the latter is a fundamental pillar of the Algerian economy, as the primary reservoir generating job competencies by training many students as graduates in various specializations to fill ready-made positions. These outputs are inputs to other sectors that can be used to move the economy forward, which is what makes the higher education sector suitable for this study.

1.1 Research Problem

The problem of this study is embodied in the lack of knowledge of the relationship between (AE) and (WE), and on the other hand, the lack of knowledge of the type of mediation that (OC) plays in this relationship. According to our knowledge, there is no study that has explicitly addressed this topic in Algeria. Accordingly, it can be said that the problem of the study revolves around the following main question:

What role does (AE) play in (WE), given the presence of (OC) as a mediating variable in this relationship, from the perspective of university professors?

1.2 Research Questions

To answer the problem of the study, the following questions were formulated:

- What kind of relationship exists between (AE) and (WE)?
- What kind of relationship exists between (OC) and job Orientalism?
- Does (OC) mediate the relationship between (AE) and (WE)?
- What type of mediation exists in this relationship (AE, OC, WE)?

II- Literature Review:

2.1 Administrative Empowerment (AE)

☞ Empowerment is defined as delegating authority to employees to make decisions while giving them the freedom to act independently (Borghai, Jandaghi, Matin, & Dastani, 2010, p. 1157).

2.1.1 Types of Empowerment

Scientists analyzed the factors that help in the success of (AE) and on the basis of them presented two types of empowerment:

Table (1): Types of Empowerment

Perspective	Concept	Elements	Results
Structural Empowerment	Existence of organizational structures and practices in the workplace that support the employee.	- Access to information: policies, organizational outcomes, changes. - Opportunities for learning and professional development - Support from colleagues and supervisors: through feedback and guidance. - Resources: availability of material and financial resources to achieve goals.	The employee feels they have the necessary tools and opportunities to perform their work in meaningful ways, which enhances satisfaction.
Psychological Empowerment	A motivational psychological state that stems from the organizational structure.	- Meaning: perception of the importance and value of work. - Competence: confidence in the ability to perform tasks. - Autonomy: freedom to make decisions. - Impact: sense that one's actions can influence outcomes.	Enhances intrinsic motivation, making the employee more committed and creative, and feeling that their work matters within the organization.
Structural empowerment and psychological empowerment complement each other in achieving desired outcomes.			

Source: Prepared by the researcher based on (Amor, Vázquez, & Faíña, 2019, pp. 03-04)

2.1.2 Objectives of AE

Administrative empowerment works to achieve a set of objectives, including (Harb, Eyupoglu, & Tashtoush, 2023, p. 03):

- Empowerment helps employees engage positively in the work environment.
- It contributes to transforming employees into successful leaders in the future and is therefore a means of creating leaders.
- It is a means to achieve excellence and superiority because of the authority granted to the employee, which enables him to demonstrate his creativity and abilities.
- Enhancing empowerment leads to reducing job turnover rates by providing a suitable work environment for the employee.
- It is considered a tool for achieving justice and enshrining the principle of equal opportunities, as it seeks to ensure that everyone has equal access to resources and opportunities.
- Building a culture of teamwork and team spirit based on creativity, innovation, and knowledge exchange.

2.2 Work Engagement (WE)

(WE) is defined as the degree to which an individual is mentally occupied with his job, shows great interest in it, and seeks to participate in it. (Rotenberry & Moberg, 2007, p. 203)

"It is also defined as: a positive, satisfying, work-related state of mind characterized by vitality, dedication, and immersion. This state is characterized by comprehensiveness and continuity and does not focus on a specific topic, event, individual, or behavior" (Schaufeli & Bakker, 2003, p. 05). Therefore, a person with a high (WE) rate has his job as an essential part of himself, while a person with a low (WE) rate feels alienated and is more likely to leave the organization and exert effort outside the scope of work.

2.2.1 Dimensions of (WE): Work Engagement consists of the following dimensions (Schaufeli & Bakker, 2003, p. 05):

- ✚ **Vigor:** It is a condition in which an individual feels high levels of energy, mental rigidity while working, the desire to make an effort at work, and perseverance in the face of difficulties.
- ✚ **Dedication:** Refers to strong engagement in work and a sense of enthusiasm, inspiration, pride, and challenge.
- ✚ **Absorption:** It means complete and happy immersion in work so that time passes quickly and makes the employee have difficulty getting away from his work.

