

## The Relation between the Administrative Empowerment and Creative Behavior at Jordanian Private Universities

Faleh O. Khawaldeh<sup>a</sup>, Mohammad N. Qudah<sup>b</sup> and Anas M. Bashayreh<sup>c</sup>

<sup>a</sup> Assistant Prof., Taibah University, Saudi Arabia

<sup>b</sup> Assistant Prof., University of Petra, Jordan

<sup>c</sup> Assistant Prof., Al Zahraa College for women

**Article History** Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 20 April 2021

**Abstract:** The purpose of this study is to identify the relation between the administrative empowerment and creative behavior at Jordanian private universities, the objectives of this study focus on determining the level of administrative innovation in Jordanian private universities from the employee's perspectives. Further, knowing of the impact of the administrative empowerment on the creative behavior and discrimination in the development of work from workers point of view Jordanian private universities.

The study relies on a descriptive analytical method. The questionnaire was designed by researchers, and (150) questionnaires were collected from departments and people in Jordanian private universities. After that, the appropriate statistical analysis was applied, standard deviations, and choose multiple regression. The results showed that the level of application of empowerment and administrative creatively were moderate and showed that same of empowerment in the application level of administrative innovation in all its components. It also showed an effect of years of experience at the level of application of empowerment. The study resulted presenting several recommendations including: strengthening the application of empowerment and activating through appropriate training, and enhancing the ability to take risks, in addition to deploying it and effective means of communication between the employees and the importance of delegation of authority between the administrative levels.

**Key word:** administrative empowerment, creative behavior, Jordanian private universities

### 1. Introduction

Educational services are considered one of the most important services provided to citizens by Jordanian private universities. Hence, attention to this type of service is one of the first areas that has a direct impact on the development and improvement of people's lives.

Administrative innovation in the Jordanian private universities or other organizations is one of the most important indicators or standards that show the effectiveness of the organization in the performance of its work. There are great potentials in the private Jordanian universities. Therefore, it must be invested properly, whether it belongs to human capacity, machines, or other equipment.

The education sector pays great attention to improving the performance of universities through using of many means. Including the establishment of new universities and the development of existing universities to improve the level of services. This is in reference particularly to those big universities which are centers of education and research and contribute significantly to improving the level of educational services provided. (Mahmoud Khalafallah, 2017)

Therefore, the interest of Jordanian private universities has increased to enhance competitiveness and invest all potentials. Under the responsibility of leaders and managers for the failure or success of organizations, the interest in man and his management and guidance and motivation outweighs other matters relating to money, technology and organizational structures, because it is abundant with many concrete capabilities, it is a sea of attitudes, impressions, instincts and motivations that are not seen, and difficult Observing and measuring, therefore, one of the topics related to the human dimension was the issue of empowerment as one of the modern administrative concepts in the third millennium. (Abu Hammour, 2011)

Empowerment means empowering employees and encouraging them to take part and take the right decisions and give them the freedom and confidence to perform their work without direct intervention from the administration. It is mainly concerned with strengthening the relationship between management and employees, helping to motivate and participate in decision-making and breaking the administrative and organizational stagnation between management and staff. It makes attention to the principle of empowerment of workers as an essential element for the success of organizations. (Khasawneh, 2011; Seden, 2008)

Empowerment has become the essence of the administrative creativity of any administrative organization, including the education sector. The management scientists agree that contemporary organizations live in changing and complex circumstances make their need for creativity urgent. So, the managers who administers contemporary administrative organizations must ensure that staff are able to contribute to problem solving, participating in decision-making, generating new ideas and working in the spirit of a single team that is distinguished and serious to reach creativity in the work.

Hence, this study aims at examining the relationship between empowerment and managerial creativity. It clarifies the importance of empowerment to create a creative developmental environment adapted to the needs of our current age, and able to achieve the objectives and meet aspirations.

#### 1.1 Research Problem

The problem of research is the knowledge of the ambiguity facing the employees of the Jordanian private universities, and the great challenge that is reflected in the belief that empowering employees negatively affects and weakens the organization's leadership, especially the difficulties associated with creative behavior. Consequently, this leads to a lack of confidence among the employees, which is reflected in the lack of opportunities to develop themselves, in addition to that, these universities lack a clear vision that enables them to realize the importance of being more flexible and open and the relationship between administrative empowerment and the creative behavior of their employees, So it became imperative to be more flexible and open in response to the sake of compatibility with the requirements that surround them internally and externally.

The researchers have chosen private universities as they constitute, in all their objectives and functions, a major system in the society in which they are located, due to their influential role in the intellectual and cognitive development of the individual to be able to deal with the data of life and thus be reflected It is practical for personal and community benefit.

Mustafa (2004) believes that empowerment works to raise the morale and satisfaction of employees by allowing them to show their abilities and giving them confidence and appreciation from senior management. This job satisfaction is the result of creative thinking and increased performance and speed in dealing with problems. This is because creativity is a key factor for the success and continuity of organizations effectively.

For that reason, the research problem can be expressed by the following question:

What is the relationship between empowerment and achieving administrative creativity of employees in Jordanian private universities?

