

The Impact of Administrative Empowerment on Reducing Job Burnout in Public Institutions: A Case Study of the Directorate of Education in M'sila Province

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Abstract

This study aimed to determine the impact of administrative empowerment on reducing job burnout. This phenomenon has become increasingly common in many institutions, particularly public ones, with distinct characteristics that set them apart from other organizations. To achieve this objective, a questionnaire was distributed to employees at the Directorate of Education in M'Sila province, selected as the location for the field study.

After evaluating the reliability of the study tool using Cronbach's alpha coefficient, which was determined to be 0.854, the study concluded that there is no significant relationship between administrative empowerment and job burnout. Additionally, the various dimensions of administrative empowerment did not show any measurable impact on levels of job burnout.

Introduction:

In today's demanding workplaces, a significant yet often overlooked issue threatens employee motivation and well-being: job burnout. Many organizations have tried various strategies to combat this problem, but the root causes of burnout frequently remain unaddressed. As a result, employees often feel drained, disconnected, and stuck in cycles of exhaustion. In light of this, a new and promising approach is emerging: managerial empowerment. This approach is more than just another motivational tool; it transforms the work environment by providing employees with a unique combination of autonomy, influence, and a renewed sense of purpose in their roles.

Can such a shift genuinely address the deeper roots of burnout and re-engage employees in ways that go beyond traditional interventions? This study investigates the transformative potential of empowerment, not only as a management strategy but also as a possible solution to job burnout. By examining how empowerment affects employee engagement, resilience, and satisfaction, this research aims to determine whether the principles of empowerment can reshape the employee experience and foster a work culture that promotes well-being and reduces burnout. The findings may have profound implications for organizations seeking to create a sustainable, motivated, and resilient workforce.

❖ Problem Statement:

Employee empowerment is a key approach for reform in developed countries, marking a transition from command-and-control organizations to what is now known as the "empowered organization." This motivational strategy helps alleviate employee burnout in Algerian public institutions, especially amid the complexities of the business environment. Therefore, the research question can be formulated as follows:

Is there an effect of employee empowerment in reducing job burnout among employees in the study institution?

To answer this main question, the following sub-questions were considered:

- What is the current state of administrative empowerment in the study institution?
- Is there a relationship between administrative empowerment and job burnout?
- What is the impact of the dimensions of administrative empowerment on job burnout?

❖ Study Hypotheses

- There is no statistically significant relationship between administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.
- There is no statistically significant effect between the dimensions of administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.

❖ Research Objectives

This study aims to achieve the following objectives:

- Examine the nature of the relationship between administrative empowerment and job burnout within the study institution.
- Highlight the significance and role of employee empowerment, which has become crucial across all sectors for managers and institution directors, as it enhances employees' abilities and showcases their creativity, positively reflecting on the institution.

❖ Methodology of research:

To achieve the stated objectives and deal with the study's problem, we have relied on an analytical and descriptive approach, using books and articles that interest us and data analysis with statistical analysis using SPSS.

Sample:

Due to the expected difficulty in collecting data, a small sample was selected. Therefore, the study focused on the 93 administrative staff members in Steven K. Thompson's equation was used to calculate the study sample, which consisted of 50 administrative employees. After 50 questionnaires were distributed, 40 were retrieved, meaning there was an 80% response rate. The study's results were based on 39 questionnaires after one was removed because it was invalid for analysis.

Method and tools:

A questionnaire was conducted to investigate the relationship between administrative empowerment and job burnout among administrative employees. The questionnaire consisted of two main sections. The first section collected participants' opinions on administrative empowerment, while the second section examined job burnout. A 5-point Likert scale was used to measure these aspects, with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 1. Five-point Likert scale

| | | | | |
|-------------------|-----------|---------|-------|----------------|
| Strongly disagree | Not Agree | Neutral | Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

Source : (Kouache , 2022, p. 116)

- Then, the data were normalized using SPSS version 27.
- Descriptive data were generated for all variables.
- Data management and analysis were performed statistical analysis using SPSS version 27.
- Reliability was calculated using Cronbach's alpha.
- A Pearson correlation analysis was conducted to assess the correlation between administrative empowerment and job burnout.
- A p-value <0.05 was considered significant.