2.3 Organizational Culture (OC)

Siehl and Martin (1983) defined it as: the general framework of the set of values and beliefs shared by members of the organization (Bellot, 2011, p. 31).

Schein (1992) defined organizational culture as: the set of norms, values, beliefs, and attitudes that guide the actions of organizational members and influence their behavior (Bogale & Debela, 2023, p. 02).

(Bruce Perron) defined it as: a collaborative process that aims to create shared awareness and understanding based on different points of view and diverse interests of individuals (Watkins, 2013, p. 02). The value system is built on seven characteristics that represent the essence of (OC) (Putri, Nimran, Rahardjo, & Wilopo, 2021, p. 457):

- Innovation and risk tolerance.
- Attention to detail.
- Results orientation.
- Orientation towards individuals.
- Orientation towards teamwork.
- Aggression.
- Stability.

From the previous definitions, (OC) can be defined as: "The beliefs, values, and norms that members of the organization share, and on the basis of which they build their behavior, actions, and practice for each other, and they also work to teach them to new employees."

2.3.1 Levels of (OC): According to Schein, there are three levels (Schein, 1990, p. 09):

- ✚ **Apparent effects and symbols (Artifacts):** What we see and hear, but it is difficult to explain without referring to the owners of the culture by asking them.
- ✚ **Espoused Values:** goals, ethical principles, standards and appear in questionnaires.
- ✚ **Basic Assumptions:** This is the deepest level and is only revealed by analyzing behavior, practices, and contradictions. Initially, values are hypotheses and then become assumptions that are taken for granted over time and proven.

2.3.2 Types of (OC): There are several types of organizational culture, including (Bogale & Debela, 2023, pp. 04-05):

- ✚ **Tribal culture:** It is a culture similar to family culture, as employees feel as if they are one family, and is characterized by: teamwork, friendliness, participation, and open communication.
- ✚ **Hierarchical culture:** It is based on a strict structure that enhances the elements of stability and reliability of the organization's internal operations through a clear sequence of authority on which decision-making mechanisms and methods of implementing procedures are built, as the organization's members are classified into graded levels that include: owners, senior management, middle management, and employees.
- ✚ **Creative (flexible) culture:** It is an organizational style based on flexibility through temporary teams and changing structures that are compatible with environmental variables. This makes creative culture a fundamental pillar for cultural change in the organization. However, this does

not mean that the organization abandons its essential standards. Among the characteristics of this culture is the rapid ability to absorb and adopt new ideas within the organization.

✚ **Market culture:** The term market is metaphorical in this context and does not necessarily mean a physical place for buying and selling, but rather a strategic orientation toward competition and results. Market culture focuses on achieving competitive advantage by maximizing profits and improving production. One of its most prominent features is giving the organization the ability to compete by making the customer the primary focus of attention.

3. Hypotheses Development

3.1 Relationship between (AE) and (WE)

(AE) is considered one of the most important factors affecting (WE), as it enhances the employee's sense of competence, independence, and meaning at work, which increases his levels of integration into his job (Garibaldi, 2025, p. 2515). In a study by (Wicliert) in which he measured (WE) among female employees who work in the telephone sector as customer service representatives, he found that women leaving jobs showed a lower level of attrition compared to the remaining women, as the latter category showed a high level of attrition as we showed our feeling that they had an opportunity to make decisions, and that their contribution to the success of the work was significant, according to their belief (Rabinowitz & Hall, 1977, pp. 266-267). Based on this, we propose the following hypothesis:

H1: There is a statistically significant positive effect of (AE) on (WE).

3.2 Relationship between (AE) and (OC)

Empowerment plays a significant role in (OC). It enhances trust between management and employees, facilitating the administrative process. This results in a creative environment characterized by teamwork and knowledge sharing. Delegating authority enables employees to demonstrate their skills and abilities. Empowerment also removes obstacles such as fear and confusion that arise within employees or in their relationships with each other. This is achieved through the trust it instills in employees, enabling them to freely express their opinions and take the initiative without the need for orders. This makes them feel like they are an important part of the organization (a true partner), not just executors of orders. Finally, it can be said that (AE) contributes to enhancing (OC) by making it more flexible and adaptable to the requirements of the situation by creating an environment in which authority is distributed and delegated in a balanced manner and supports a culture of continuous collective learning (Schazeril , Hezlina , & Ashari, 2023, p. 35). Based on the above, the following hypothesis can be formulated:

H2: There is a statistically significant positive effect of (AE) on (OC).