### **1.2 Research Question**

The problem and its dimensions can be understood by answering the following questions:

- What is the level of implementation of empowerment in Jordanian private universities (incentives, training, delegation of authority, risk tolerance, effective communication)?
- What is the level of administrative creativity (persuasion, fluency, flexibility, risk-taking, sense of problems, originality)?
- What is the relationship between the levels of application of empowerment in supporting administrative creativity in all its components?
- What is the level of difference in the application of empowerment according to the study variables (job title, years of experience, number of supervised individuals, and nature of work)?

### **1.3 Research Objectives**

This study aims mainly at identifying the relationship of empowerment in achieving administrative creativity of employees in Jordanian private universities. The objectives of the study centered on:

- Knowing the level of empowerment implementation in Jordanian private universities that includes (incentives, training, delegation of authority, risk tolerance, effective communication).
- Learning about the level of administrative creativity practice (persuasion, fluency, flexibility, risk-taking, sense of problems, originality).
- Knowing the relationship between the levels of empowerment implementation and supporting administrative creativity with all its components.
- Knowing the level of application of empowerment in different variables of study (job title, years of experience, number of supervised individuals, and nature of work).

### **1.4 The importance of Study**

The importance of the study lies in the following main aspects:

- The importance of the educational sector, because of its direct impact on the life of society and its impact on the Jordanian economy.
- The importance and modernity of the topic of empowerment and the contemporary trend it constitutes that all universities seek due to increasing the competition.
- The importance of this study is reflected to link the relationship between administrative empowerment as an organizational feature and administrative creativity. Thus, this study adopts an integrated approach in its study of the impact of both senior management in universities and empowering employees at the level of creativity.

Based on the objectives, otherwise, this study is trying to measure the following hypothesis:

H1: There is a statistically significant relationship between the level of application of empowerment and administrative creativity with all its components.

H2: The level of application of empowerment varies according to the study variables (job title, years of experience, number of supervised individuals, and nature of work).

### **1.5 Empirical Study**

The applied side in this study included testing hypotheses and questions related to the application of administrative empowerment in private Jordanian universities, as well as testing the relationship between the areas of empowerment.

The fields of empowerment included many variables, which we consider as independent variables, by referring to the literature and previous studies, especially a study (Al-Maani and Arshida, 2009) which are: incentives, training, delegation of authority, taking risks, effective communication. As for the dependent variable, it included the practice of administrative creativity, by referring to the literature and previous studies, especially the study (Abu Hammour, 2011) and (Al-Barqi, 2010) namely: (persuasion, fluency, flexibility, risk-taking, sense of problems, originality), and figure no. 1 will illustrate the independent and dependent variable.

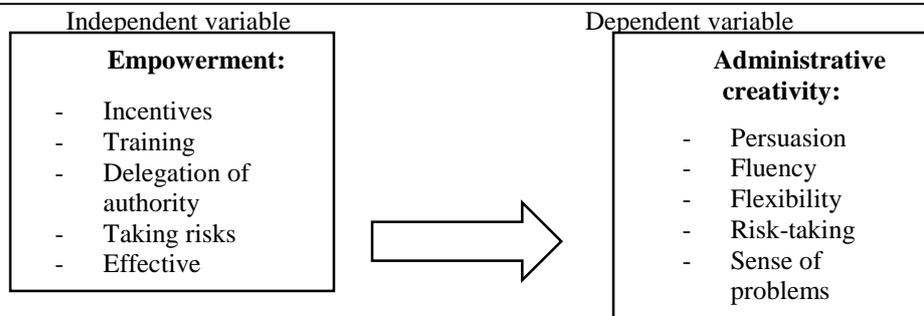


Figure 1: study model

## 2. Literature Review

### 2.1 Administrative Empowerment

It is necessary to know that there are different opinions about the definition of empowerment. On one hand, it is mostly agreed that empowerment is centered on giving employees greater authority and freedom in the specific job that the employee performs according to the description for that job. On the other hand, the human element is one of the fundamentals of the organization. Therefore, any organization seeks to advance for the better and achieving goals, it must preserve this important element and give it part of the delegation of powers and decision-making without directing the administration to it. The purpose of empowering the employee is to provide conditions to allow all employees to contribute the maximum Their energy in continuous improvement efforts and this means more than just empowerment, and perhaps this is what some have argued that empowerment it has the decisive role in the success or failure of the organization whose quality is sought (Bedir et al., 2015).

The empowerment of others is not doing things based on static laws so that the empowered people see the laws as flexible means to achieve the goals and objectives of the institution. But the traditional bureaucratic director views laws as both a goal and a means together. Therefore, regarding the bureaucracy curbs innovation and independent thinking. But empowerment frees the individual from strict supervision, rigid instructions, and specific policies. It may give him freedom to take responsibility for the actions that will undertake. This can free the individual's potential and his inherent talents that will inevitably remain inactive in turn. It may also be exploited under rigid bureaucracy and authoritarian administrations.

There is a description of empowerment as a state of mind (Bowen and Lawler, 1995; Berry, 1995) to the extent that the employee who possesses this state of mind will possess the following characteristics that we can call as the characteristics of the state of empowerment. It includes:

1. A sense of control over their work performance significantly.
2. An awareness and a sense of the complete framework (the works and things that revolve in the particular work that employee does).
3. Accountability and responsibility for the results of the employee's business.
4. Participation in taking responsibility for the performance of the unit, department, and even the institution in which they work.
5. What contributes to clarifying the importance of empowerment more, is to see that empowerment gives the individual more appropriate responsibility to do what is responsible for him (i.e., giving the person closest to the problem a complete responsibility and freedom to dispose of the problem because he is the closest and most contacted person and influences his problem). (Rafiq and Ahmed, 1998).