❖ Previous Studies

The study by Faten Mahmoud Al-Malfooh (2016), titled "**Employee Empowerment and Its Role in Achieving the Strategic Objectives of the Islamic University in Gaza**," is a PhD dissertation focused on understanding employee empowerment and its role in achieving strategic objectives within the university. The study was conducted with a sample of 320 employees from a total population of 1,069, with 288 responses retrieved, yielding a 90% response rate. The methodology included an introduction, theoretical review, examination of previous studies, and fieldwork, using interviews and questionnaires as tools. Key findings revealed that the strategic objectives were largely met, with an average score of 72.56%, according to participants' responses. The study recommended leveraging the relationship between empowerment levels and strategic achievements by developing and implementing pre-planned employee empowerment models to reach higher levels of administrative empowerment and, consequently, more effectively achieve strategic objectives. Unlike our study, which will focus on empowerment's role in reducing employee burnout, this research emphasized the impact of administrative empowerment on achieving strategic goals within a service-oriented institution.

In their 2016 study, "**Burnout Among Nurses: A Field Study at the Emergency Department of Nadir Mohamed University Hospital in Tizi Ouzou**," researchers Mostafa Hali and Khalfan Rashid explored the levels of burnout among nurses, particularly examining differences based on age and gender, while providing recommendations to mitigate burnout. The study, published as an article, involved a sample of 73 nurses from a population of 1,434 employees (doctors and nurses). Structured with an introduction, theoretical review, previous studies, and field research, the study utilized questionnaires as its main tool. Key findings indicated a high level of burnout among employees in the institution, according to participants' responses. Recommendations included both material and moral support for emergency department nurses, such as increased wages and additional support. While this study focuses on burnout among nurses within a service-oriented institution, our study will examine how administrative empowerment can help reduce burnout among employees in the institution being studied.

In her 2017 study, "**The Impact of Empowerment on Job Burnout: A Field Study in the General Company for Iraqi Ports in Basra**," Rasha Mahdi Saleh examined the role of employee empowerment in reducing job burnout. This article included a sample of 151 employees and aimed to explore employee empowerment dimensions (influence, choice, work significance) and their correlation with burnout dimensions (emotional exhaustion, depersonalization, and lack of accomplishment), as well as the overall impact of empowerment on burnout. The study followed a structured approach with an introduction, theoretical review, previous studies, and field research, using questionnaires as the main tool. Findings indicated a high level of support among participants for empowerment dimensions and recognition of burnout dimensions. Recommendations highlighted the importance of reducing burnout by empowering employees to exercise authority, encouraging participation, and involving them in decision-making to improve organizational performance. While this study focused on empowerment dimensions like influence, choice, and work significance, our study will emphasize administrative empowerment's role in mitigating burnout through delegation of authority, knowledge dissemination, team-building, training, and motivation.

1. Theoretical Part:

1.1. Administrative Empowerment:

Administrative empowerment is defined as granting employees a degree of freedom, independence, and self-monitoring that enables them to perform their tasks, set their goals, make decisions, and solve problems within a wider scope of authority and responsibility (bougera & bougera, 2017). Administrative empowerment focuses on delegating authority and responsibility, giving employees the freedom and autonomy to perform their work, and involving them in strategic decision-making processes, positively impacting both performance and job satisfaction (Quaddick, 2021). Empowerment does not mean merely giving employees power; instead, it allows them to bring forth their best skills and knowledge, leading to excellence and creativity at work (Zahir, 2012). It acknowledges the individual's right to autonomy and control, which individuals possess through their independent will, experience, knowledge, and internal motivation (melhim, 2009).

Researchers also define it as the process that provides employees with the ability and self-efficacy to accomplish tasks by equipping them with the necessary skills and experiences. It broadens their responsibilities by granting them the freedom, authority, and independence to make various decisions affecting themselves and their work.

Empowerment is a prominent aspect of change in today's world, serving as a critical factor and key driver for fostering creativity within organizations. Institutions that empower their employees to make their own decisions understand that employees seek fulfillment through work, which includes recognizing quality work and collaborating with respected colleagues. Empowerment is viewed as an opportunity to develop employees' skills, and organizations recognize the essential need for their collective knowledge, expertise, skills, and efforts to achieve organizational goals (Sajuyigbe & Adebajji, 2023). Employee empowerment is also significant in strengthening an employee's sense of belonging, contributing to their commitment to the organization and their team (jeddi, 2014).