3.3 Relationship between (OC) and (WE)

(OC) plays a major role in the absorption and integration of employees into their jobs. When there is a culture within the organization that is characterized by appreciation and transparency, enhances trust, and grants a degree of independence to its employees, this makes the employee feel that he is an important asset in the organization, which prompts him to exert greater effort in his tasks and immerse himself deeply in his job. Employees who demonstrate high (WE) also exhibit desirable behaviors in the work environment, and (OC) does not influence employees' apparent behaviors but rather penetrates deeper to include their attitudes by enhancing trust and positive feelings (Pakize, Mahije , & Xhavit, 2023, p. 111). From this, the following hypothesis can be formulated:

H3: There is a statistically significant positive effect of (OC) on (WE).

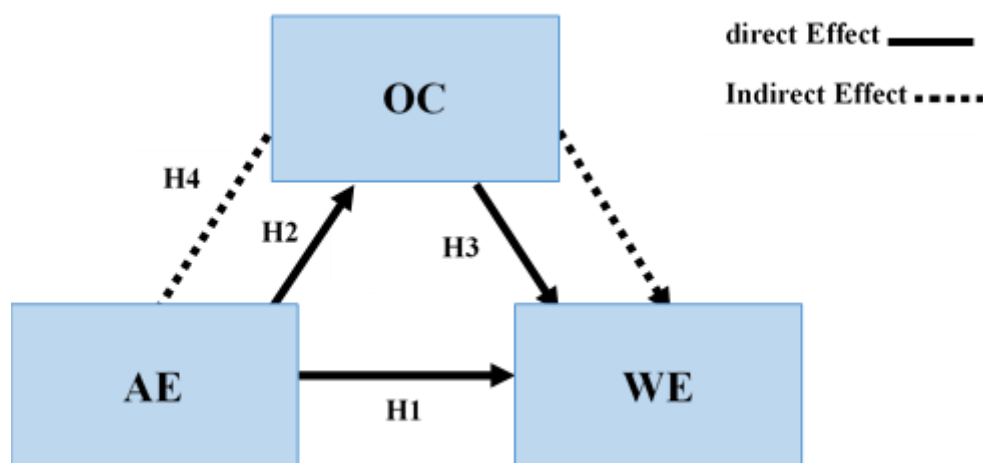
3.4 The Mediating Role of (OC)

As we previously knew, (WE) refers to the degree of employee attachment to his work context. Therefore, employees with high attrition work to establish strong social ties with their colleagues in the organization, which contributes to building a good (OC) (Jia, Yan, Jahanshahi, Lin, & Bhattacharjee, 2019, p. 03). In another study by (Wen and colleagues), it was found that empowering leadership contributes to raising employees' levels of engagement in their work, and (OC) (especially after power) plays a pivotal role in this relationship. Hence, empowerment can be considered one of the most important psychological resources that motivate positive behaviors in the work environment, which allows for building a more open culture and the ability to create and innovate (Wen, Huang, & Teo, 2023, p. 95). On the other hand, employees' familiarity with the organization's culture is a decisive factor that determines the nature of the relationship that will be established later, which determines the employee's position towards his obligations in the organization. Therefore, absorption occurs when employees feel empowered to make independent decisions, and the chances of absorption increase the more the organization pays attention to its culture through trust, justice and respect. Successful organizations are those that implement their competitive strategy by employing their culture and do not leave it to chance (Pakize, Mahije, & Xhavit, 2023, p. 112). By linking these two ideas, we propose the following hypothesis:

H4: (OC) plays a mediating role in the relationship between (AE) and (WE).

4. Research Model: hypotheses were formulated according to the model (Baron and Kenny 1986) to study the relationship between (AE) as an independent variable, (WE) as a dependent variable, and (OC) as an intermediate variable in this relationship. The following figure illustrates this:

Figure 1: Study Model



Note: AE= Administrative Empowerment, OC=Organizational Culture, WE= Work Engagement

5. Methodology

5.1 Research Approach

This study used the descriptive analysis approach within the theoretical axes to examine the relationship between (AE) and (WE) with the presence of (OC) as an intermediate variable by relying on specialized references. As for the applied aspect, specialized programs were used such as: SPSS V26 and AMOS V24, using the structural equations modeling (SEM) method in order to test hypotheses and interpret the results.