### 2.2 Administrative Creativity

There are different definitions mentioned by the scholars which have multiplied to define the meaning of creativity. This is in respect to Guthrie and Bunn, 2008 who define the creativity as Introducing new ideas and methods and bringing about change. Bessant and Tidd, 2009 define it as a process of transforming opportunity into a new idea in a creative framework. Furthermore, The Organization for Economic Cooperation and Development defined it as the sum of the scientific, technical, commercial, and financial steps necessary for the successful development and marketing of new or improved industrial products. It also considered it as the use of new or improved methods, processes, or equipment. It can be considered as the introduction of a new method in social service, not Research and development is only one of these steps. (ASCO, 2002).

Through the above definitions, creativity can be considered as the application of new ideas that lead to a noticeable improvement in work performance, management methods, organization, and job satisfaction within the organization in a way that aims to make a positive and successful impact on the performance and results of the organization.

Administrative creativity refers to the ability of persuading, flexibility, and take a spirit of risk, and to follow the scientific methodology in thinking and solving problems (Al-Maani and Rachida, 2009), whereas (Ramadan, 2009) defined administrative creativity as a set of practices carried out by some members of the institution and related to aspects of the administrative process in it from planning Organizing, communicating, leading and making decisions, in order to create a distinct organizational climate.

### 2.3 Characteristics of administrative creativity

According to Khasawneh, 2011 the most important characteristics of creativity can be listed in the following points:

- Creativity is a tangible product, process, or procedure within an organization.

- Creativity must represent something new for the applied community (working group, management of the organization as a whole) even if it is not new for the individuals who implement it.
- Creativity must be something intended, not accidental.
- Creativity should aim to benefit the organization.
- Creativity must be general in its effects and benefits

### **2.3.1 Creative capabilities and features**

Studies collect in this regard that the characteristics of the creative person that distinguish the behavior of the creative employee from others are represented by a set of features, the most important of which are the following:

**Originality:** It is the ability to come up with new ideas that are rare and useful and not related to the repetition of previous ideas, which are uncommon and far-reaching production, and a number of researchers agree that originality is the "ability to produce authentic responses means a few repetitions in the statistical sense within the group to which the individual belongs, that is, the less popular an idea is the more authentic it becomes (Sherbini and Sadiq, 2002). Originality has three main aspects:

- Uncommon response (the ability to produce rare ideas).
- Remote response (the ability to report indirect distant implications).
- Skilled Response (the ability to produce skill-judged responses) and this aspect is a new touchstone of originality.

**Fluency** means a person's ability to produce a large number of ideas, exceeding the general average, within a specific period of time. It is said that fluency is the bank of creative ability. (Therefore, it is likely that the creative person is characterized by fluency in thinking, and fluency is determined within the limits of the amount of his size by the number of responses and the speed of their issuance (Al-Suwaidan and Al-Adlouni, 2002).

**Flexibility:** It is the ability to take and think in different ways or with a different classification rather than the regular classification, and look at the problem from different dimensions, which is the degree of ease with which a person changes a certain position or point of view, and does not intolerance to ideas, as it means looking at things from Several angles. (Al-Surur, 2002).

**Sensitivity to problems:** It means awareness of the existence of problems, needs or elements of weakness in the environment or the situation, and this means that some individuals are faster than others in noticing the problem and verifying its presence in the situation. There is no doubt that discovering the problem represents a first step in the process of searching for a solution. In association to this ability is to observe unusual things in a person's surroundings, or to re-employ them and raise questions around them. And there is no doubt that people who are more sensitive to perceiving deficiencies in different situations increase their opportunity to go into research, and therefore the possibility will increase in front of them towards creativity (Jarwan, 2002).

**The spirit of risk:** It is the extent of the individual's courage to expose himself to failure or criticism, to make guesses, to work under mysterious circumstances, and to defend his own thoughts. It also means taking the lead in adopting new ideas and methods and looking for solutions to them, at the same time that the individual is able to bear the risks resulting from the actions he performs, and is prepared to face the responsibilities that result from that, and in the field of administrative work the promising managers are aware of the importance of an element The risk in investing the creative energies of workers and improving the organizational climate, and aware of the need for workers to help and support to overcome hesitation in bearing the effects of the risk, which leads them to develop systems and rewards that encourage them to accept the risk and bear its results (Al-Shammari, 2002).

**Persuasion:** It is the employee's ability to persuade others and take advantage of their ideas to enhance his outlook (Abu Hammour, 2011).

### **2.4 Previous Studies**

A study (Hatem Alkarbouli, 2019) entitled (The Role of Administrative Empowerment in Promoting Creative Behavior) aims to identify the administrative empowerment level with all its aspects (the communication, information sharing, motive, training and teamwork), in addition there is creative behavior in Directorate General of Education Anbar, the study sample included(60) employees, the researcher used descriptive analysis approach, the search tool was Questionnaire, the results showed that according to senior management of Directorate General of Education Anbar the administrative empowerment exercising has an arithmetic mean (2.48) which is a medium value; whereas the creative behavior has an arithmetic mean (2.36) and this refers that it is also medium in rate. The results also showed that there is positive relation at the statistical function on level (0.01), at this rate the strongest relation between creative behavior after giving motive it increased to (0.726), the results also revealed that there is an effect of role of administrative empowerment on creative behavior and the strongest one was the one that had motive with it which its value reached (0.519). In accordance with the results the researcher recommended taking care of functional abilities and potential and giving the employees the chance in decision making and this helps enhancing the reputation of the organization and the second recommendation is overlooking the personal side and focusing on teamwork through sharing and communication and this leads to functional stability then to a trust between to senior management and the employees.