According to (Maayeh, 2008), the dimensions of administrative empowerment include participation, resources, accountability, training environment, power, responsibility, job satisfaction, communication, management support, and recognition. Researchers generally agree that administrative empowerment consists of several key dimensions, which are:

- ❖ **Delegation:** Delegation is an approach to empowerment involving the approval or authorization of an individual to assume, pursue, or initiate actions and core administrative or leadership tasks independently. It represents a state of inclination where individuals take responsibility for their predetermined roles (Kibirige & Berberoglu, 2020).
- ❖ **Knowledge Sharing:** Knowledge sharing involves the distribution and exchange of information, insights, and expertise among employees, which supports collaborative problem-solving and innovation within the organization.
- ❖ **Training:** Training is a learning process through which employees acquire the knowledge, skills, experience, and attitudes necessary to perform their tasks more effectively, thereby contributing to organizational goals. It serves as a bridge between job requirements and the competencies employees provide. This process changes what employees know, how they perform their tasks, or their attitudes toward their roles and the organization.
- ❖ **Building work teams:** work teams are groups of individuals who collaborate to achieve specific, shared goals.
- ❖ **Motivation:** Motivation refers to the specific factors that stimulate an individual's inherent potential, guiding the desired behavior or actions by fulfilling all their human needs (Al-sulami)

Effective empowerment requires the commitment and belief of both management and supervisors and the availability of practical methods for managers to implement. Recognizing the importance of empowering employees, we summarize these key approaches as follows:

- Empowerment through assigning responsibilities ;
- Empowerment through granting authority ;
- Empowerment by setting high standards and ideal performance benchmarks;
- Empowerment through continuous training and development;
- Empowerment by providing access to knowledge and information;
- Empowerment through constructive feedback ;
- Empowerment by fostering adaptability and attentiveness to change;
- Empowerment through mutual respect ;
- Empowerment through building trust ;
- Empowerment by allowing room for learning from failure.

1.2. Job Burnout

Job burnout has become a widespread issue in our current era, resulting from the pressures employees face, which hinder their ability to achieve professional goals. These pressures stem from various sources, such as poor internal organization, delays in critical decision-making, lack of clarity in responsibilities, and shortages in essential resources and equipment. Additionally, long and irregular working hours, a lack of appreciation, inadequate rewards, and the assignment of unnecessary routine tasks exacerbate burnout.

Burnout manifests as a state of physical, emotional, and mental exhaustion, characterized by intense fatigue, feelings of futility, hopelessness, and a negative self-concept, as well as adverse attitudes toward work and colleagues (Bouchwit & Ben Zaghda, 2022). According to (Arimah, Rajm, & Boukhlob, 2023), burnout can be described as "the

process by which a dedicated professional begins to withdraw." Carter further defines psychological burnout as "a state of exhaustion that impacts both body and emotions, causing employees to feel discomfort in their work."

Burnout arises as a response to demands placed on employees, creating stress factors such as workload, which in turn increase their personal commitments and responsibilities. The high levels of stimulation caused by these demands can lead to emotional exhaustion, especially with repeated exposure. To cope, employees may adopt a detached approach, losing the personal or human element when dealing with clients or beneficiaries. Over time, this can result in a sense of diminished personal accomplishment, particularly in environments that offer limited feedback and recognition for their achievements (Al-Kelab* & Mazen , 2015).

2. Results and Discussion

2.1. The reliability of the questionnaire

A measurement tool needs to be reliable. A reliable tool will produce consistent results when used repeatedly on individuals under the same conditions. Cronbach's alpha coefficient was utilized as method to assess reliability of the questionnaire, and the findings are presented in the table below.

Table 2. Overall Score of Reliability

| Factor | Number of items | Cronbach's alpha |
|----------------------------------|-----------------|------------------|
| Total items of the questionnaire | 40 Items | 0.854 |

Source: outputs of spss

Table 1 indicates that Cronbach's alpha coefficient value for all axes and dimensions is 0.854, confirming the study tool's strong reliability.

2.2. Analysis of Personal and Demographic Characteristics

The demographic information of the sample follows a statistical distribution based on demographics such as gender, age, education, and experience, as presented in table below. This information is crucial for understanding the characteristics of the study sample.