5.2 Population and Sample

The study population consisted of professors teaching at the University of Algiers 03, Faculty of Economics, Commerce and Management Sciences. The study sample amounted to 200 individuals who were randomly selected. An electronic questionnaire was designed and distributed to more than

400 professors, both male and female, who teach at the faculty. Finally, we obtained the final sample valid for testing, which amounted to 140 individuals. We transcribed the data into SPSS for analysis.

5.3 Research Instrument

After a comprehensive review of the literature related to (AE), (WE), and (OC), we were able to design a tool to measure these variables in the institution under study. It included two parts:

- **Part One:** Dedicated to measuring demographic variables: gender, age, years of service, and Academic Rank.
- **Part Two:** It is devoted to the study variables, which are:
 - ↳ The (AE) Scale was designed based on the questionnaire he designed (Rossel et al 2002) and consists of 7 items (AE1-AE7) Example: "The university has appropriate means and communication systems to perform work with ease".
 - ↳ A measure of (WE) derived from the tool developed by (Schaufeli and Bakker 2003) and containing 6 statements (WE1-WE6) Example: "I feel energetic and happy while performing my job tasks".
 - ↳ The (OC) Scale is designed from a questionnaire (Sashkin and Rosenbach 1996) and consists of 6 statements (OC1-OC6), for example the statement: "The university urges professors to adopt behaviors that create a good mental image of the university". A five-point Likert scale was used: from 1 "strongly disagree" to 5 "strongly agree", in order to provide greater flexibility for respondents to express their level of agreement.

5.4 Description of the studied sample: Category

Table (2): Personal Data of the Study Sample

Characteristic	Category	Frequency	Percentage %
gender	Male	84	60
	Female	56	40
Age	< 35 years	40	28.6
	36-45 years	66	47.1
	> 46 years	34	24.3
Years of Service	< 5 years	56	40
	6-15 years	49	35
	< 16 years	35	25
Academic Rank	Assistant Professor	51	36.4
	Associate Professor	50	35.7
	Full Professor	39	27.9

Note : N=140

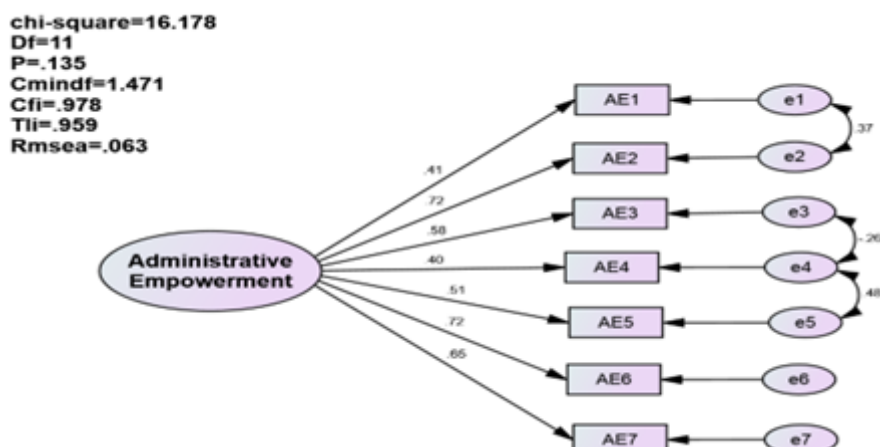
From the results of Table 2, we note that the majority of the sample are male (60%) and that their ages range between 36 and 45 years (47.1%), and their experience does not exceed 5 years (40%), as assistant professors (36.4%).

III- Results :

1. Confirmatory Factor Analysis (CFA)

Exploratory factor analysis was skipped because the study variables had been measured before, and we performed confirmatory factor analysis, which measures the extent to which the specified theoretical model (Figure 01) matches the actual data collected, and also ensures the ability of the measures used to explain the underlying variables affiliated with them. We relied on (Hair JR, Black, Babin, & Anderson, 2010) to make the required adjustments to non-conforming quality indicators.