According to the study (Eder and Sawyer, 2008) entitled (Creativity at Work: Choosing Administrative Creativity for Employees), it aimed to determine the level of administrative creativity of employees in the Marine Industries Company in the American capital, in addition to determining whether there were statistically significant differences between the level of creativity and experience variable. The sample of the study consisted of (161) employees, and the results indicated that there is a high level of administrative creativity for employees and the results showed differences in the level of creativity attributable to experience.

A study (Potts, 2009) entitled (lack of creativity in public services: failure and waste) aimed to determine the reality of creativity in the Australian government sector. The study made a comparison between the degree in the public and private sector, and the study showed that the reality of creativity in the public sector is less compared to the level of creativity in the private sector, and the study showed that one of the most prominent reasons for the low level of creativity in the public sector is due to lack of efficiency in public administration, high level of waste and ill Management of public services such as health and others, in addition to a decrease in the degree of transparency and accountability.

A study (Al-Hamouri and Al-Saud, 2010) entitled (the degree of job empowerment among academic leaders in the official Jordanian universities and their relationship to the motivation of achievement for them), the study aimed to determine the degree of job empowerment among academic leaders in the official Jordanian universities and explain their relationship to the motivation of achievement for them.

The study sample consisted of 116 individuals who were chosen by the random class method. It finds that the academic leaders have an average degree of empowerment, as well as a large degree of motivation, and the presence of a positive correlation between the degree of empowerment and the level of achievement motivation.

A study (Al-Okdah, 2011) entitled (job empowerment and its relationship to performance among educational supervisors in Jordan), the study aimed to know about job empowerment and its relationship to performance among educational supervisors in Jordan, and the study community is composed of all supervisors, managers, and teachers of education directorates of the Governorate of (Jerash, Aqaba, and Salt) the study finds that the level of job empowerment among supervisors comes in a medium degree, and that the level of job performance for supervisors comes with a high degree.

A study (Khalil, 2012) entitled (Empowerment and its impact on the level of performance of workers in the centers of Jordanian government ministries from the point of view of the workers) which aimed to identify the level of application of empowerment and its impact on the level of performance of workers in the centers of Jordanian government ministries from the viewpoint of workers in them, In addition to identifying the effect of applying administrative empowerment on the level of performance of workers in the centers of Jordanian government ministries, the study finds that there is an average level of empowerment practice with its different dimensions among workers in the centers of the various Jordanian government ministries.

AL- Magableh, (2014) study (The Administrative Empowerment and its Relationship with the Innovative Behavior among the Head / Coordinators of the Academic Department at the Faculty of Science and Arts, Najran University), This study aimed to identify the degree of administrative empowerment as well as creative behavior among the head and coordinators of the academic department In the College of sciences and Arts from the point of view of the faculty members, the researcher designed a questionnaire to measure the degree of empowerment and the degree of creative behavior between the head and coordinators of the department. The sample of the study consisted of (120) male and (44) female faculty members. The point is that there is an intermediate degree between managerial empowerment and creative behavior between the head of department and the coordinator.

Through reviewing previous studies, it turns out that there is a group of research that focus on creativity separately (Eder and Sawyer, 2008, Potts, 2009), and the presence of a group that focus on empowerment but by linking it to other factors such as performance (Al-Hamouri and Al-Saud, 2010 Al-Aqdah, 2011, Khalil , 2012), and consequently, there are no studies - within the limits of the two researchers' knowledge - that directly searches the relationship of administrative empowerment with creativity behavior from the viewpoint of workers in Jordanian private universities, so this study tried to employ what came in previous studies to achieve the goal of this research . It may also have positive repercussions on the administrative field, and in the development and continuation of educational organizations in light of competitive and technological changes.

### **3. Research Methodology**

**3.1 Study Design** In this study, the researchers relied on the descriptive analytical method, due to the compatibility of this method with the objectives of the study. A questionnaire was designed by the researchers and distributed to the heads of departments in Jordanian private universities.

#### **3.2 Study Population and Sample**

The study population consists of (16) private Jordanian universities. As for the sample, a random stratified sample was taken at 35% of the teaching staff and administrators in each university and at the level of each department and college so that the sample in its entirety is representative of the study community and the questionnaire has been distributed to departments and divisions at middle management in Jordanian private universities, and the researchers were able to obtain (150) questionnaires valid for the analysis purposes out of (230) questionnaires with a retrieval rate of (65%).

#### **3.3 Data Collection Methods**

The study relied on two methods to obtain the necessary data:

- a- Secondary sources, where books, periodicals, reports, research, published and unpublished thesis, in addition the specialized websites.
- b- Primary sources, where the primary data was collected through the development of a questionnaire, based on a review of the literature and the results of previous studies. This questionnaire included all dimensions that were used to measure the variables.

