

**The reality of mechanisms of  
administrative  
Empowerment used by directors of  
educational institutions**

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**Abstract:**

This study sought to monitor the reality of the mechanisms of administrative empowerment used by the directors of educational institutions by studying the dimensions of administrative empowerment; these are delegation of authority, motivation, communication, participation in decision-making, and training. The study is a descriptive and analytical study, which was based on a social survey of the sample. It was applied to the principals of the schools, which numbered 52, in various educational departments in the Alexandria governorate. The results of the study reflected the weakness of administrative empowerment mechanisms in educational institutions, stressing the importance of activating a process of administrative empowerment in educational institutions to achieve administrative development, plus demonstrating the need for further research on the mechanisms of administrative development in educational institutions through motivation, communication, participation in decision-making, and training.

**Key words:** administrative empowerment - delegation of authority - motivation - communication - participation in decision-making - training - educational institutions.

**Introduction:**

Empowerment has received much attention in management literature over the last few decades. One of the challenges faced by the organizations of today is to create a corporate culture which promotes employee creativity and innovation. All organizations want to be successful, especially in the current environment, which is highly competitive. Therefore, organizations irrespective of size, strive to retain the best employees, acknowledging their important role and influence on organizational effectiveness. In order to overcome these challenges, organizations should create a strong and positive relationship with their employees and guide them towards task fulfillment. Accordingly, organizations should empower their staff by activating communication and training processes, as well as motivating them towards creativity. Participation of staff in the decision-making process within the organization, and delegation of authority, is one of the most important administrative empowerment mechanisms that can be activated. Employee empowerment does not mean that management abandons its responsibility of performance or for leading the organization, rather, in an employee-empowered organization, management's responsibility is to foster an environment

in which employee input is desired and cultivated. The management must trust and communicate with employees. When employees are empowered, their degree of confidence and self-reliance will increase. This extra confidence is of benefit because it creates job satisfaction and high levels of productivity (Abou Elnaga, A. and Imran. A., 2014, pp:13-26).

Employee empowerment is considered an important issue within human resource management organizations and it is important that each individual feels their competence is appreciated. Human resources is considered a strategic asset of any organization, and empowerment of employees is a new approach used to develop human resources, increasing productivity, and improving quality and profitability of an organization's products and services (Ramesh,R.andShuam,K.K. 2014,pp:1241-145).

The fact that employees often don't have the opportunity to enjoy the benefits of employee empowerment increases their stress levels. It is a known fact that increasing stress levels has a negative impact on both employees and the organization. Therefore, administrators should be aware of both concepts and try to create the necessary conditions to strengthen their employees (Demirkiran, M. and Taşkaya, S. 2016, pp:210-216).

Empowerment is a concept resulting from the existence or non-existence of empowering conditions and the multilateral learning of the employees in the organization, which is revealed in the interpretation or the psychological reflection of the employees. In fact, empowerment is shown in the perceptions and attitudes of employees towards the workplace, their colleagues, the organizational situation and their organizational roles; it refers to the employees' presences and participations in organizational decisions (Bhatnagar,J. 2007,pp:1782-1811).

As part of the discussion on empowerment is the literary review of Michael Lipsky's thinking on the nature of public services; the need to eliminate bureaucracy and the importance of enabling employees to be able to understand customers, identify individual differences in service delivery, support administrative performance and eliminate complex procedures. In his book *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, Michael Lipsky presents a theoretical framework for understanding the role public service workers play in policy implementation. Lipsky uses the term "street-level bureaucrats" to describe teachers, judges, police

officers, health workers, social workers, public defenders and more, who provide benefits and sanctions directly to citizens, possess common traits such as discretionary decision-making, and have relative autonomy from management. It is through their discretionary powers they are able to shape public policy on the spot. Their work conditions are inundated with clients and lack sufficient resources, which lead them to create unsanctioned coping mechanisms, tending to bias the policy intent. He exposes the difficulty of implementing public policy and the disconnect between intended legislative goals and actual policy outcomes. In order to process large numbers of clients, street-level bureaucrats develop simplified routines to ration services and control clients. These coping mechanisms manifest themselves in decisions that limit services. Through stereotyping, screening, and rubberstamping, they make access difficult, require clients to wait for services, and withhold information in attempts to decrease the demand for services and make their jobs more manageable. Through observations and interpretive accounts, Lipsky argues that the actions and decisions of low-level public servants eventually become the public policies they implement. The assessment critiques theories of implementation, generalization, and degrees of discretion. Throughout his work, Lipsky does not attempt to distinguish how the use of discretion impacts different public service workers, leaving the reader to assume they all function in a similar paradigm, Lipsky asserts that street-level bureaucrats are not only tasked with implementing public policy, they actually mold it as the pivotal actors in the delivery of public services. Judges determine who gets probation and who goes to prison, teachers decide which students get special attention and “who is teachable”, and parole officers decide who gets sent back to prison and who gets a second chance. The nature of their work requires flexibility because unique situations arise, necessitating quick decision-making based on limited information. Their roles are contradictory; management requires them to follow a “rigid” script emphasizing organizational policies and goals, yet simultaneously, they are expected to be compassionate treating each client on a case-by-case basis. Along with exhibiting discretion, street-level bureaucrats also have a degree of autonomy from the demands of management due to the nature of their work. Ultimately, their decisions have the ability to alter or skew the policy intent (Lipsky, M. 2010,pp:2-6)