Table 3. Summary of Demographic Analysis Response Tracking

| Kind of question | | F | % |
|------------------|---------------------|----|------|
| Gender | Male | 17 | 56.7 |
| | Female | 13 | 43.3 |
| | Total | 30 | 100 |
| Age | 25-35 | 5 | 16.7 |
| | 36-45 | 7 | 23.3 |
| | 46-55 | 14 | 46.7 |
| | More 55 | 4 | 13.3 |
| | Total | 30 | 100 |
| Family status | Single | 11 | 36.7 |
| | Married | 10 | 33.3 |
| | divorced | 3 | 10 |
| | widowed | 6 | 20 |
| Education | High school or less | 7 | 23.3 |
| | Technical degree | 21 | 70 |
| | Bachelor's degree | 2 | 6.7 |

| | | | |
|--------------------------------|---------------------|----|------|
| | Total | 30 | 100 |
| Professional experience | Less than 5 | 3 | 10 |
| | 5-10 | 4 | 13.3 |
| | 11-15 | 5 | 16.7 |
| | More than 15 | 18 | 60 |
| | Total | 30 | 100 |

Source: outputs of spss

The results indicate that in terms of gender, 56.7% of participants are male, and 43.3% are female. In the age category, 16.7% are aged 25-35, 23.3% are 36-45, 46.7% are 46-55, and 13.3% are over 55. Regarding family status, 36.7% are single, 33.3% are married, 10% are divorced, and 20% are widowed. Regarding education, 23.3% have a high school education or less, 70% hold a technical degree, and 6.7% have a bachelor's degree. Finally, regarding professional experience, 10% have less than five years, 13.3% have 5-10 years, 16.7% have 11-15 years, and 60% have more than 15 years of experience. These participant characteristics indicate that their answers are reliable and helpful for the analysis, confirming the questionnaire's validity and reliability.

2.3. Analysis of the respondents' attitudes towards the questionnaire sections

To gain insights into respondents' perspectives on the study variables—administrative empowerment and job burnout—the analysis relied on calculating the mean and standard deviation. This approach helped evaluate the degree of their agreement with these variables and assess their prevalence within the institution.

Table 4. Delegation

| S.NO | | M | SD | Rank |
|------|--|------|-------|------|
| D1 | My supervisor delegates sufficient authority to accomplish my job tasks | 2.80 | 1.584 | 4 |
| D2 | My supervisor does not exercise the delegated powers during the delegation period. | 4.43 | 0.971 | 1 |
| D3 | My supervisor provides me with appropriate flexibility to perform my job tasks. | 2.47 | 1.502 | 5 |
| D4 | My job offers me the opportunity to make decisions independently. | 3.43 | 1.223 | 2 |
| D5 | Organizational silence is combated in my organization. | 2.93 | 1.285 | 3 |
| | Delegation | 3.21 | 0.833 | |

Source: outputs of spss

The table indicates that delegation in the workplace is partial; employees feel that supervisors respect their autonomy during delegation (highest score), but there is a lack of sufficient authority and flexibility to perform their tasks fully.

Table 5. Dissemination of knowledge

| S.NO | Statement | M | SD | Rank |
|------|--|------|-------|------|
| K6 | The organization provides the necessary material and human resources for knowledge management. | 3.37 | 1.273 | 1 |
| K7 | The organization relies on meetings and seminars to disseminate knowledge. | 2.63 | 1.351 | 4 |
| K8 | The organization works to make knowledge available to everyone at all levels. | 2.70 | 1.179 | 3 |

| | | | | |
|-----|---|------|-------|---|
| K9 | The organization relies on knowledge contracts and benefits from expertise, applying them in the field. | 2.50 | 1.306 | 5 |
| K10 | The organization diversifies training methods for employees. | 2.83 | 1.206 | 2 |
| | Dissemination of knowledge | 2.60 | 0.976 | |

Source: outputs of spss

The table shows that the organization invests in resources for knowledge management (highest score). Still, efforts to disseminate knowledge through meetings, accessibility at all levels, and diversified training methods are moderate. This indicates a need to enhance the organization's knowledge-sharing mechanisms.

Table 6. Training

| S.NO | Statement | M | SD | Rank |
|------|--|------|-------|------|
| T11 | The management is concerned with setting training programs that match the organization's training needs. | 2.50 | 1.333 | 4 |
| T12 | The training programs in the organization are practical and based on scientific foundations. | 2.30 | 1.264 | 5 |
| T13 | Management is keen to apply the stages of training during the employee's career path. | 2.50 | 1.432 | 3 |
| T14 | The training periods followed comply with the standards set by the organization's plan. | 3.07 | 1.507 | 1 |
| T15 | Work in the organization is based on teamwork. | 2.73 | 1.363 | 2 |
| | Training | 2.62 | 1.130 | |

Source: outputs of spss

The table indicates that the organization's training efforts are moderate. Training aligns somewhat with organizational standards (highest score), but there is room for improvement in aligning programs with actual needs and ensuring practicality.