#### **3.4 Data analysis**

The Statistical Package for Social Sciences (SPSS) was used in data analysis in this study and descriptive statistical methods were used in general to obtain percentages, frequencies, averages, and standard deviations. One Sample t-test and ANOVA was used.

**3.5 Reliability of tool**

Each variable is divided into a number of measurable dimensions, then measured through a number of standard phrases. The model was also presented to a group of specialists in the field of business administration and scientific research, in addition to some heads of department, to ensure that the model covered the topic of the study completely and understandable to all, and the model was modified and developed based on the observations and suggestions of specialists who evaluated the model.

**3.6 Validity of tool**

The stability of the tool was confirmed by finding the values of the stability and internal consistency factors for each field of the study instrument (Alpha Cronbach), and these values were considered appropriate and acceptable for the purposes of this study, and table no. (1) Shows the stability parameters for each of the questionnaire sections.

Table 1: Alpha Cronbach values for each section of the study tool

Questionnaire sections	Dimensions	No. of item	Stability coefficient values	
			Pearson	Alpha
<b>Empowerment application</b>	Incentives	3	0.92	0.91
	Training	6	0.86	0.89
	Delegation of authority	6	0.87	0.89
	Risk tolerance	4	0.91	0.87
	Effective communication	6	0.89	0.91
	<b>Total</b>	<b>25</b>	<b>0.94</b>	<b>0.92</b>
<b>Creativity practice</b>	Persuasion	2	0.90	0.88
	Fluency	2	0.88	0.85
	Flexibility	2	0.83	0.80
	Risk-taking	2	0.86	0.89
	Sense of problems	2	0.87	0.89
	<b>Total</b>	<b>12</b>	<b>0.92</b>	<b>0.89</b>

**4. Analysis and Discussion**

Table 2: Demographic Data

The variable	Category	Frequency	Percentage
<b>Gender</b>	Male	107	71.3
	Female	43	28.7
<b>Age</b>	21- 30	44	29.3
	31 – 40	63	42.0
	41-50	22	14.7
	51 and above	21	14.0
<b>Qualification</b>	High school and less diploma	13	8.7
	BA	15	10.0
	M.A.	17	11.3
	Ph.D.	19	12.7
		86	57.3
<b>Job title</b>	Director	9	6.0
	dean	10	6.7
	Head of Department	24	16.0
	Assistant Head	15	10.0
	Faculty member	92	61.3
<b>Year of experience</b>	Less than a year	4	2.7
	From 1-3	14	9.3
	More than 3-7	82	54.7
	More than 7-10	46	30.7
	More than 10 years	4	2.7
<b>Number of supervised employees</b>	Less than 20 employees	67	44.7
	21 - 40 employees	41	27.3
	41-60 employees	18	12.0
	More than 60 employees	24	16.0

<i>Nature of work</i>	Admin	58	38.7
	Instructor	92	61.3

Table (2) shows that majority of the study sample are male with a percentage of (71.3%), while the percentage of females reached (28.7%). In respect to the age variable, the highest percentage is (42.0%) of the age group (31-40) While the lowest percentage is (14%) for the age group (51 and over). But with reference to the variable of the educational qualification, the highest percentage is (57.3%) of the educational qualification (Ph.D.) while the lowest percentage is (8.7%) of the educational qualification (general secondary and lower), and for the job title the highest percentage is (61.3%) of the job title (faculty member), while the lowest percentage is (6.0%) of the job title (director).

The highest percentage of the variable years of experience is (54.7%) for the category (more than 3-7), while the lowest percentage is (2.7%) for the two categories (less than a year and more than 10 years) and regarding to the variable the number of supervised individuals has reached the highest percentage of (44.7%) for the category (less than twenty employees), while the lowest percentage is (12.0%) for the category (41-60 employees). Finally, regarding the variable of the nature of work, the highest percentage is (61.3%) of the nature of work (instructor) reached, while the lowest percentage is (38.7%) of the nature of work (administrative).

#### 4.1 Analyzing the questions

**First question: What is the level of implementation of empowerment in Jordanian private universities (incentives, training, delegation of authority, risk tolerance, effective communication)?**

To answer the first question of the study, averages and standard deviations were extracted for each dimension of the levels of application of administrative empowerment (incentives, training, delegation of authority, risk tolerance, effective communication), Table (3) illustrates that.

Table 3: Average and standard deviation for dimensions of application of administrative empowerment

<i>No.</i>	<i>Dimension</i>	<i>Average</i>	<i>Standard Deviation</i>	<i>Degree</i>
2	Training	3.9922	.55136	High
4	Taking risks	2.6717	.65098	Medium
5	Effective communication	2.6244	.54485	Medium
1	Incentives	2.2533	.33818	Low
3	Delegation of authority	2.1778	.32807	Low
	<b>The level of administrative empowerment implementation</b>	<b>2.8535</b>	<b>.43022</b>	<b>Medium</b>

Table (3) shows that the highest averages for the level of application of administrative empowerment in Jordanian universities came to (training) with average (3.99) and a standard deviation (0.55) with a high degree, then it came (taking risks) with average (2.67) and a standard deviation (0.65) with a medium degree, and (effective communication) with average (2.62) and a standard deviation (0.54), then came (incentives) with average (2.25) With a standard deviation (0.33) with low degree, and finally (delegation of authority) obtained a minimum average with (2.17) and a standard deviation (0.32) with a low degree.