Figure (2): Confirmatory Factor Analysis for (AE)



Source: Prepared by the researcher based on Amos v.24 outputs

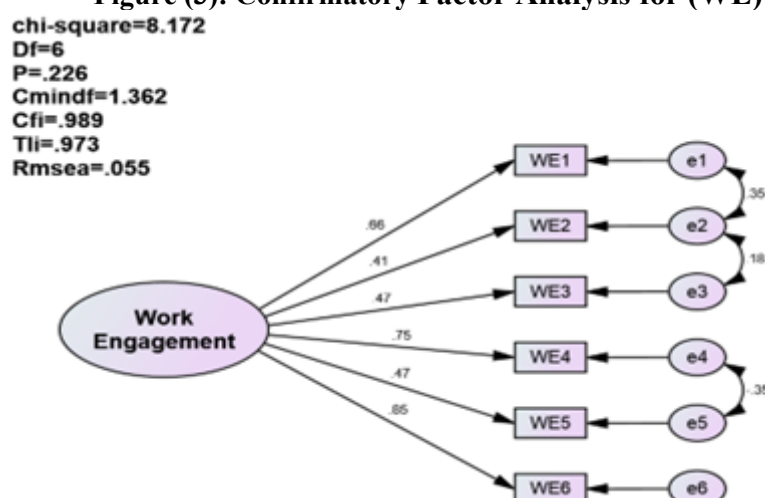
Table (3): Goodness-of-Fit Indices for (AE)

Index	Calculated Value	Acceptance Criterion
Chi-Square (χ^2)	16.178	
Degrees of Freedom (df)	11	
p-value	0.135	Non-significant
Normed Chi-Square (χ^2/df)	1.471	$\chi^2/df < 5$
Absolute Fit Indices		
GFI	0.96	GFI > 0.90
AGFI	0.91	AGFI > 0.90
RMSEA	0.063	RMSEA < 0.08
Incremental Fit Indices		
TLI	0.95	TLI > 0.90
NFI	0.93	NFI > 0.90
CFI	0.97	CFI > 0.90

Source: Prepared by the researcher based on Amos v.24 outputs

From the results of Table 3, we note that the assumption model for the (AE) variable obtained good matching indicators, as the standard kai square reached 1.471, which is a good value because it is less than 5. while the absolute matching indicators achieved values respectively: GFI = 0.96, AGFI = 0.96, which are good values and close to 1, where they are a perfect match. The RMSEA index reached the value 0.063, which is a value less than 0.08. The increasing matching indices reached values above the acceptance test, such as TLI = 0.95 and CFI = 0.97, which are close to 1.

Figure (3): Confirmatory Factor Analysis for (WE)



Source: Prepared by the researcher based on Amos v.24 outputs

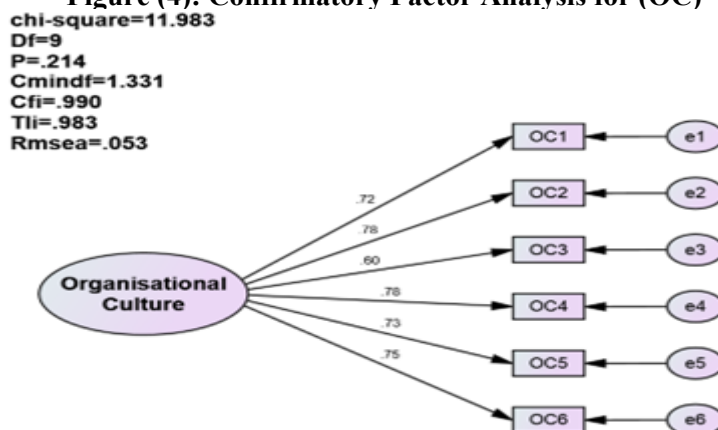
Table (4): Goodness-of-Fit Indices for (WE)

Index	Calculated Value	Acceptance Criterion
Chi-Square (χ^2)	8.172	
Degrees of Freedom (df)	6	
p-value	0.226	Non-significant
Normed Chi-Square (χ^2/df)	1.362	$\chi^2/df < 5$
Absolute Fit Indices		
GFI	0.97	GFI > 0.90
AGFI	0.92	AGFI > 0.90
RMSEA	0.055	RMSEA < 0.08
Incremental Fit Indices		
TLI	0.97	TLI > 0.90
NFI	0.96	NFI > 0.90
CFI	0.98	CFI > 0.90

Source: Prepared by the researcher based on Amos v.24 outputs

From the results of the table above related to the matching quality indicators, we note that the assumed model for the functional attrition variable obtained good matching indicators. As the standard kai square reached 1.471, which is a good value because it is less than 5, which is a good indicator for the model, and the GFI value reached = 0.97, which is close to one, while the TLI value reached = 0.97, which is a good value that reflects the matching of the data to the model. The RMSEA index, which is considered the most important index in the confirmatory model, reached a value of 0.055, which is a good value because it is close to 0, where it is a perfect match. The same applies to the indices: AGFI and NFI, which achieved good values, respectively: 0.92 and 0.96.