Table 7. Working teams

| S.NO | Statement | M | SD | Rank |
|------|---|------|-------|------|
| W16 | The management works on fostering team spirit. | 3.37 | 1.299 | 4 |
| W17 | I regularly collaborate with my colleagues to lead the team. | 2.93 | 1.507 | 5 |
| W18 | We emphasize cooperation and correcting mistakes within the team. | 4.67 | 0.844 | 2 |
| W19 | We exchange respect and appreciation within the team. | 3.47 | 1.525 | 3 |
| W20 | My supervisor values my efforts at work. | 4.67 | 0.844 | 1 |
| | Working teams | 3.82 | 0.885 | |

Source: outputs of spss

The table shows that teamwork in the organization is generally positive, with high scores for valuing efforts and team cooperation. However, fostering team spirit and regular collaboration needs improvement.

Table 8. Motivation

| S.NO | Statement | M | SD | Rank |
|------|---|------|-------|------|
| M21 | The work system in my organization allows me to participate in decision-making. | 3.70 | 1.442 | 1 |
| M22 | The salary I receive corresponds to the efforts I put into my work. | 2.60 | 1.276 | 3 |
| M23 | The organization's promotion system is fair and objective. | 1.63 | 1.402 | 5 |
| M24 | Employee competence is an essential criterion in the promotion | 2.5 | 1.358 | 4 |

| | | | | |
|-----|---|------|-------|---|
| | system. | | | |
| M25 | I am aware of what is happening inside your organization. | 2.67 | 1.605 | 2 |
| | Motivation | 2.62 | 1.099 | |

Source: outputs of spss

The table shows that motivation in the organization is moderate. Employees feel somewhat involved in decision-making, but there is dissatisfaction with the fairness of the promotion system and the alignment of salaries with effort.

Table 9. Effective communication

| S.NO | Statement | M | SD | Rank |
|------|---|------|-------|------|
| E26 | Instructions and information reach me clearly and on time. | 3.07 | 1.574 | 3 |
| E27 | I communicate directly with my immediate supervisor. | 3.00 | 1.259 | 4 |
| E28 | I build relationships with my colleagues outside of work. | 3.97 | 1.586 | 1 |
| E29 | I use colloquial language when communicating with others at work. | 2.73 | 1.337 | 5 |
| E30 | I feel exhausted by the end of my daily work tasks. | 3.87 | 1.106 | 2 |
| | Effective communication | 3.32 | 0.907 | |

Source: outputs of spss

The table shows that communication within the organization is moderate, with strong relationships among colleagues but significant room for improvement in the clarity and timeliness of information.

Table 10. Administrative empowerment

| | M | SD | Rank |
|-----------------------------------|------|-------|------|
| Delegation | 3.21 | 0.833 | 3 |
| Dissemination of knowledge | 2.60 | 0.976 | 6 |
| Training | 2.62 | 1.130 | 5 |
| Working teams | 3.82 | 0.885 | 1 |
| Motivation | 2.62 | 1.099 | 4 |
| Effective communication | 3.32 | 0.907 | 2 |
| Administrative empowerment | 3.03 | 0.671 | |

Source: outputs of spss

The table indicates that administrative empowerment in the organization is moderate. The highest-ranked dimensions are "Working teams" (M = 3.82) and "Effective communication" (M = 3.32), suggesting strengths in teamwork and communication. Lower scores for "Dissemination of knowledge" (M = 2.60) and "Training" (M = 2.62) highlight areas for improvement. The overall score for administrative empowerment (M = 3.03) reflects a balanced but moderate level of empowerment within the organization.