The total of the dimensions of the levels of application of administrative empowerment reached (2.85), which is a medium average. To reveal the level of application of administrative empowerment, one sample t-test was used. Table (4) illustrates that.

Table 4: One sample t-test result for application of administrative empowerment level

	<i>No.</i>	<i>Average</i>	<i>S.D.</i>	<i>Freedom degree</i>	<i>T value</i>	<i>Sig.</i>
<i>The level of application of administrative empowerment in Jordanian private universities</i>	150	2.85	0.43	149	4.170	0.00

Table (4) illustrates that the value (t) for the level of application of administrative empowerment in Jordanian private universities was (4.170) with a statistical significance (0.000) which is a statistically significant value at the level of significance ( $\alpha = 0.05$ ) and indicates the existence of an application of administrative empowerment in Jordanian private universities at high levels according to the dimensions of administrative empowerment (incentives, training, delegation of authority, risk tolerance, effective communication).

This result indicates that there is a positive indicator on the application of administrative empowerment which requires the availability of support from senior management. Therefore, a greater opportunity for the success of administrative empowerment, wherever administrative empowerment finds the organizational culture supporting it and the correct information is available on empowerment and its chances of success. The advantages can be achieved for the institution and the individual, and the factors help its success, whenever there is sufficient desire to adopt in the educational sector.

**Second question: What is the level of practicing administrative creativity (persuasion, fluency, flexibility, risk-taking, sense of problems, originality)?**

To answer the second question of the study, averages and standard deviations were extracted for each dimension for practice of administrative creativity (persuasion, fluency, flexibility, risk-taking, sense of problems, originality), Table (5) illustrates that.

Table 5: Average and standard deviation for administrative creativity dimensions

No.	Dimension	Average	S. D.	Degree
	Persuasion	2.78	0.79	Medium
	Fluency	2.89	0.80	Medium
	Flexibility	2.20	0.67	Low
	The spirit of risk	2.61	0.69	Medium
	The sense of problems	3.40	1.07	High
	Originality	2.81	0.75	Medium
	<b>The practice of administrative creativity</b>	2.76	0.43	Medium

From table (5) shows that the highest average for levels of administrative creativity practice were for the dimension (sense of problems) with average (3.41) and a standard deviation (1.07) with a high degree. Then the dimension (fluency) comes with average (2.89) and a standard deviation (0.80) by a medium degree. The dimension (originality) with average (2.81) and a standard deviation (0.75) by a medium degree, then the dimension (persuasion) with average (2.78) and a standard deviation (0.79), and the dimension (risk-taking) with average (2.61) and standard deviation (0.69), with a medium degree. Finally (flexibility), with average value reached (2.20) and standard deviation (0.67).

The total number of levels of administrative creativity practice was (2.76), which is an average, and to reveal the level of administrative creativity practice in Jordanian private universities, one sample t-test was used. Table (6) illustrates that.

Table 6: One sample t-test result for level of administrative creativity

	No.	Average	S.D.	Freedom degree	T value	Sig.
<i>The level of administrative creativity practice</i>	150	2.76	0.435	149	6.52	0.00

Shown in Table (6) that the value of (t) to the level of practicing administrative creativity in the Jordanian private universities, amounted to (6.521) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha= 0.05$ ) indicates the presence of the practice of administrative creativity in Jordanian private universities, with high levels depending on the dimensions of administrative creativity (persuasion, fluency, flexibility, the spirit of risk-taking, sense of problems, originality).

From the results, it can be concluded that the work of the staff in Jordanian private universities is determined by the rules and laws of the universities, and by the limits of their control, compliance with regulations and laws takes priority. Therefore, need more flexibility, understanding and support from senior management to obtain creative ideas capable of improving the performance of universities and increasing their competitiveness.

#### 4.2 Analysis of Hypotheses

**H1: there is an impact on the level of application of empowerment in supporting administrative creativity in all its components.**

In response to the first hypothesis of the study, the variance analysis test (ANOVA) was used to detect the effect of the level of application of empowerment in supporting administrative creativity in all its components. Table 7 shows this.

Table 7: Variance test results (ANOVA)

Dimension		Sum of squares	Freedom degree	AVE	f-value	Sig.
<i>Persuasion</i>	Inside group	86.08	69	1.24	11.53	0.00
	Outside group	8.65	80	0.11		
	<b>Total</b>	94.67	149			
<i>Fluency</i>	Inside group	94.31	69	1.36	82.01	0.00
	Outside group	1.33	80	0.02		
	<b>Total</b>	95.64	149			
<i>Flexibility</i>	Inside group	66.02	69	0.95	30.31	0.00
	Outside group	2.52	80	0.03		
	<b>Total</b>	68.54	149			
<i>The spirit of risk</i>	Inside group	66.10	69	0.95	15.03	0.00
	Outside group	5.10	80	0.06		
	<b>Total</b>	71.20	149			
<i>The sense of problems</i>	Inside group	152.89	69	2.21	9.35	0.00
	Outside group	18.95	80	0.23		
	<b>Total</b>	171.84	149			

<i>Originality</i>	Outside group					
	<b>Total</b>	171.84	149			
	Inside group	75.22	69	1.09	9.57	0.00
	Outside	9.10	80	0.11		
<i>Implementing administrative creativity</i>	group					
	<b>Total</b>	28.20	149			
	Inside group	26.72	69	0.38	20.88	0.00
	Outside	1.48	80	0.02		
	group					
	<b>Total</b>	28.20	149			

