

*Analytical study of employee empowerment using the lexical approach  
University of El Oued as a model*

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**Abstract:**

This study aims to assess the extent of administrative empowerment implementation at the University of El Oued by analyzing four main dimensions: employee participation in decision-making, delegation of authority and responsibilities, encouragement of teamwork, and providing freedom and autonomy. To address the research questions, an exploratory and experimental approach was employed, using the lexical approach as an analytical framework. Data was collected through interviews conducted with three deans and a director of an institute at the University of El Oued. The results revealed a general weakness in the level of administrative empowerment implementation at the university, except in the dimension of encouraging teamwork.

**Keywords:** Empowerment, Employees, Deans, Lexical Approach, University of El Oued, Algeria.

**1. Introduction:**

Human resources are the first and last responsible for the success and excellence of the institution or its failure and decline, so paying attention to this

resource, directing it and motivating it is one of the most important foundations of modern management work.

Therefore, management has a major role in creating the appropriate organizational climate that would support employee participation, develop their sense of responsibility and belonging, spread the spirit of cooperation and encourage teamwork.

Hence, empowerment emerges as one of the modern administrative concepts that enables the employee to exercise full authority, bear responsibility and expand his participation in setting goals and making decisions, which gives the institution the strength to face environmental challenges and changes.

Because the topic of empowerment is one of the modern topics that has received the attention of researchers and management scholars, our goal has focused on determining the extent of empowerment practice at the level of one of the higher education institutions, namely Wadi University, due to its reflection on the performance of employees on the one hand and the intellectual production of faculty members on the other hand.

From this standpoint, we pose the following problem: What is the extent of administrative empowerment practice for employees at Wadi University?

Sub-questions: To answer the problem raised, we decided to divide it into sub-questions

- Is there employee participation in decision-making at Wadi University?
- Is there a delegation of authority and powers to Wadi University employees?
- Is there encouragement for teamwork for employees at Wadi University?
- Are employees granted freedom and independence in work at Wadi University?

Study hypotheses: To answer the sub-questions raised, we formulated the following hypotheses:

- There is weak employee participation in decision-making at Wadi University.
- There is no delegation of authority and powers to Wadi University employees.
- Weak encouragement for teamwork for employees at Wadi University
- Employees are granted freedom and independence in work to a limited extent

Study objectives:

- Providing a theoretical framework that explains the concept of empowerment and its dimensions.
- Identifying the level of empowerment at Wadi University through its constituent dimensions.
- Providing recommendations to the university administration to clarify the importance of empowerment and its benefits as an administrative practice that can contribute to improving employee performance.

Study Limits:

- The study focused on deans in the interview without others who have authority in the college.
- The study focused on administrative employees and excluded administrative professors.

## **2.Theoretical Framework and Previous Studies**

### **2.1 Theoretical Framework for Empowering Employees:**

Empowerment has been used as an administrative approach since the beginning of the last decade of the 20th century, and below we learn about this concept and its dimensions:

#### **2.1.1 The concept of empowering employees:**

Empowerment is defined according to Al-Zoubi and Al-Hazaimeh as the process of giving managers broader authority, exercising control, bearing responsibility, and using their capabilities by encouraging the use of the decision. (Al-Zoubi, Al-Hazaimeh, 2019, p. 79).

-As for Al-Bashrawi, he defined it as granting workers powers and responsibilities, and giving them the freedom to perform the work in their own way without interference from management, while providing all resources and an appropriate work environment, and qualifying them technically and behaviorally to perform the work with absolute confidence in them. (Al-Bashrawi, 2016, p. 175) As for Al-Taani and Al-Suwai'i, they see empowerment as an approach to managing individuals that allows team members to practice decision-making regarding their daily affairs at work (Al-Taani and Al-Suwai'i, 2013, p. 308)

Through the previous definitions, empowerment can be defined as: "Granting employees powers and the opportunity to participate in decision-making, encouraging them to work collectively, and giving them more freedom and independence that enables them to increase the effectiveness of the organization.