Figure (4): Confirmatory Factor Analysis for (OC)



Source: Prepared by the researcher based on Amos v.24 outputs

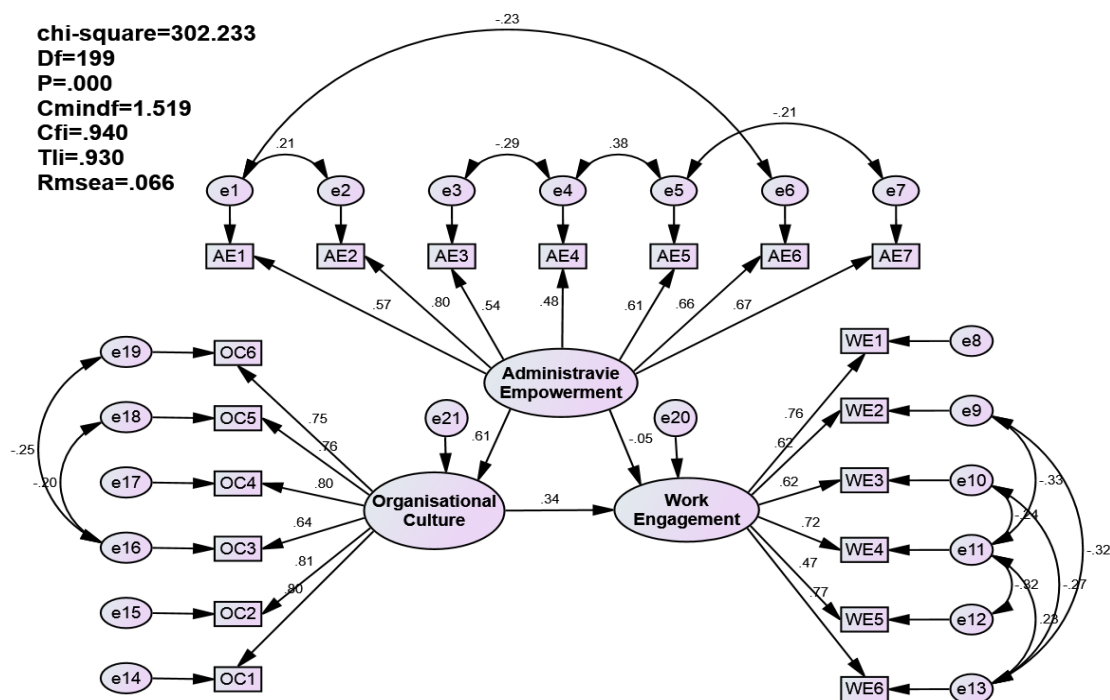
Table (5): Goodness-of-Fit Indices for (OC)

Index	Calculated Value	Acceptance Criterion
Chi-Square (χ^2)	11.983	
Degrees of Freedom (df)	9	
p-value	0.214	Non-significant
Normed Chi-Square (χ^2/df)	1.331	$\chi^2/df < 5$
Absolute Fit Indices		
GFI	0.96	GFI > 0.90
AGFI	0.92	AGFI > 0.90
RMSEA	0.053	RMSEA < 0.08
Incremental Fit Indices		
TLI	0.98	TLI > 0.90
NFI	0.96	NFI > 0.90
CFI	.099	CFI > 0.90

Source: Prepared by the researcher based on Amos v.24 outputs

Looking at the results of Table 5, we note that all indicators of good conformity to the (OC) variable fall within the test of acceptance. The most widely used indicator values (SEM) are: Standard Cay Square = 1.331, RMSEA = 0.053, GFI = 0.96, TLI = 0.98, CFI = 0.99, which are good values because they are close to 1, where they are a perfect match. Hence, it can be said that the factor structure of the (OC) variable is suitable for use in hypothesis testing.