Table 7 shows the following:

1. That the value of (f) the dimension of persuasion amounted to (11.530) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ) which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity on the dimension persuasion.
2. That the value of (f) dimension of fluency is reached (82.013) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ) which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity for the dimension fluency.
3. The value of (f) dimension of flexibility is reached (30.316) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ), which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity for the dimension flexibility.
4. The value of (f) the risk dimension was 15.029 and a statistical indication (0.000), which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ), which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity for the dimension risk-taking
5. That the value of (f) dimension sense of problems amounted to (9.350) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ) that indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity on the dimension sense of problems.
6. That the value of (f) dimension of originality amounted to (9.579) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ) which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity on the originality dimension.
7. That the value of (f) to practice administrative creativity reached (20.888) and to ensure statistical amounted to (0.000) which is a value statistically significant at  $\alpha$  level ( $\alpha = 0.05$ ) which indicates the presence of the impact is statistically significant to the level of application of the practice in support of the administrative creativity of all its components.

This result indicates that the development of the creative and innovative side of employees is through empowering them within the work, to motivate them and push them to make the utmost effort and achieve a high level of performance and reach the desired creativity, where the presence of a high level of empowerment practice is one of the most important factors that help universities to develop Creativity.

## **H2: The level of application of empowerment varies according to the study variables (job title, years of experience, number of supervised individuals, and nature of work).**

To answer the second hypothesis of the study, the averages, and standard deviations of the study variables (job title, years of experience, number of individuals supervised, and nature of work) have been extracted. Table 8 shows that.

Table 8: Average and standard deviation results for the variables

<i>Variables</i>	<i>Items</i>	<i>No.</i>	<i>Average</i>	<i>S.D.</i>
<i>Job title</i>	Manager	9	2.88	0.637
	Dean	10	2.77	0.503
	Head of Dept.	24	2.93	0.487
	Assistant head	15	2.97	0.377
	Faculty member	92	2.81	0.392
<i>Years of experience</i>	Less than one year	4	2.705	0.305
	From 1-3	14	2.944	0.356
	More than 3-7	82	2.852	0.415
	More than 7-10	46	2.871	0.476
	More than 10 years	4	2.501	0.488
<i>Number of individuals supervised</i>	Less than 20 employees	67	2.873	0.483
	21-40 employees	41	2.822	0.399
	41-60 employees	18	2.832	0.303
	More than 60 employees	24	2.868	0.422

<b>Nature of work</b>	Admin	58	2.862	0.491
	Instructor	92	2.848	0.389

Table (8) shows that there are simple apparent differences between the study variables. To detect these differences, an ANOVA analysis was used. Table (9) illustrates that.

Table 9: Variance test results (ANOVA)

<b>Dimension</b>		<b>Sum of squares</b>	<b>Freedom degree</b>	<b>AVE</b>	<b>f-value</b>	<b>Sig.</b>
<b>Job title</b>	Inside group	143.06	69	2.07	1.823	0.005
	Outside group	91.00	80	1.138		
	<b>Total</b>	234.06	149			
<b>Years of experience</b>	Inside group	50.28	69	0.729	1.671	0.014
	Outside group	34.88	80	0.436		
	<b>Total</b>	85.17	149			
<b>Number of individuals supervised</b>	Inside group	87.86	69	1.273	1.094	0.348
	Outside group	93.12	80	1.164		
	<b>Total</b>	180.99	149			
<b>Nature of work</b>	Inside group	17.62	69	0.255	1.139	0.287
	Outside group	17.94	80	0.224		
	<b>Total</b>	35.57	149			

Table 9 shows the following:

1. That value of (F) for the job title variable is (1.823) and with a statistical significance of (0.005) which is a statistically significant value at the level of significance ( $\alpha = 0.05$ ). It indicates the presence of an effect of the job title on the level of application of empowerment and in favor of a major assistant where the average reached (2.97), whereas the mean for the name of the dean is (2.77) in administrative private Jordanian universities.
2. The value of (F) of the variable years of experience amounted to (1.671) and with a statistical significance of (0.014) which is a statistically significant value at the level of significance ( $\alpha = 0.05$ ) which indicates the presence of an effect of years of experience on the level of application of empowerment and in favor of years of experience (1-3 With an average score of (2.94), while the average for years of experience (more than 10 years) is (2.50) in administrative Jordanian private universities.
3. value of (F) for the variable the number of supervised individuals reached (1,094) and with a statistical significance of (0.348) which is not statistically significant at the level of significance ( $\alpha = 0.05$ ) which indicates that there is no effect of the number of supervised individuals on the level of administrative empowerment implementation In Jordanian private universities.
4. Value of (F) for the variable nature of work (1.139), with a statistical significance of (0.287), which is not statistically significant at the level of significance ( $\alpha = 0.05$ ), which indicates that there is no effect of the nature of work on the level of application of administrative empowerment in Jordanian private universities.