Empowerment theory suggests that changes in beliefs and attitudes contribute to the participation of individuals in social change, it assumes that in order for individuals to work for the collective good, they must develop a sense of critical consciousness. Empowerment involves the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations. It has become a popular concept in social work, community psychology, and health care fields which present it as a means for addressing the problems of powerless populations and for mediating the role powerlessness plays in creating and perpetuating social problems. Within each field, empowerment has been described as a new way of thinking about developing programs, policies, and services. Although social work literature on empowerment describes it as a method which can incorporate multiple levels of intervention, most of the current work has focuses on methods for individual or interpersonal empowerment. This literature describes processes and methods for moving individuals to gain personal power or to develop the ability to influence others. Very little systematic or empirical research has focused on the political dimensions of empowerment and ways in which it can contribute to collective action or social change (Gutierrez, L.1990,pp:4-7)

Over recent decades, the concept of empowerment has received much attention. Empowerment as a process of power transfer improves people's self-esteem through enabling them to recognize their capabilities and powers (MC Cubbin,M. and Cohen,D. 2003,p.5).

Empowerment has been described as a tool to support decision-making skills, power and experience amongst employees. Successful application of empowerment depends on both managers and subordinates. Three types of empowerment can be identified, namely routine, creative and deviant empowerment. Routine empowerment refers to employees selecting an alternative from a list of possible actions under certain conditions. Creative empowerment enables employees to develop alternative solutions and select methods of performing a task. Deviant empowerment involves actions outside the scope of an employee's formal job description and authority (Ravichandran,S and Shirley,G.2006, pp:1-14).

Employee empowerment is a process of giving authority to employees to make necessary important autonomous decisions (Haas,M.R. 2010, pp:989-1008).

Ergeneli, Ari, and Metin, (2007) found that empowered employees are expected to perform their work more effectively and efficiently than non-empowered employees. Employee empowerment has received recognition in management circles because it is one of the fundamental elements of managerial and organizational effectiveness.(p.41)

Empowering employees leads to positive results for employees, their managers, and their organizations. Business leaders and human resources professionals generally agree that empowered employees exhibit a higher degree of loyalty, commitment, and productivity (Saremi,H. 2015,p.1).

There have been many previous studies focused on administrative empowerment, some of those studies add to the body of knowledge on the topic of the organizational value of successful empowerment models in that it provides insight into giving equal attention to both process and outcomes, developing a culture of empowerment, and valuing leadership development as transformational (Maxfield,C.R. 2009, pp:39-48).

The study of Ta'ani (2011) aimed to identify the degree of administrative empowerment for public school managers in the province of Karak. The results of the study showed that all dimensions of administrative empowerment have high mean averages and a lack of significant statistical differences between the estimates of the respondents to the degree of administrative empowerment due to the type variable, the qualification and the interaction between them(p.201). Another study found that many different antecedents and outcomes have been related to empowerment, and empowerment has been studied at different levels, from the individual level to a broader organizational level. The range of positive outcomes, such as job satisfaction and organizational commitment, associated with empowerment has led many organizations to implement empowerment initiatives (Maynard, M., Gilson, L., and Mathieu, J. 2012, pp:1231-1281).

AL Shareef (2012) aimed to recognize the nature of administrative empowerment and its dimensions and how administrative empowerment can increase competencies of administrative staff at UMM Al Qura University. The most significant empowerment results are: improving the level of employees 'productivity and increasing innovation and opportunity for innovation.(p.291)

In the study by Kristiansen (2013), results showed that leaders should focus on four aspects that combine structural and psychological empowerment: a clear vision and challenge, openness and teamwork, discipline and control, and support and a sense of security. These will be enhanced further if leaders also emphasise the following three factors: the flow of information, the leader's empowerment and individual consideration (p.v).

Another study shows that empowerment faces serious practical obstacles such as insufficient top management support, lack of awareness, absence of clear regulations on methods and tools of empowerment and insufficient funds. The study recommended carrying out more academic and practical activities regarding empowerment, updating laws and regulations to reinforce empowerment practices (Awamleh, N.A. 2013, pp:313-319).

On the other hand one research showed that there was a significant relationship between empowerment and organizational commitment; between empowerment and job satisfaction; and between empowerment and job stress. Besides, significant relationships were observed between job satisfaction and organizational commitment; between job satisfaction and job stress; and between job stress and organizational commitment. (Mohammadian, M. and Amirkabiri, A. 2014, pp:855-869). One study's results revealed that empowering leadership positively affected employee creativity (Özarall, N. 2015, pp:366-376).

The statistical analysis results of another study revealed that employee satisfaction and service quality significantly depend on employee empowerment, and satisfied employees provide better quality service (Islam, M. 2016, pp:178-189).

Globally, education systems have been affected by radical social, political and economic changes. Although school principals play a pivotal role in improving student learning and attaining educational outcomes, they work under strenuous conditions to deal with multifaceted transformational issues. School managers experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position, or simply lack the necessary skills, knowledge and attitudes to lead and manage schools effectively and efficiently. Fundamentally, school managers should be empowered to effectively deal with challenges facing them in the 21<sup>st</sup> century (Mestry, R. 2017, pp:1-11).