**2.1.2 Dimensions of employee empowerment:** There are several dimensions of empowerment, but in our study we will address 4 dimensions that were employed in the applied part and through which the level of empowerment in the concerned institution can be measured:

A/ Delegation of authority and powers: The basic idea of the concept of empowerment is that the process of delegating powers to lower administrative levels takes place, as employees become able to influence decisions related to their performance of their work (Al-Maani, Aqla, 2009, p. 243)

Thus, delegating authority will lead to an increase in the rate of commitment and loyalty of employees due to their participation in its decisions and plans, which ensures maximum benefit from the talents and capabilities present in the institution on the one hand and ensuring the implementation of these decisions by employees on the other hand

B/ Participation in decision-making: Participation in decision-making is defined as a system of decentralization in management on The basis of having common interests within the limits of the job and in developing performance requires its self-management and implementation while being subject to the supervision of the central authority (Abdullah, 2019, p. 349)

Participation in decision-making represents the highest levels of empowerment, because any administrative organization has a degree of centralization in decision-making and another degree of participation, and this participation expands and decreases according to the type of leadership.

C/Teamwork: The idea of collective empowerment began with the initiatives of quality circles in the seventies and eighties of the last century.

Encouraging teamwork contributes to improving performance levels because mutual dependence between team members leads to increased individual independence and achieves added value as a result of team members' cooperation (Al-Maharat, 2014, p. 42)

D/Freedom and independence: Granting employees freedom and independence is one of the pillars that achieve greater effectiveness in the work environment. Granting the employee more freedom in work and independence achieves more satisfaction for him, which is reflected in his performance and productivity, which constitutes, over time, a great incentive that exceeds the financial incentive in its impact. Independence is embodied in the official clarifying the general outlines of the task and its dimensions and leaving him the freedom to choose the best path to achieve the goal that the institution seeks.

## **2.2 Previous studies:**

Since our study includes one variable, which is empowerment, represented in its four selected dimensions that were included in the interview, some previous studies related to our research will be presented.

### **2.2.1 Study: (Isa, et al., 2024)**

Isa, J. G., Madjid, J. A., Abdurahman, N. J., Abdurahman, N. A., Asanji, A. A., Taradji, A. T., Asmadi, N., & Radjuni, A. J. (2024). ADMINISTRATIVE EMPOWERMENT VIS A VIS SCHOOL HEAD'S DECISION MAKING: THE CASE OF MBHTE-SULU, BARM, PHILIPPINES. *Ignatian International Journal for Multidisciplinary Research*, 2(3), 738–754. <https://doi.org/10.5281/zenodo.10864126>

This study is about the importance of decision making in the management of educational institutions. The study aimed to determine the empowerment of school principals in some schools under the Solo Education Program, in terms of decision making. The study used a descriptive mixed method approach to determine the level of empowerment of school principals. School principals and teachers from different elementary schools were selected as the sample for the study. Questionnaires and interviews were used to collect data, and the results were analyzed using frequency calculations, arithmetic mean, t-tests, and analysis of variance (ANOVA). The results showed that the majority of school principals were males aged between 56 and 65 years, and most of them held a master's degree and had experience ranging from 21 to 30 years. School principals were rated as "highly empowered" in decision making. The study did not show significant differences between males and females in their views on areas of administrative empowerment, but a significant difference was observed in the respondents' views based on age. There was no significant difference in administrative empowerment in decision making based on educational qualifications and years of service. There was also a significant difference in the views of administrators and teachers on decision making.

**2.2.2 Study (AbuHazeem & Albloush, 2024):** This study investigated the impact of employee empowerment dimensions (autonomy, delegation, and information exchange) on job satisfaction dimensions (work environment, peer relationships, and supervisor relationships) in Jordanian banks. Using structural equation modeling (SEM), the moderating role of career paths among these variables was also analyzed in this study. An electronic questionnaire was used to collect data from 354 employees in the bank. The results indicated a significant positive relationship between employee empowerment and job satisfaction, which was enhanced by career path development. In addition, employee empowerment was found to have a significant impact on the work environment, peer relationships, and supervisor relationships. The study recommended that decision makers in Jordanian commercial banks pay more attention and provide job empowerment to employees by providing them with information, delegating authority to them, and giving them some independence in performing their work. Recommendations for future research were also provided.