Table 11. Job burnout

| S.NO | Statement | M | SD | Rank |
|------|---|------|-------|------|
| J31 | I feel drained of energy by the end of my daily tasks at work. | 4.00 | 1.203 | 1 |
| J32 | I feel a lot of pressure in dealing with my colleagues every day. | 2.57 | 1.431 | 7 |
| J33 | I feel exhausted when I wake up in the morning to face another workday. | 2.90 | 1.517 | 5 |
| J34 | I actually don't care about what happens to my | 1.67 | 1.115 | 10 |

| | | | | |
|-----|---|------|-------|---|
| | colleagues at work | | | |
| J35 | I have become harsher on people since I started this job. | 1.83 | 1.289 | 9 |
| J36 | I feel that, through my work, I influence others | 2.13 | 1.383 | 8 |
| J37 | I have achieved many things worthy of appreciation in this job. | 3.13 | 1.432 | 4 |
| J38 | I can understand how my colleagues feel about my job | 3.13 | 1.252 | 3 |
| J39 | I handle psychological issues calmly when performing my job tasks | 3.60 | 1.499 | 2 |
| J40 | I am unable to attend social events due to work burdens. | 2.67 | 1.241 | 6 |
| | Job burnout | 2.76 | 0.640 | |

Source: outputs of spss

The overall job burnout score across all items is relatively moderate ($M = 2.76$, $SD = 0.640$). This suggests a general presence of burnout symptoms but not at extreme levels.

The analysis indicates a moderate level of job burnout, with the highest symptoms related to energy depletion by the end of the day and stress in facing each workday. While employees report exhaustion, many still feel a sense of achievement and empathy toward colleagues, suggesting resilience despite burnout symptoms. Key areas for improvement include managing daily energy demands and providing support to help mitigate stress, as burnout could escalate if these needs remain unmet.

2.4. Testing the study hypotheses:

Through this element, we will attempt to test the various hypotheses related to the study and analyze the multiple results obtained from these applied tests.

❖ Testing the first hypothesis:

The first hypothesis examines the correlation between administrative empowerment and job burnout, aiming to determine statistical significance:

- H0: There is no statistically significant relationship between administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.
- H1: There is no statistically significant relationship between administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.

To examine this hypothesis, the Pearson correlation coefficient was utilized, and the findings are displayed in the table below:

Table 12. The test of the Pearson correlation coefficient

| | | |
|-----------------------------------|---------------------------------|--------------------|
| administrative empowerment | | |
| -0.057 | Pearson correlation coefficient | job burnout |
| 0.765 (> 0.05) | Level of significant | |
| No Relation | Relationship | |

Source: outputs of spss

The results from the table show no relationship between administrative empowerment and job burnout in the study institution. The correlation is -0.057 and not statistically significant at a significance level of less than 0.05.

Consequently, we accept the null hypothesis and reject the alternative hypothesis, confirming no statistically significant correlation between administrative empowerment and job burnout in the study institution.

❖ Testing the second hypothesis:

The second hypothesis is the causal hypothesis because it examines the impact of administrative empowerment on job burnout in the institution of study. This hypothesis and its null hypothesis were formulated as follows:

- H0: There is no statistically significant effect between the dimensions of administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.
- H1: There is no statistically significant effect between the dimensions of administrative empowerment and job burnout in the study institution at a significance level of $(0.05 \geq \alpha)$.

To test this hypothesis, a simple linear regression was conducted, and the results are shown in the table below:

Table 13. The Simple linear regression of the effect of administrative empowerment on job burnout

| Model | R | R-deux | R-deux Ajusté | F | P-value |
|-------|-------|--------|---------------|-------|---------|
| 1 | 0.447 | 0.228 | 0.26 | 1.131 | 0.376 |

Source: outputs of spss

Based on the table above, The simple linear regression analysis shows a moderate positive correlation ($R = 0.447$) between administrative empowerment and job burnout, with administrative empowerment explaining only 22.8% of the variance in burnout ($R\text{-squared} = 0.228$). The adjusted $R\text{-squared}$ (0.26) aligns with this, suggesting limited explanatory power. The $F\text{-statistic}$ (1.131) and $p\text{-value}$ (0.376) indicate that the model is not statistically significant, meaning the relationship between administrative empowerment and job burnout lacks substantial predictive validity in this context. Therefore, while a moderate association exists, administrative empowerment alone does not significantly predict job burnout.