Figure (5): (CFA) of the Hypothesized Structural Model



Source: Prepared by the researcher based on Amos v.24 outputs

Table (6): Goodness-of-Fit Indices for the Hypothesized Study Model

Index	Calculated Value	Acceptance Criterion	Comment
Chi-Square (χ^2)	302.233		
Degrees of Freedom (df)	199		
p-value	0.000		Significant
Normed Chi-Square (χ^2/df)	1.519	$X^2/df < 5$	Good
Absolute Fit Indices			
GFI	0.90	$GFI > 0.90$	Acceptable
AGFI	0.90	$AGFI > 0.90$	Acceptable
RMSEA	0.066	$RMSEA < 0.08$	Good
Incremental Fit Indices			
TLI	0.93	$TLI > 0.90$	Good
NFI	0.91	$NFI > 0.90$	Good
CFI	.094	$CFI > 0.090$	Good

Source: Prepared by the researcher based on Amos v.24 outputs

We note from the results of Table 6 that the assumed structural model achieved good conformity quality indicators that exceed the minimum recommended by (Hair JR, Black, Babin, & Anderson, 2010). It can be said that the model is suitable for explaining the mediation of (OC) in the relationship that exists between (AE) and (WE).

2. Hypothesis Testing

Hypotheses were tested using the structural equation modeling (SEM) method, which is a hypothetical pattern of direct indirect linear relationships between a set of latent and observed variables. It is considered a path analysis method because of its advantages that are consistent with the purposes of this study.

2.1 Direct Effects

The three hypotheses were tested for direct effects between the variables: (AE) (independent), (WE) (dependent), and (OC) (mediator). The (Maximum Likelihood) method was used to calculate the path coefficients and significance levels. A significance level of 0.05 was determined as a criterion for accepting or rejecting the hypotheses.

Table (7): Results of Direct Hypothesis Testing

Hypothesis	Path	Estimate	S.E.	C.R.	p-value	Decision
H1	AE—>WE	-0.034	0.072	-0.479	0.632	Rejected
H2	AE—>OC	0.590	0.070	8.414	***	Accepted
H3	OC—>WE	0.231	0.074	3.114	0.002**	Accepted

*Note: AE = Administrative Empowerment, OC=Organisational Culture, WE= Work, *** $p < 0.01$*

- **For the direct effect relationship between (AE) and (WE):** We note from the results of Table 7 that the coefficient of the path from (AE) to (WE) reached (-0.034), which is not statistically significant, as the value of p value = 0.632, which is greater than the required morale level. Thus, we conclude that the path coefficient in the structural model of the effect relationship between the two variables is statistically insignificant, and therefore we reject the first hypothesis: **there is no statistically significant positive effect of (AE) on (WE)**. This result can be explained in detail according to the opinions of the study sample. (AE) alone, in isolation, does not affect (WE). Rather, other variables can intervene to change this result, and this is what we will discover through the following hypotheses.
- **For the direct effect relationship between (AE) and (OC):** From the results shown in the table above, we note that the coefficient of the path from (AE) to (OC) reached (0.590), which is a large impact size, according to (Cohen, 1988), with a significance level of less than 0.01, where the value of p reached (p-value= ***). From it, we conclude that the path coefficient in the structural model of the effect relationship between the two variables is statistically significant, and thus we accept the second hypothesis: **There is a positive, statistically significant effect of (AE) on (OC)**. This can be explained by the fact that (AE) is one of the motivating factors for developing the values of teamwork behaviors, which is one of the most important components of (OC). This result is consistent with a study (Schazeril , Hezlina , & Ashari, 2023).
- **For the direct effect relationship between (OC) and (WE):** From the results shown in the table above, we note that the coefficient of the path from (OC) to (WE) reached (0.231), which is an average effect size, according to (Cohen, 1988), with a significance level of less than 0.01, where the value of p-value=0.002. From it, we conclude that the path coefficient in the structural model of the effect relationship between the two variables is statistically significant, and thus we accept the third hypothesis: **There is a positive, statistically significant effect of (OC) on (WE)**. This can be explained by the fact that a culture of trust and participation enhances (WE), as found in several studies such as (Pakize, Mahije , & Xhavit, 2023).

2.2 Indirect Effects

To measure the indirect effect of the intermediate variable, the (Bootstrap) technique was used to generate a single sample = 500, which is the most accurate tool in modeling structural equations, especially in testing indirect effects in complex models.