Educational institution directors must involve all stakeholders in the formulation and implementation of school policies. Headmasters need to be democratic in policy formulation and implementation (Khan, S. et al, 2014, pp:51-54)

Educational institution directors, as instructional leaders, are responsible for both in and out of school activities that are related to the teacher, student, curriculum, teaching-learning process, environment and parents (Aslanargun, A. 2012, pp:1339-1344).

Where empowerment can support the notion of management trustworthiness, which is an essential element of organizational commitment (Kim, B. C., Lee, G., Murrmann, S. K., George, T. R. 2012,pp:10-19), the context of empowering work is significantly predictive of trust in the school's headmaster. The teaching staff who realize that they have access to empowerment structures (power, resources, opportunities, support and information) and feel that they can exercise some influence on the organization (Freire, C. and Fernandes, A. 2015, pp:892-916).

Educational institutions' directors behaviors do have an impact on teacher leaders; principals can play an important role in the formative process of leadership development. The emergent themes reveal that when principals engage in specific and preferred behaviors, leadership coaching can occur as can empowerment culture promotion. This means that it is possible for principals to contribute to teacher leader development within the context of the daily activities and interactions of a school environment and improve the culture of the school simultaneously (Maxfield, C. R. and Flumerfelt, S. 2009, pp:39-51).

### **Methodology**

**The main question:** What is the reality of administrative empowerment mechanisms for educational institutions' managers?

### **Sub-questions:**

- 1- What is the reality of the delegation of authority process in achieving administrative empowerment for educational institutions' managers?
- 2- What is the reality of the motivation process in achieving administrative empowerment for educational institutions' managers?
- 3- What is the reality of the participation in decision-making process in achieving administrative empowerment for educational institutions' managers?

- 4- What is the reality of the training process in achieving administrative empowerment for educational institutions' managers?
- 5- What is the reality of the communication process in achieving administrative empowerment for educational institutions' managers?

**Participant:**

- **Type of study and methodology used:** The type of study is the pattern of analytical descriptive studies aimed at identifying the reality of administrative empowerment mechanisms in educational institutions.
- The study was based on a social survey of the sample comprising some of the school principals.
- **Spatial area and the study sample:** the spatial field of study was determined in (52) schools. These schools are located in different educational departments in the Alexandria Governorate.

**Measures:**

The study was based on a measure prepared by the researcher entitled "The reality of administrative empowerment processes in educational institutions"

**Stages of setting the measure:**

- **Collecting and formulating statements phase:** During this stage of the study were collected a number of phrases related to the subject and its indicators. The researcher relied on several sources, the theoretical heritage and previous studies that dealt with the variables of the study subject, and interviews with some schools' staff. The researcher has identified five basic indicators of the scale, each one of them measuring an aspect of the administrative empowerment process.
- **Measurement Arbitration phase:** The researcher presented the scale in its initial form to ten arbitrators whose specialties varied as follows: social work professors, and experts in the field of education and management. (Language safety for each phrase - the extent to which the phrase is related to the sub-variable - the extent to which the phrase is related to the subject matter of the study - in addition to any other phrase the arbitrators see as important to add). Accordingly, the researcher limited all the observations of the deletion and addition, and deleted (8) phrases which were not agreed by (80%). In the end the measure, after arbitration, consisted of (35) phrases.

- Correction of the measure: A triple gradient has been established so that the response to each statement (yes - to some extent - no) is in weights (3.2.1), respectively. The great degree of the measure as a whole (105), the mean score of the measure as a whole (70) and the minor degree of the measure as a whole (35).
- Calculation of the stability of the measure: The researcher calculated the stability through the application on a sample of (10) cases, a time difference of (15) days, and the calculation of the stability coefficient in the Alpha Kronbach to the final grades of the measure indicators shows the following:  
(Delegation of authority =0.876), (Motivation = 0.981), (Participation in decision-making =0.866), (Training =0.910), (Communication =0.941), (Total score of the scale = 0.914)The researcher obtained statistically significant stability coefficients at the mean level (0.01) for all measure axes, which give a strong indicator of the measure stability.

**validity:**

The researcher used the following methods to calculate the validity of the scale:

- **Face validity:** the researcher presented the measure to a group of arbitrators specializing in social work and community organization methods as well as specialists in management science, in order to express an opinion on the appropriate indicators and phrases for the objectives of the study and validate the phrase wording and formulation to describe a precise description of the performance to be measured. In their amendments and proposals were excluded the phrases which the arbitrators decided to exclude, and retained the phrases the arbitrators validated (80% were retained).
- **Validity of internal consistency:** the following table shows the accuracy of the correlation coefficients between the score of each indicator and the other indicators, as well as each indicator of the total grade of the measure:

Table (1) shows the correlation between dimensions of measurement

| Indicators              | Delegation of authority | Motivation | Decision-making | Training | Communication |
|-------------------------|-------------------------|------------|-----------------|----------|---------------|
| Delegation of authority |                         |            |                 |          |               |
| Motivation              | 0.823                   |            |                 |          |               |
| Decision-making         | 0.882                   | 0.981      |                 |          |               |
| Training                | 0.893                   | 0.875      | 0.887           |          |               |
| Communication           | 0.902                   | 0.901      | 0.890           | 0.918    |               |
| Total                   | 0.898                   | 0.910      | 0.913           | 0.921    | 0.921         |

It is clear from the previous table that all the indicators are linked to each other and that the total score of the measure is statistically significant at the level (0.05 - 0.01). This confirms the validity of the internal consistency of the scale.