**2.2.3 Study ( Shibly, Alawamleh, AL Nawaiseh, Ali, Almasr, & Alshibly, 2021) :**

This study aimed to determine the impact of administrative empowerment on the implementation of continuous improvement in the Aqaba Special Economic Zone Authority. To achieve this, the researcher developed, evaluated and distributed a questionnaire to a sample of 400 employees. A total of (321) copies of the questionnaire were retrieved, while (9) copies were rejected due to lack of information. The researcher used statistical methods (descriptive and analytical) to answer the study questions and test and analyze its hypotheses. The results of the study showed that the application of administrative empowerment represented by its dimensions (information sharing, independence and freedom of action, reinforcement, work teams) affected the continuous improvement in the dimensions of PDCA in terms of the dimensions (planning, implementation, inspection, work) in the Aqaba Special Economic Zone Authority. This indicates that the administrative practices, instructions and guidelines of the organization under study aim to achieve an increase in continuous improvement with a positive "high" degree

**2.2.4 Study (Aldaihani, 2020)** Aldaihani, S.G. (2020), "Administrative empowerment among Kuwait University staff and its effect on their job satisfaction", *Journal of Applied Research in Higher Education*, Vol. 12 No. 2, pp. 210-229. <https://doi.org/10.1108/JARHE-02-2019-0027>

The purpose of this paper is to determine the levels of administrative empowerment and job satisfaction among Kuwait University employees, in addition to revealing the relationship between administrative empowerment and job satisfaction. The study also aimed to identify statistically significant differences in the responses of the study sample regarding administrative empowerment and job satisfaction according to the studied variables such as gender and years of experience. Finally, the study sought to predict the level of job satisfaction among Kuwait University employees based on administrative empowerment. The study sample consisted of 115 administrators from various colleges of Kuwait University. The study relied on the use of PLS-SEM via SMARTPLS version 3.2.8, and questionnaires were used as a tool for data collection. The results revealed that Kuwait University employees enjoy medium levels of administrative empowerment, while their levels of job satisfaction were higher. The study also found a statistically significant positive relationship between job satisfaction and administrative empowerment. The study also found significant associations between administrative empowerment, participation in decision-making, teamwork, and intrinsic motivation with job satisfaction.

#### **2.2.5 Study ( Al-Ha'ar, 2016):**

The study aimed to know the impact of administrative empowerment on organizational performance in industrial companies in Jordan. The study sample consisted of those who hold supervisory positions and included 250 individuals from the category (director, deputy director, department head, supervisor). The questionnaire was used to collect data from the sample individuals, 29 of which were excluded and 171 were subject to analysis.

After conducting the statistical analysis process, the study concluded that there is a linear interconnected relationship between the variables of administrative empowerment (training, providing the required information, devoting authority and participation), and the variables of organizational performance (customers, service, customer loyalty).

#### **2.2.6 Study (Atteia, 2015)**

The study aimed to explore the impact of administrative empowerment on organizational commitment in secondary government schools in the Kingdom of Bahrain, as well as the actual organizational commitment in the teaching and administrative staff of secondary government schools in the Kingdom of Bahrain.

The researchers relied on the descriptive analytical approach using the questionnaire, which was distributed to a sample of 108 individuals. The results were as follows:

-The results indicated the existence of a stable relationship between administrative empowerment and organizational commitment in government secondary schools in the Kingdom of Bahrain. In addition, the results showed that there were no stable differences in administrative empowerment in the secondary stage in government schools in Bahrain due to demographic variables (gender, age, qualification). However, there are stable differences in administrative empowerment due to variables (experience, job level).

To understand the relationship between the research problem and previous studies and to identify the research gap, we find that many studies have addressed aspects of administrative empowerment in various educational and industrial environments, but they did not focus on Algerian universities in particular, and did not address the four

dimensions that form the focus of our study, which are: participation in decision-making, delegation of authority, encouraging teamwork, and providing freedom and independence.

Some studies have addressed the relationship between administrative empowerment and innovative behavior in academic institutions, but they did not include an in-depth analysis of these dimensions in the Algerian context, which reveals a gap in studying the impact of these dimensions on administrative empowerment in local universities. Other studies have also addressed administrative empowerment in schools or educational institutions outside Algeria, highlighting the need for a similar study in Algerian universities, where cultural and administrative contexts differ.

With regard to the impact on organizational performance or continuous improvement, some studies have focused on specific industrial or economic environments, while studies that analyze these concepts in Algerian university environments have been absent. In addition, some research has addressed job satisfaction as a result of administrative empowerment, but our study is concerned with the levels of application of administrative empowerment itself, which adds a new dimension to the study of this concept in Algerian universities.