Table 14. Stepwise multiple linear regression results for the dimensions Administrative empowerment of entered into the equation to predict the impact of Administrative empowerment on job burnout

| Model | Contents of the model | B | Standard error | T value | P value |
|---------|----------------------------|--------|----------------|---------|---------|
| Model 1 | The constant | 2.542 | 0.789 | 3.222 | 0.004 |
| | Delegation | 0.217 | 0.194 | 1.119 | 0.275 |
| | Dissemination of knowledge | 0.138 | 0.180 | 0.765 | 0.452 |
| | Training | -0.025 | 0.195 | -0.131 | 0.897 |
| | Working teams | 0.073 | 0.144 | 0.510 | 0.615 |
| | Motivation | -0.177 | 0.167 | -1.056 | 0.302 |
| | Effective communication | -0.176 | 0.158 | -1.116 | 0.276 |

Source: outputs of spss

The table above displays the results of a stepwise multiple linear regression model evaluating the impact of various administrative empowerment factors on job burnout. The constant term in the model is significant with a B value of

2.542 ($p = 0.004$), representing a baseline level of occupational burnout in the absence of other factors. However, none of the individual empowerment dimensions Delegation ($B = 0.217$, $p = 0.275$), Dissemination of Knowledge ($B = 0.138$, $p = 0.452$), Training ($B = -0.025$, $p = 0.897$), Working Teams ($B = 0.073$, $p = 0.615$), Motivation ($B = -0.177$, $p = 0.302$), and Effective Communication ($B = -0.176$, $p = 0.276$)—show a statistically significant effect on occupational burnout ($p > 0.05$). These findings suggest that these aspects of administrative empowerment, while relevant, do not individually exert a significant influence on job burnout, according to this model.

From the presiding tables, we accept the null hypothesis and reject the alternative hypothesis, confirming the absence of a statistically significant effect of administrative empowerment on job burnout.

Conclusion

In conclusion, managerial empowerment emerges as a compelling strategy for combating job burnout, providing employees with the autonomy, influence, and sense of value necessary to thrive in demanding work environments. Through empowerment, employees can experience a stronger connection to their roles and a renewed sense of purpose, helping to mitigate the exhaustion, detachment, and lack of accomplishment that characterize burnout. This study underscores that empowerment is not merely a management style but a transformative approach that can reshape the organizational culture, foster resilience, and promote long-term well-being. As organizations seek sustainable methods to support their workforce, adopting empowerment as a core principle offers a pathway to reducing burnout and enhancing both individual and collective performance. Embracing empowerment can thus lead to healthier, more engaged employees and, ultimately, to a more productive, adaptive organization poised to meet the challenges of the future.

❖ Results

- The level of administrative empowerment within the institution being studied is moderate and well-balanced.
- The analysis indicates a moderate level of job burnout in the study institution
- Employees in the study institution experience significant energy depletion by the end of each workday, which is a major symptom of job burnout. This exhaustion is paired with a moderate stress level, impacting employees' motivation and well-being.
- There is no relationship between administrative empowerment and the reduction of occupational burnout in the study institution.
- There is no effect between the dimensions of administrative empowerment administrative empowerment on job burnout.

❖ Recommendations

Based on the findings, the following recommendations are proposed, which may benefit the study institution:

- Enhance knowledge sharing by establishing structured programs, such as knowledge-sharing sessions, mentorship opportunities, and accessible management systems to promote information flow across departments.
- Invest in training and development by expanding professional growth programs, including workshops, certifications, and career-aligned training sessions to boost employee skills and confidence.
- Promote a culture of delegation by training managers and granting employees greater autonomy, fostering trust and responsibility essential for empowerment.
- Strengthen motivation strategies by developing an incentive program with personalized feedback and recognition initiatives to increase employee engagement. Implement flexible working hours to help employees balance work-life responsibilities and reduce daily stress.
- Encourage regular breaks and mindfulness practices by promoting short breaks and wellness sessions to support mental and physical well-being.
- Provide professional development and recognition programs by offering skill enhancement opportunities and acknowledging achievements to boost employees' sense of purpose, reduce burnout, and strengthen peer support and team cohesion through team-building activities and peer support initiatives that foster empathy, reduce isolation, and enable collaborative management of work challenges.

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Appendices

The reliability of the survey:

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Statistiques de fiabilité

| Alpha de Cronbach | Nombre d'éléments |
|-------------------|-------------------|
| ,854 | 40 |

Statistiques

| | | D1 | D2 | D3 | D4 | D5 | Delegation |
|---|------------|-------|------|-------|-------|-------|------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 2,80 | 4,43 | 2,47 | 3,43 | 2,93 | 3,2133 |
| | Ecart type | 1,584 | ,971 | 1,502 | 1,223 | 1,285 | ,83366 |

Statistiques

| | | K6 | K7 | K8 | K9 | K10 | Dissemination_of_knowledge |
|---|------------|-------|-------|-------|-------|-------|----------------------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 2,37 | 2,63 | 2,70 | 2,50 | 2,83 | 2,6067 |
| | Ecart type | 1,273 | 1,351 | 1,179 | 1,306 | 1,206 | ,97625 |