**Statistical Analysis:**

- The researcher used both weighted weights, and relative strength to estimate respondents' answers. These methods are based on simple calculations such as arithmetic mean and standard deviation.
- The Alpha Kronbach method was used to detect the correlations between the dimensions of the scale and to find the value of the coefficient of stability of the scale by re-application.
- Calculate the proportion of the agreement with respect to the veracity of the arbitrators of the standard vocabulary.

**Results:**

**(1) Results of the first question of the study:**

What is the reality of the delegation of authority process in achieving administrative empowerment for educational institutions' managers?

Table (2) explains the delegation of authority mechanisms for the administrative leaders at educational institutions.

| Statements   | Responses of respondents |      |           |      |          |      | Statistical Analysis   |         |             |
|--|--------------------------|------|-----------|------|----------|------|------------------------|---------|-------------|
|  | Agree                    |      | Sometimes |      | Disagree |      | x                      | x□<br>w | Arrangement |
|  | No                       | %    | No        | %    | No       | %    |                        |         |             |
| I authorize employees to complete the work                       | 3                        | 5.8  | 14        | 26.9 | 35       | 67.3 | 72                     | 1.38    | 2           |
| I give sufficient power to accomplish tasks                      | 0                        | 0.0  | 16        | 30.8 | 36       | 69.2 | 68                     | 1.30    | 4           |
| Delegation of authority contributes to speedy completion of work | 0                        | 0.0  | 17        | 32.7 | 35       | 67.3 | 69                     | 1.32    | 3           |
| I am keen to provide independence to perform tasks               | 6                        | 11.5 | 20        | 38.5 | 26       | 50.0 | 84                     | 1.61    | 1           |
| I trust the abilities of those who I authorize to do the work    | 1                        | 1.9  | 5         | 9.6  | 46       | 88.5 | 59                     | 1.13    | 7           |
| I give the appropriate flexibility to perform tasks              | 1                        | 1.9  | 9         | 17.3 | 42       | 80.8 | 63                     | 1.21    | 5           |
| I provide enough time to perform tasks                           | 0                        | 0.0  | 8         | 15.4 | 44       | 84.6 | 60                     | 1.15    | 6           |
| □  | 11                       |      | 89        |      | 264      |      | 475                    |         |             |
| x□   | 1.57                     |      | 12.71     |      | 37.71    |      | 52                     |         |             |
| %  | 3%                       |      | 24.4%     |      | 72.6%    |      | 100%                   |         |             |
|  |                          |      |           |      |          |      | <b>(RS)* = (43.5%)</b> |         |             |

\* (R.S) = Relative Strength

The results of the previous table regarding the actuality of the administrative delegation mechanisms among educational institutions' leaders show that the majority of the sample (72.6%) indicated that there is no administrative delegation at the institution, (24.4%) answered that they carry out the process of administrative delegation to some extent, and (3%) indicated that they apply administrative delegation. The relative strength of the administrative delegation mechanisms (43.5%) is indicative of weak administrative delegation in educational institutions.

The phrase order, descending in accordance with the arithmetic mean, showed the first rank as "I am keen to provide independence to perform tasks" with an arithmetic average of (1.61). The second is "I authorize employees to complete the work" with an arithmetic average of (1.38), third is "Delegation of authority contributes to speedy completion of work" with an arithmetic average of (1.32), and the fourth is "I give sufficient power to accomplish tasks" with an arithmetic average of (1.30), the fifth "I give the appropriate flexibility perform tasks" with an arithmetic average of (1.21), sixth rank "I provide enough time to perform tasks" with an arithmetic average of (1.15), and the seventh "I trust in the abilities of those who I authorize to do the work" with an arithmetic average of (1.13).

**(2) Results of the second question of the study:**

What is the reality of the motivation process in achieving administrative empowerment for educational institutions' managers?

Table (3) explains the motivation mechanisms for administrative leaders in educational institutions

| Statements   | Responses of respondents |     |           |      |          |      | Statistical Analysis |                |             |
|--|--------------------------|-----|-----------|------|----------|------|----------------------|----------------|-------------|
|  | Agree                    |     | Sometimes |      | Disagree |      | x̄                   | s <sup>2</sup> | Arrangement |
|  | No                       | %   | No        | %    | No       | %    |                      |                |             |
| I appreciate the efforts of my colleagues                                  | 0                        | 0.0 | 4         | 7.7  | 48       | 92.3 | 56                   | 1.08           | 6           |
| I give Appreciation Certificates to Enhance Excellence in Work Performance | 0                        | 0.0 | 10        | 19.2 | 42       | 80.8 | 62                   | 1.19           | 4           |
| I use an incentives and rewards system                                     | 2                        | 3.8 | 17        | 32.7 | 33       | 63.5 | 73                   | 1.40           | 2           |
| I apply fairness and objectivity when granting incentives                  | 1                        | 1.9 | 6         | 11.5 | 45       | 86.5 | 60                   | 1.15           | 5           |