Thus, the research gap appears in the lack of studies that focus comprehensively on administrative empowerment in Algerian universities, and analyze its four dimensions comprehensively, which makes this study a necessary contribution to this field.

Therefore, all the studies that were presented used the questionnaire as a tool for collecting and analyzing data using the statistical package program. The current study was distinguished from those studies in that it used a different tool, which is the interview. This is due to the nature of the sample that was chosen, which represents the study community of 8 individuals represented by the deans of colleges at Al OUADI University. This is what prompted us to choose the interview as a tool for the study, which was analyzed according to the lexical approach that depends on the repetition of words arranged according to the density of their occurrence in the text, and then reaching the level of empowerment practice in the university under study.

**3. Applied study:** The applied study was conducted at El Oued University using the interview:

### 3.1 Study community:

Before conducting any applied study, the study community must be determined, on the basis of which the sample is selected and on which the study is applied. Since our study was directed to the deans of the faculties of the University of Martyr Hama Lakhdar, the study community consists of 3 deans and an institute director representing the following:

- Faculty of Exact Sciences.
- Faculty of Social and Human Sciences.
- Faculty of Law and Political Science.
- Institute of Islamic Sciences.

**3.2 Study sample:** To conduct the current study, the intended or purposeful sample was chosen to select the individuals to whom the interview guide was distributed. The sample that was targeted represents the entire study community, which is represented by the seven deans and the director of the institute. However, the response rate for the interview was average, as we were only able to retrieve 4 only, due to the deans' many preoccupations, which represent 50% of the sample. These are some of the characteristics of the survey sample: Therefore, the sample targeted by the study is male and holds a doctorate degree. The following table shows some of the characteristics of the sample.

**Table No. (01) Sample characteristics**

Number of years in office	Rank	Specialization	Job	College or Institute
04	professor	Political science	dean	Faculty of Law and Political Science
It was not mentioned	Associate Professor A		dean	College of Social Sciences and Humanities
6	professor	mathematics	dean	Faculty of Exact

				Sciences
03	professor	Principles of jurisprudence	dean	Institute of Islamic Sciences

Source: Prepared by researchers based on interviews

### 3.3 Building the study tool

The interview guide was prepared through previous studies that addressed the topic of administrative empowerment, and thus the study model was from those studies, taking into account what is appropriate for the nature of the higher education sector. As for our choice of the interview as a study tool, it is due, as we mentioned previously, to the small size of the study community. Accordingly, the interview guide was divided as follows:

The first section: Personal and functional characteristics, including the name of the college or institute, the number of years in the position of dean or director of the institute, specialization, academic degree, rank, and gender.

The second section: was allocated to the dimensions of administrative empowerment, and we relied on four dimensions, which are:

- Employee participation in decision-making.
- Delegation of authority and powers to employees.
- Teamwork.
- Freedom and independence.

The previous four elements were formulated in the form of open and exploratory questions, leaving the freedom to the deans to express their opinion and observation through the previous four elements, which represent the dimensions of the proposed model for the exploratory study.

### 4. Tools and Methods:

It is the path through which the researcher aims to achieve two basic goals, which are searching for explanation and searching for understanding. The researcher seeks to propose new theoretical results, i.e. finding new theoretical connections between concepts in a specific theoretical field. (Bin Sahel, 2010, p. 4) It was relied upon in our study in order to understand the reality of administrative empowerment at Al OUADI University through its constituent dimensions.

#### 4.1 The Experimental Approach

The test is related to a theoretical topic under real experimentation, in other words, it is a set of operations by which the researcher can compare a theoretical topic with reality, with the aim of evaluating the credibility of a hypothesis, model or theory for the purpose of interpretation (Bin Amer, 2017, p. 149)

Thus, the research path adopted to address the topic agrees with the experimental approach by confirming or denying the hypotheses about the existence of administrative empowerment, and comparing them with reality through the opinions of the deans of the three colleges and the director of the institute, based on the interview.

#### 5. Presentation and discussion of the Results:

The interview data will be presented and analyzed on a number of the main theoretical topics that were discussed with the researchers within the discussion of administrative empowerment at OUADI University through the answers of 4 deans of faculties at the aforementioned university, then the qualitative analysis based on the lexical approach as will be presented and discussed in what follows.

#### 5.1 Presentation and discussion of the interview data

In this part of the study, we will present and discuss the content of what was collected from the answers of the four interviewees through the four questions that were asked of them.