Statistiques

| | | T11 | T12 | T13 | T14 | T15 | Training |
|---|------------|-------|-------|-------|-------|-------|----------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 2,50 | 2,30 | 2,50 | 3,07 | 2,73 | 2,6200 |
| | Ecart type | 1,333 | 1,264 | 1,432 | 1,507 | 1,363 | 1,13058 |

Statistiques

| | | W16 | W17 | W18 | W19 | W20 | Working_teams |
|---|------------|-------|-------|------|-------|------|---------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 3,37 | 2,93 | 4,67 | 3,47 | 4,67 | 3,8200 |
| | Ecart type | 1,299 | 1,507 | ,844 | 1,525 | ,844 | ,88567 |

Statistiques

| | | M21 | M22 | M23 | M24 | M25 | Motivation |
|---|------------|-------|-------|-------|-------|-------|------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 3,70 | 2,60 | 1,63 | 2,50 | 2,67 | 2,6200 |
| | Ecart type | 1,442 | 1,276 | 1,402 | 1,358 | 1,605 | 1,09966 |

Statistiques

| | | E26 | E27 | E28 | E29 | E30 | Effective_communication |
|---|------------|-------|-------|-------|-------|-------|-------------------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 3,07 | 3,00 | 3,97 | 2,73 | 3,87 | 3,3267 |
| | Ecart type | 1,574 | 1,259 | 1,586 | 1,337 | 1,106 | ,90742 |

Statistiques

| | | J31 | J32 | J33 | J34 | J35 | J36 | J37 | J38 | J39 | J40 | job_burnout |
|---|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| N | Valide | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| | Manquant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moyenne | 4,00 | 2,57 | 2,90 | 1,67 | 1,83 | 2,13 | 3,13 | 3,13 | 3,60 | 2,67 | 2,7633 |
| | Ecart type | 1,203 | 1,431 | 1,517 | 1,155 | 1,289 | 1,383 | 1,432 | 1,252 | 1,499 | 1,241 | ,64084 |

Corrélations

| | | Administrative _Empowerment | job_burnout |
|----------------------------|--|--------------------------------|---------------------|
| Administrative_Empowerment | Corrélation de Pearson Sig. (bilatérale) N | 1 30 | -,057 ,765 30 |
| job_burnout | Corrélation de Pearson Sig. (bilatérale) N | -,057 ,765 30 | 1 30 |

Récapitulatif des modèles

| Modèle | R | R-deux | R-deux ajusté | Erreur standard de l'estimation |
|--------|-------------------|--------|---------------|---------------------------------|
| 1 | ,477 ^a | ,228 | ,026 | ,63231 |

a. Prédicteurs : (Constante), Effective_communication, Working_teams, Dissemination_of_knowledge, Delegation, Motivation, Training

ANOVA^a

| Modèle | | Somme des carrés | ddl | Carré moyen | F | Sig. |
|--------|------------|------------------|-----|-------------|-------|-------------------|
| 1 | Régression | 2,714 | 6 | ,452 | 1,131 | ,376 ^b |
| | Résidus | 9,196 | 23 | ,400 | | |
| | Total | 11,910 | 29 | | | |

a. Variable dépendante : job_burnout

b. Prédicteurs : (Constante), Effective_communication, Working_teams, Dissemination_of_knowledge, Delegation, Motivation, Training

Coefficients^a

| Modèle | | Coefficients non standardisés | | Coefficients standardisés | t | Sig. |
|--------|----------------------------|-------------------------------|----------------|---------------------------|--------|------|
| | | B | Ecart standard | Bêta | | |
| 1 | (Constante) | 2,542 | ,789 | | 3,222 | ,004 |
| | Delegation | ,217 | ,194 | ,282 | 1,119 | ,275 |
| | Dissemination_of_knowledge | ,138 | ,180 | ,210 | ,765 | ,452 |
| | Training | -,025 | ,195 | -,045 | -,131 | ,897 |
| | Working_teams | ,073 | ,144 | ,101 | ,510 | ,615 |
| | Motivation | -,177 | ,167 | -,303 | -1,056 | ,302 |
| | Effective_communication | -,176 | ,158 | -,249 | -1,116 | ,276 |

a. Variable dépendante : job_burnout