| Statements  | Responses of respondents |     |           |      |          |      | Statistical Analysis |      |             |
|---|--------------------------|-----|-----------|------|----------|------|----------------------|------|-------------|
|   | Agree                    |     | Sometimes |      | Disagree |      | x̄                   | s    | Arrangement |
|   | No                       | %   | No        | %    | No       | %    |                      |      |             |
| Employee efficiency is an important criterion in the promotion system | 0                        | 0.0 | 11        | 21.2 | 41       | 78.8 | 63                   | 1.21 | 3           |
| I encourage taking professional responsibility at work                | 0                        | 0.0 | 4         | 7.7  | 48       | 92.3 | 56                   | 1.08 | 6           |
| I provide material resources to support new ideas                     | 0                        | 0.0 | 24        | 46.2 | 28       | 53.8 | 76                   | 1.46 | 1           |
| □   | 3                        |     | 76        |      | 285      |      | 446                  |      |             |
| x̄  | 0.4                      |     | 10.9      |      | 40.7     |      | 52 (RS) = (40.8%)    |      |             |
| %   | 0.8%                     |     | 20.9%     |      | 78.3%    |      | 100%                 |      |             |

The results of the previous table regarding motivation administrative mechanisms for administrative leaders in educational institutions show that the majority (78.3%) of the study sample indicated that there is no administrative incentive at the institution, (20.9%) answered that they are conducting the motivation administrative process to some extent, and (0.8%) responded that they always carry out the motivation administrative process. The relative strength of the motivation administrative mechanisms is (40.8%), which indicates the weakness of the motivation administrative process in educational institutions.

The phrase order, descending according to the arithmetic average, showed the following: First “I provide material resources to support new ideas” with an arithmetic average of (1.46). Second “I use an incentives and rewards system” with an arithmetic average of (1.40). The third “Employee efficiency is an important criterion in the promotion system” with an arithmetic average of (1.21), and the fourth “I give Appreciation Certificates to Enhance Excellence in Work Performance” with an arithmetic average of (1.19). The fifth “I apply fairness and objectivity when granting incentives” with an arithmetic average of (1.15). The sixth ranked two phrases “I appreciate the efforts of my colleagues” and “I encourage taking professional responsibility at work” with equal arithmetic average of (1.08).

**(3) Results of the third question of the study:**

What is the reality of the participation in decision-making process in achieving administrative empowerment for educational institutions' managers?

Table (4) explains the participation in decision-making mechanisms for administrative leaders in educational institutions.

| Statements  | Responses of respondents |     |               |      |          |      | Statistical Analysis |          |             |
|---|--------------------------|-----|---------------|------|----------|------|----------------------|----------|-------------|
|   | Agree                    |     | Sometime<br>s |      | Disagree |      | □x                   | x□ w     | Arrangement |
|   | No                       | %   | No            | %    | No       | %    |                      |          |             |
| I am keen to exchange views to support the decision-making process.                             | 0                        | 0.0 | 8             | 15.4 | 44       | 84.6 | 60                   | 1.15     | 4           |
| I trust my employees abilities when taking part in decision-making                              | 0                        | 0.0 | 17            | 32.7 | 35       | 67.3 | 69                   | 1.33     | 1           |
| I join the employees in solving some problems   | 0                        | 0.0 | 3             | 5.8  | 49       | 94.2 | 55                   | 1.06     | 6           |
| Participation in decision-making supports positive relationships among employees                | 0                        | 0.0 | 6             | 11.5 | 46       | 88.5 | 58                   | 1.12     | 5           |
| I encourage making suggestions for the decision-making process.                                 | 0                        | 0.0 | 10            | 19.2 | 42       | 80.8 | 62                   | 1.19     | 3           |
| I consider participation in decision-making as a means of developing an employee's performance. | 0                        | 0.0 | 10            | 19.2 | 42       | 80.8 | 62                   | 1.19     | 3           |
| Participation in decision-making gives new ways to address problems                             | 0                        | 0.0 | 15            | 28.8 | 37       | 71.2 | 67                   | 1.29     | 2           |
| □   | 0                        |     | 69            |      | 295      |      | 433                  |          |             |
| x□  | 0.0                      |     | 9.9           |      | 42.1     |      | 52                   | (RS)     | =           |
| %   | 0.0                      |     | 19.0%         |      | 81.0%    |      | 100%                 | (39.65%) |             |

The results of the previous table on the mechanisms of participation in administrative decisions in educational institutions show that (81.0%) of the sample referred to the weakness of participation in decision-making in the institution, followed by (19.0%) who said that they participate in the decision-making process to some extent. Finally, none of the respondents answered yes to participation in decision-making. The relative strength of decision-making mechanisms (39.65%) was weak, indicating the severe lack of participation in decision-making opportunities in educational institutions.



The phrase order, descending according to the arithmetic average, was as follows: first is the expression “I trust my employees abilities when taking part in decision-making” with an arithmetic average of (1.33). Second “Participation in decision-making gives new ways to address problems” with an arithmetic average of (1.29). Ranked third were two phrases “I encourage making suggestions for the decision-making process” and “I consider participation in decision-making as a means of developing an employee’s performance” with an arithmetic average of (1.19). Fourth “I am keen to exchange views to support the decision-making process”, fifth “Participation in decision-making supports positive relationships among employees” with an arithmetic average of (1.12), and ranking sixth was “I join the employees in solving some problems” with an arithmetic average of (1.06).

**(4) Results of the fourth question:**

What is the reality of the training process in achieving administrative empowerment for educational institutions’ managers?