This question was formulated in the following way: "Is there employee participation in decision-making in your college? What are those decisions? What are the decisions in which you do not participate with employees? Is there difficulty in implementation?" The aim of asking the question is to identify the extent of employee participation in decision-making in the colleges under study, which is considered the first dimension of administrative empowerment. Accordingly, the trends of the deans' answers to the question posed to them through the interview were that there is weak employee participation in decision-making, and the percentage can be

estimated at about 20%, as most decisions are considered within the powers of the dean by force of law. Despite this, employees can be referred to in some decisions, especially in the pedagogical aspect, such as the method of receiving students. There is also participation by the heads of departments, with the exception of some special decisions. The deans also expressed that there are many difficulties that limit employee participation in decision-making, the most important of which are:

## **5.2 The great weakness in the administrative formation of employees.**

-Weak loyalty to the college.

-The abundance of laws that often make the dean of the college a mere decision implementer and not a decision maker.

The second question of the interview was posed as follows: "Is there a delegation of authority and powers to the administrative staff of your college? What are these powers? What are the problems you faced during implementation?" The aim of posing the question is to identify the extent of the deans' interest in delegating authority and powers to administrative staff due to the importance of this dimension within administrative empowerment.

Through the answers provided, we can confirm that there is a delegation of authority and powers at a rate of 35%, each according to his specialization, and most of it is done informally. Accordingly, there is a partial delegation because the powers themselves are limited and most of them are represented in following up on files, processing them, and making decisions regarding them, as well as statistics and various administrative certificates, in addition to the financial aspect, consultations, requests, and all decisions with a financial impact. There is also a delegation to the Secretary-General of the college to sign. There are some difficulties represented by the inefficiency of some employees.

The third question of the interview was as follows: "Do you encourage employees to work as a team? And how do you motivate them to do so?" And if there is an application, have you noticed a positive impact of positive work? The aim of the question was due to the importance of teamwork on colleges and as an important dimension within the dimensions of administrative empowerment.

From the answers provided, we conclude that about 75% of colleges encourage teamwork, especially during meetings, expressing their opinion and encouraging any good initiative, as well as during university registrations, doctoral competitions, and processing some urgent files. Good treatment is considered a moral incentive to encourage teamwork in the absence of material incentives such as bonuses in management budgets.

The fourth interview question was according to the following formula: "Do you grant freedom and independence to employees in your college in your work?" The aim of asking the question was due to the importance of freedom and independence of employees as a dimension of administrative empowerment.

From the various interview answers, we conclude that 30% is an estimated percentage of freedom and independence in work granted to employees in the colleges under study, as the deans indicated that freedom and independence are restricted by laws and serve the general endeavor of the college, and most of it is done informally and varies from one interest to another. We find that freedom Independence decreases when it comes to students and organizations, while in many other interests there is a kind of freedom despite the restrictions imposed by the central administration, which limits the ability of deans to grant freedom and independence in work. By presenting and discussing all the questions posed to the deans, it becomes clear that there is a weakness in the application of administrative empowerment in the three colleges and the institute under study, as encouraging teamwork took the highest percentage, but it focuses on moral motivation in the absence of material motivation, while all other dimensions were between weak and average, due to the weakness of the deans' powers and the centralization of many decisions in the university.

## **5.3 Qualitative analysis of interview results according to the lexical approach**

Through the four interviews conducted with the various deans of the three faculties and the institute at the University of Martyr Hamou Lakhdar in El Oued, and in order to achieve the study's objective of identifying the application of administrative empowerment at the university, we used the lexical approach L'approche lexicale, there are four approaches in qualitative analysis, namely the lexical

approach, the linguistic approach, the thematic approach, and cognitive maps (Fallery & Rodhain, 2007), and the lexical approach depends on the repetition of words arranged according to the density of their occurrence in the text and the similarity between the words used (Sharqi, 2016, p. 220). The following two tables illustrate this:

Through the previous table, which shows the repetition of the most dense words in the interview, we prepared the following table, which shows the repetition of the most dense terms and similar terms in the interview, as follows:

**Table No. (02): Repetition of the most dense terms and similar terms in the interview guide.**

%	Repetitions	Frequency	Terms and similar terms	N
15.64	28	4+4+4+6+4+3+3	law, formal, relative freedom, legal, by laws, legally, texts.	1
25.13	45	3+4+4+7+6+5+3+3+4+3+3	restriction, weak, weakness, partial, informal, difficulty, deficiency, cannot, relative, limited, inefficiency.	2
18.43	33	3+6+3+3+5+6+7	Teamwork, giving their opinion, participation, team spirit, consultation, taking advice, cooperation.	3
17.31	31	7+5+6+3+10	Staff, heads of departments, pedagogy, finance, administrators.	4
15.64	28	10+06+12	Powers, to powers, authority.	5
7.82	14	2+12	College, Institute.	6
100	179	179		the total

**Source: Prepared by researchers**

Based on the frequency of the terms shown in the table above, it is clear that the answer of the three deans and the director of the institute at Wadi University was comprehensive of most of the study variables, as out of 503 words used in the answer, we find 204 terms, or 40.5%, and we find that the total number of most frequently repeated terms is 179 words, or 87.7% of the total number of terms in the text, which is evidence of the repetition of most of the terms used in the answer. We also find that after teamwork, the terms that indicated it were clear, as the terms were repeated 33 times, or 18.4%, and the term powers and authority was repeated 28 times, or 15.6%. However, it is noticeable that its repetition was not to confirm the imposition of authority and powers on employees, but rather came in the context of the words because most of the sentences confirmed the opposite. The same is the case for the other dimensions, represented by employee participation in decision-making and the freedom and independence dimension. The following table summarizes the terms used for each dimension in the study as follows:

**Table No. (03): Repetition of terms and similar terms representing administrative empowerment in its dimensions**

Frequency	Similar terms to dimension terms	Dimensions
73	law, formal, relative freedom, legal, by laws, legally, texts.	Employee participation in decision making
		freedom and independence
		Delegation of authority and powers
33	Teamwork, giving their opinion, participation, team spirit, consultation, taking advice, cooperation.	Teamwork
106	the total	

**Source: Prepared by researchers**

We notice from Table No. (03) that there are 73 repeated words, which is 68.8%. If we focus on the words, we find that they all confirm and deny the existence and application of the three dimensions of administrative empowerment, which are employee participation in decision-making, freedom and independence, and delegation of authority and powers. As for the teamwork dimension, the terms were repeated 33 times, which is 31%. The deans confirmed this through participation and taking opinions, team spirit, etc.

It is also clear from Table No. (04) the extent of the weakness of the application of administrative empowerment according to the respondents' answers based on the interview directed to them, as the study dimensions combined were 106 words, which is 59% of the total terms used, which is considered an average percentage, so that encouraging employees to work together was the most important according to the interview, which is 22.5%. As for the other dimensions combined, the results confirm that they are not applied, according to the opinion of the three deans and the director of the institute. We conclude through the lexical approach that the University of Martyr Hamou Lakhdar in the state of El Oued in Algeria pays little attention to empowering employees in general by focusing weakly on teamwork and neglecting other dimensions.

## **6. Conclusion:**

Our study came to focus on the subject of administrative empowerment because of its importance at the level of any organization, including the university, which we tried to diagnose accurately through the problem raised: What is the extent of the practice of administrative empowerment at El Oued University? After analyzing the results, we reached the following results:

-There is weak participation of employees in decision-making at El Oued University. This confirms the validity of the first hypothesis.

-There is a weak delegation of authority and powers to El Oued University employees. This confirms the validity of the second hypothesis.

-There is encouragement for teamwork for employees at El Oued University, and thus the result of the study confirms that there is no encouragement for teamwork, and therefore the hypothesis is incorrect and we accept the alternative hypothesis.

-There is a granting of freedom and independence to employees in work at El Oued University, but within a limited framework. This confirms the validity of the hypothesis.

The weakness of administrative empowerment can be attributed to the following reasons, including:

-The inefficiency of some employees.

-Most decisions are determined by law.

-Centralization of decision-making.

-Difficulty in applying most dimensions in reality with the privacy of the university.

-Inflation in legal texts as it reduces freedom of decision-making.

Accordingly, we present a set of suggestions, the most important of which are:

-Holding seminars, courses and forums that clarify the importance of administrative empowerment and its impact on the university as a whole.

-Amending and making the laws flexible so as to provide flexibility in applying administrative empowerment.

-Deans practicing administrative empowerment informally, which is considered a form of moral motivation for employees.

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