Table (8): Results of Indirect Hypothesis Testing

Hypothesis	Path	Type of Effect	Path Coefficient	CI 95%		p-value	Decision
				Lower	Upper		
H4	AE—> OC—>WE	Indirect Effects	0.207	0.111	0.334	0.003**	Accepted
		direct Effects	-0.052	-0.206	.0079	.0508	

*Note: CI=Confidence Interval, ** $p < 0.01$*

- **For the indirect effect relationship between (AE) and (WE) with (OC) as a mediator:** Through the results of Table 8, which shows the direct and indirect effects of the intermediate variable in the relationship between the independent and dependent variables. We note that the coefficient of the path of the indirect effect of (AE) on (WE) through (OC) reached (0.207), which is statistically significant p value=0.003, which is less than 0.01. From this we accept the fourth hypothesis: There is an intermediate role for (OC) in the relationship between (AE) and (WE). This means that (AE) does not affect (WE) except through improving (OC), and this is what we noted in explaining the first hypothesis. This result is consistent with the study of (Jia, Yan, Jahanshahi, Lin, & Bhattacharjee, 2019) and (Wen, Huang, & Teo, 2023).

2.3 Type of Mediation

To determine the type of mean, whether it is total or partial, a comparison must be made between the direct effect and the indirect effect of the path existing between the independent variable and the dependent variable in the presence of the intermediate variable. There are two solutions:

- **The first case:** When the direct effect is significant and the indirect effect is significant, it is considered **partial mediation**.
- **The second case:** When the direct effect is statistically non-significant and the indirect effect is significant, it is considered **full mediation**.

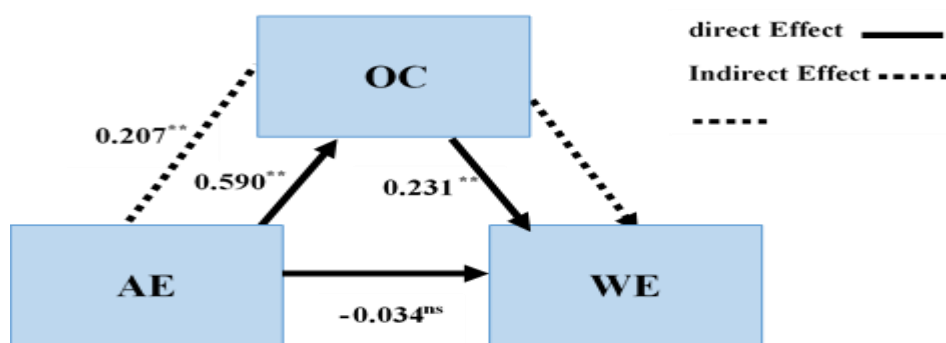
From the results of Table 8, we note that the direct effect is non-significant, as the significance level is (0.508), which is greater than 0.05, while the indirect effect is significant at the significance level of 0.01, as the value of p value = 0.003, which means the presence of **full mediation** according to the model (Baron and Kenny 1986).

IV- Conclusion:

In conclusion, it can be said that enhancing (WE) does not happen through (AE) alone, but rather there must be an (OC) that supports this empowerment by enhancing self-confidence, collective participation in solving problems without fear, and encouraging team work. Therefore, paying attention to the psychological aspects of professors is more important than the material aspects. Therefore, higher education institutions, especially universities, should pay greater attention to the issue of job burnout by conducting another in-depth study in the same context that addresses related topics and discusses the problems facing the higher education sector, especially the psychological aspects that are difficult to notice and detect early. Based on the above, the following recommendations can be made:

- Improving the university's infrastructure, such as halls, facilities, and teaching aids, will improve working conditions for professors, which will positively impact their pedagogical performance. This falls within structural empowerment, which complements psychological empowerment until the goal is achieved.
- The need to involve professors in the decision-making process related to developing the higher education system. This can be achieved by giving them the opportunity to offer their opinions, or by having them assume senior positions at the university.
- Adopting an incentive system that achieves fairness among university professors, financial incentives that meet the professor's aspirations in exchange for the effort expended, such as: awards for professors who excel in their jobs.
- As well as moral incentives that complement material incentives by holding parties honoring and appreciating professors.
- Paying attention to competent individuals who have great ambitions by helping and empowering them to achieve these ambitions.

Figure (6): Final study model



Note: ns, non-significant, ** $p < 0.01$

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