Table (5) explains the administrative training mechanisms for administrative leaders in educational institutions

| Statements   | Responses of respondents |      |           |      |          |      | Statistical Analysis |          |             |
|--|--------------------------|------|-----------|------|----------|------|----------------------|----------|-------------|
|  | Agree                    |      | Sometimes |      | Disagree |      | Σx                   | x̄       | Arrangement |
|  | No                       | %    | No        | %    | No       | %    |                      |          |             |
| I am keen to identify employees training needs                               | 0                        | 0.0  | 14        | 26.9 | 38       | 73.1 | 66                   | 1.27     | 3           |
| I seek to provide specialized training courses                               | 0                        | 0.0  | 16        | 30.8 | 36       | 69.2 | 68                   | 1.31     | 2           |
| I adopt a clear training plan  | 0                        | 0.0  | 12        | 23.1 | 40       | 76.9 | 64                   | 1.23     | 4           |
| I encourage exchange of experiences  | 0                        | 0.0  | 4         | 7.7  | 48       | 92.3 | 56                   | 1.08     | 7           |
| I am keen to provide educational opportunities at work                       | 1                        | 1.9  | 9         | 17.3 | 42       | 80.8 | 63                   | 1.21     | 5           |
| I seek to develop working methods in return for training                     | 0                        | 0.0  | 10        | 19.2 | 42       | 80.8 | 62                   | 1.19     | 6           |
| The organization does not have a suitable training environment nor potential | 16                       | 30.8 | 15        | 28.8 | 21       | 40.4 | 99                   | 1.90     | 1           |
| Σ  | 17                       |      | 80        |      | 267      |      | 478                  |          |             |
| x̄   | 2.4                      |      | 11.4      |      | 38.1     |      | 52                   | (RS)     | =           |
| %  | 4.7%                     |      | 22.0%     |      | 73.4%    |      | 100%                 | (42.77%) |             |

The results of the previous table show that (73.4%) of the sample indicated that training is weak, followed by (22.0%) who saw that training is available to some extent, finally, (4.7%) of the sample indicated that there is no training. The relative strength of the training mechanisms were (42.77%), indicating the weakness of the administrative training process in educational institutions.

The phrases put in descending order according to the arithmetic average, ranked as follows: “There is no suitable training environment nor potential in the institution” with an arithmetic average of (1.90), second “I seek to provide specialized training courses” with an arithmetic average of (1.31), third “I am keen to identify employees training needs” with an arithmetic average of (1.27). Fourth “I adopt a clear training plan” with an arithmetic average of (1.23), fifth “I am keen to provide educational opportunities at work” with an arithmetic average of (1.21), sixth “I seek to develop working methods in return for training” with an arithmetic average of (1.19), and the seventh rank was “I encourage exchange of experiences” with an arithmetic average of (1.08).

**(5) Results of the fifth question:**

What is the reality of the communication process in achieving administrative empowerment for educational institutions’ managers?

Table (6) explains the mechanisms of administrative communication for administrative leaders in educational institutions

| Statements   | Responses of respondents |     |           |      |          |      | Statistical Analysis |      |             |
|--|--------------------------|-----|-----------|------|----------|------|----------------------|------|-------------|
|  | Agree                    |     | Sometimes |      | Disagree |      | x̄                   | s    | Arrangement |
|  | No                       | %   | No        | %    | No       | %    |                      |      |             |
| I am keen to provide a clear and fast communication system for information flow      | 0                        | 0.0 | 16        | 30.8 | 36       | 69.2 | 68                   | 1.31 | 2           |
| Organizational structure of the institution clarifies the tasks and responsibilities | 0                        | 0.0 | 15        | 28.8 | 37       | 71.2 | 67                   | 1.29 | 3           |
| I allow information exchange about business problems                                 | 0                        | 0.0 | 11        | 21.2 | 41       | 78.8 | 63                   | 1.21 | 5           |
| I ensure that instructions and administrative procedures are clear.                  | 1                        | 1.9 | 5         | 9.6  | 46       | 88.5 | 59                   | 1.13 | 6           |
| I seek to provide a technological environment for information and communication      | 1                        | 1.9 | 15        | 28.8 | 36       | 69.2 | 69                   | 1.33 | 1           |
| I understand that flexible communication systems contribute to the success of        | 3                        | 5.8 | 6         | 11.5 | 43       | 82.7 | 64                   | 1.23 | 4           |

| Statements  | Responses of respondents |     |           |      |          |      | Statistical Analysis |                 |             |
|---|--------------------------|-----|-----------|------|----------|------|----------------------|-----------------|-------------|
|   | Agree                    |     | Sometimes |      | Disagree |      | x                    | w               | Arrangement |
|   | No                       | %   | No        | %    | No       | %    |                      |                 |             |
| management communication processes                          |                          |     |           |      |          |      |                      |                 |             |
| I am keen to use guides to facilitate access to information | 3                        | 5.8 | 10        | 19.2 | 39       | 75.0 | 68                   | 1.31            | 2           |
| <input type="checkbox"/>                                    | 8                        |     | 78        |      | 278      |      | 458                  | (RS) = (41.94%) |             |
| <input checked="" type="checkbox"/>                         | 1.1                      |     | 11.1      |      | 39.7     |      | 52                   |                 |             |
| %   | 2.2%                     |     | 21.4%     |      | 76.4%    |      | 100%                 |                 |             |

The results of the previous table regarding the administrative communication mechanisms in educational institutions show that (76.4%) of the sample indicated that administrative communication was weak. The following (21.4%) of the sample agreed that communication is available to some extent. Finally, (2.2%) of the sample pointed out that no communication was available. The relative strength of communication mechanisms was (41.94%), which indicates the weak process of administrative communication in educational institutions.

The phrases put in descending order in accordance with the arithmetic mean, are as follows: First “I seek to provide a technological environment for information and communication” is calculated with an arithmetic average of (1.33), ranked second were the phrases “I am keen to provide a clear and fast communication system for information flow” and “I am keen to use guides to facilitate access to information” with an arithmetic average for both phrases of (1.31). Third “Organizational structure of the institution clarifies the tasks and responsibilities” with an arithmetic average of (1.29), and fourth “I understand that flexible communication systems contribute to the success of management processes” with an arithmetic average of (1.23). Fifth “I allow information exchange about business problems” with an arithmetic average of (1.21), and sixth “I ensure that instructions and administrative procedures are clear” with an arithmetic average of (1.13).

**Table (7) shows the results of the arrangement of the mechanisms of administrative empowerment in educational institutions in the light of the arithmetic mean and relative strength**

| Administrative Empowerment Mechanisms | (SMA) | (RS)   | level | Arrangement |
|---------------------------------------|-------|--------|-------|-------------|
| Delegation of authority               | 9.16  | 43.5%  | Poor  | 1           |
| Motivation                            | 8.57  | 40.8%  | Poor  | 4           |
| Participation in decision-making      | 8.33  | 39.65% | Poor  | 5           |
| Training                              | 9.14  | 42.77% | Poor  | 2           |
| Communication                         | 8.81  | 41.94% | Poor  | 3           |

The results of the above table indicate that all the administrative empowerment mechanisms in the educational institutions are weak. Ranking first is the delegation of authority, next training, then communication followed by motivation and finally participation in decision-making. This indicates a general weakness in the mechanisms of administrative empowerment.

#### **Discussion:**

The study sought to monitor the mechanisms of administrative empowerment of the directors of educational institutions by studying the dimensions of administrative empowerment; these are delegation of authority, motivation, communication, participation in decision-making, and training. This study is an analytical descriptive study, based on a sample social survey, applied to the principals of the educational institutions within the sample. Its findings exposed the weakness of administrative empowerment mechanisms in educational institutions, and stressed the importance of activating a system of administrative empowerment processes to achieve administrative development. This study confirms the importance of administrative empowerment and the need for educational institutions' managers to involve employees in decision-making, delegation of authority, support of communication processes and activation of training programs to motivate employees to work effectively, and agrees with the results of other studies tackling administrative empowerment. Many researchers believe that in difficult and stressful working conditions the work environment should be changed in order to reduce burnout levels successfully. Indeed, recent studies have highlighted the role of human resources management in burnout. It has been widely recognized that human resource management policies should be at the core of any sustainable solution that aims to increase systems

performance and efficiency. Motivation, leadership, empowerment and confidence are very important factors that should be considered in this direction because they are strongly related with burnout levels (Papathanasiou, I. V. et al, 2014, pp:405-410).

Organizations nowadays want to grow creatively and make the most out of creativity in the long run, Self-determination and impact significantly predict creativity. Interestingly, achievement, influence and extension were also observed to be the determinants of creativity. Thus, creativity requires the workforce that is high on psychological empowerment and role satisfaction (Sangar, R. and Rangnekar, S., 2014, pp:119-127). However, some studies agree with the results of the current study and emphasizes that motivation and performance of the employees are essential tools for the success of any organization in the long run, Additionally, there is a positive relationship between employee motivation and organizational effectiveness, reflected in numerous studies; the literature shows that factors such as empowerment and recognition increase employee motivation, If empowerment and recognition of employees is increased, their motivation to work will also improve, as well as their accomplishments and the organizational performance (Dobre, O. 2013, p.25).

One study's results indicated that empowering leadership positively affects psychological empowerment both directly and indirectly with self-leadership and psychological empowerment influencing both job satisfaction and work effort (Amundsen, S and Martinsen, I. 2015, pp:304-323).

Another study aimed to investigating the relationship between communication and organizational change, the advantages of successful communication related to improved efforts of employees to plan and execute change strategies, this paper identifies the objectives and communication needs for each stage of the change process and the various motives and benefits of organizational communication are discussed. It defines organizational communication and presents its various objectives, the means to achieve these objectives and their advantages. The paper offers a change communication model, which identifies different variables facilitating effective communication and finally ensuring successful organizational change (Husain, Z., 2014, pp:43-50).

The results of one study revealed that the majority of the head teachers of successful schools developed a shared school vision and

promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of the school community. They emphasized the professional development of teachers as well as themselves, and involved parents and the community in the process of school improvement (Salfi, N. A. 2011, pp:414-432).

Another study its results pointed to the relationship between the principal's leadership style and the motivation of the teachers in their work, The research findings indicate a number of significant correlations: a significant correlation was found between the principal's style of leadership and the teacher's perception of the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. In addition, a significant positive correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching (Wasserman, E., Beneli, S., Yehoshua, O., Gal, R. 2016, pp:180-192).

In fact some studies indicate that principals rely on a combination of positional and personal power sources to promote quality education, and that principals are aware of their power but have a limited understanding of the concept of power and seem to lack the knowledge and understanding to exercise these powers effectively. situations, principals are reluctant to use their power (LE ROUX, M. J. 2012.p.iii).

However, the current study focuses on the importance of achieving administrative empowerment of the directors of educational institutions by delegating authority, creating channels of communication, developing motivation, training to take responsibility and participate in the decision-making process. This will lead to the development of the performance system and the training and development of deputies to become eligible for future responsibilities. This is consistent with the content of administrative empowerment, because empowerment and recognition have a positive effect on employee motivation. Moreover, the more the empowerment and recognition of employees is in an organization the more their motivation to work will be enhanced. Also, there exists a positive relationship between employee motivation and organizational

effectiveness, the more the employees are motivated to accomplish tasks the higher the organizational performance and success will be (Ain Manzoor, Q. 2012, pp:36-44).

Another study indicated that employee empowerment has a significant positive effect on job satisfaction. And teamwork has a significant positive effect on job satisfaction. Finally, the findings revealed that employee training has a significant positive effect on job satisfaction (Hanaysha, J. and Tahir, P. R. 2016, pp:272-282).

Employee empowerment is defined as the increase of employees' authorization and participation in organizational decisions; and gives the employee initiative and accountability. It is important in ensuring highest efficiency and quality from human resources, which is the most important strategic resource and competition tool of organizations. Job satisfaction can be defined as a positive emotional situation and interpretation about a job. Job satisfaction is important for the organization because it results in many positive organizational results such as higher performance, lower employee turnover, and improved quality and efficiency (Kaymakç, K. Babacan, S., 2014, pp:62-70).

One study proved that there is a relationship between leadership soft skills practices and school improvement. However, past research has shown that leadership soft skills are as critical as leadership hard skills, especially in managing employees for organizational excellence. Therefore a headmaster should adopt all eight components of leadership soft skills, namely collaboration/teamwork, communication skills, initiatives, leadership ability, personal development/coaching, personal effectiveness/mastery, planning and organizing and presentation skills to assist in school improvement and progress. In addition, school leaders need to be good communicators, intelligent and skillful in managing collaboration and planning in order to move schools to achieve their organizational vision and mission (Ngang, T. K., Mohamed, S. H., Kanokorn, S. 2015, pp:2127-2137).

Also, there is a study indicating that when employees participate in decision-making in its various forms, decision implementation becomes easy, creates a good working environment, increases commitment and satisfaction on decisions taken and also increases employees morale since they feel recognized and as part of the team in the organization (Abdulai, I. A. and Shafiwu, A. B. 2014, pp:2-10).

In the same context one study concludes that school leaders must provide supportive and shared leadership structures for teachers in order to ensure a positive school culture and effective professional learning communities that influence school improvement (Carpenter, D. 2015, pp:682-694).

Another study revealed that effectiveness and efficiency in financial management increases as the functions of planning, budgeting, control and evaluation are complemented by factors influencing administrators' empowerment. So, there is a need for administrators to be trained in multi-faceted areas of school management including managing change of financial management, organizational development (Villegas, B.S. 2015, pp:466-475).

One study recommended applying modern administrative concepts, such as participation, enabling principle workgroups, teamwork forming and administrative decision-making. Also preparing the work environment in a way that would support empowerment through adopting cooperation and coordination between administrations, divisions, groups and individuals, (Aburuman, N. M., 2016, pp:182-190).

So, employee empowerment is frequently used to refer to employees being more proactive and self-sufficient in assisting an organization to achieve its goals, The term became prominent as part of the total quality management, although its roots are in issues raised earlier under the heading employee involvement or employee participation, The purpose is not only to ensure that effective decisions are made by the right employees but to provide a mechanism by which responsibility for those decisions is vested in individuals and teams, The right to share authority and to co-determine important decisions is accompanied by responsibility to exercise this power for the legitimate benefit of multiple stakeholders, Responsible decision-making requires that employees have access to managerial level knowledge and information about the enterprise, as well as to opportunities to learn new skills that will enable them to interpret and use the information. Such information may, however, involve technical, economic, or interpersonal and organizational aspects of the firm that many employees will be unprepared by their previous education, training, and work experience to understand and make use of. A democratic workplace will need to provide for the ongoing education and training of employees not only in relation to their immediate work tasks but also for their broader role in



participating in the management of complex enterprises (DEMGRÇĖ, M. K. and ERBAS, A., 2010,pp:142-146).

**Recommendation:**

In light of the results of the study the researcher has concluded a set of recommendations. These include; paying more attention to the preparation of programs and training for educational institution directors by equipping training centers with modern techniques and effective training materials that are consistent with development. Also involving school managers in the formulation of educational policies and educational decision-making that serve the educational field by easing the burden on school principals. It is important to commit to enhancing the mechanisms of administrative empowerment of educational institutions 'directors , to increase the rate of performance and effectiveness of educational institutions, by activating the delegation of authority, motivation, communication, participation in decision-making, and training processes, and linking administrative empowerment to other organizational variables such as organizational loyalty, organizational justice, citizenship behavior, improvement in organizational performance. The study also recommends more studies and field research on empowerment and innovation in educational institutions.

**Limitations:**

The author faced some difficulties upon performing the study including the difficulty of collecting data from the principals of schools, because of the nature of their work and their preoccupation with administrative and regulatory work.

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