## 5. Findings

This section contains the findings of the study:

- 1- There is an application and an average degree for the application of administrative empowerment with value (2.85), and the components of empowerment were in descending order (training with an average of (3.99), taking risks with an average of (2.67), effective communication with an average of (2.62), incentives with an average (2.25), and finally the delegation of authority with an average of (2.17).
- 2- There is an application and an average degree for the application of administrative creativity with an average of (2.67) and its components were in descending order (sensitivity to problems with an average of (3.41), fluency with an average of (2.89), originality with an average of (2.81), persuasion with an average of (2.78). The spirit of risk-taking with an average (2.61). Finally, the flexibility, with the lowest average (2.20).
- 3- The results showed that there is an effect of the level of application of empowerment in administrative creativity with all its components, and therefore the development of the creative and innovative side of employees is through empowering them within the work, to motivate them and push them to make the maximum possible effort and achieve a high level of performance and access to creativity, where there is a high level practice of empowerment is one of the most important factors that help universities develop creativity in them.
- 4- The results indicated that there is an effect of the job title on the level of empowerment implementation and for the interest of the assistant president, where the average reached (2.97), while the average of the name of the dean (2.77) in Jordanian private universities, and the results showed an effect of years of experience on the level of empowerment and interest years of experience (1-3) with an average (2.94).
- 5- While there is no effect of the two variables (the scope of supervision) the number of supervised individuals, and the variable of the nature of work at the level of implementation of empowerment in private Jordanian universities.

## 6. Study Recommendations

---

Considering the previous results, the study concluded a set of recommendations, the most important of which are:

- 1- Promote empowerment and activation through appropriate training, enhance risk-tolerance, spread effective communication, and delegate authority among administrative levels.
- 2- Setting a system for material and moral incentives to spread awareness, knowledge and reward the creative worker.
- 3- Holding specialized workshops and discussion panels on (empowerment and creativity) at the level of the educational sector.
- 4- Applying the new methods, because this matter is extremely important to creativity, and not being afraid of applying the methods those have a large percentage of risk.
- 5- Establishing a bank of ideas or running an incubator for creativity that is responsible for supporting and encouraging distinguished creators.
- 6- Working to decentralize, delegate authority, and subordinate participation in decision-making.
- 7- Create a work environment to support empowerment, by adopting cooperation and coordination between departments, divisions, groups and individuals, exchanging information and improving communications, in order to avoid individual conflicts and competitions.
- 8- Private universities should pay attention to the category of experience of (1-3) years, due to the presence of high potentials that need investment.
- 9- Conducting future studies to compare public universities to the private sector in this area.

### References

1. Abdel Halim, Ahmed, and Ababneh, Raed. "The role of delegation and transparency in the practice of administrative creativity in the public sector in Jordan." *University of Sharjah Journal of Humanities and Social Sciences* 6.1 (2009).
2. Abu Hamour, Annan. "Management by objectives and its impact on administrative creativity in the Jordanian government sector from the point of view of middle management managers in ministerial centers." *Yarmouk Research* 27.2A (2011).
3. Akroush, Mamoun Nadim and Shaheer, Nadim. *New Product Development*. Wael Publishing House, 2004.
4. Al-Balushi, Ali Muhammad "The level of administrative empowerment among faculty members of police colleges in the United Arab Emirates and their relationship to their job satisfaction". Unpublished PhD thesis, Yarmouk University, 2008.
5. Al-Barqi, Ahmed "Organizational Characteristics and its Impact on Administrative Creativity among Employees in Governmental Agencies: A Field Study on Jeddah Traffic Department Administration". Unpublished Master Thesis, Umm Al-Qura University, 2008.
6. Al-Hammouri, Amara, and Al-Saud, R. "The degree of job empowerment among academic leaders in the official Jordanian universities and their relationship to the achievement motivation they have." *Muta'a for Research and Studies* 25.7 (2010).
7. Al-Jabari, Annan. "The role of administrative creativity in improving job performance in local community bodies, an applied study on Hebron electricity". Unpublished Master Thesis, University of Hebron, 2010.
8. Al-Maani, Ayman, and Rashida, Abdel-Hakim. "Administrative Empowerment at the University of Jordan." *Jordanian Journal of Business Administration* 5.2 (2009).
9. Al-Magableh, M., and Abedalqader Mohammed Otoum. "The administrative empowerment and its relationship with the innovative behavior among the head/coordinators of the academic department at the Faculty of Science and Arts, Sharurah-Najran University." *International Research in Education* 2.2 (2014): 83-106.
10. Al-Surur, Nadia. "Introduction to Creativity." Wael Printing and Publishing House, 2002.
11. Al-Nefaie, Dhaif Allah. "Obstacles to Administrative Creativity in Governmental Organs in the City of Riyadh in the Kingdom of Saudi Arabia: An Exploratory Study." *Scientific Publishing Council, Kuwait* 31. (2005): 116.
12. Al Shobaki, Mazen J., Samy S. Abu Naser, and Tarek M. Ammar. "The Degree of Administrative Transparency in the Palestinian Higher Educational Institutions." *International Journal of Engineering and Information Systems (IJEAIS)* 1.2 (2017): 15-32.
13. Al-Suwaiti, Ismail. "The reality of administrative creativity in banks operating in the West Bank." a scientific conference: *Business Organization Management*. Private Applied Science University, Amman, 2009.
14. Al-Taiti, Muhammad. *Developing the capabilities of creative thinking*. Maseerah Publishing and Distribution, 2001.
15. Al-Tamimi, Iyad, and Al-Khshali, Shaker. "The Creative Behavior of Managers and its Impact on Competitive Advantage: A Field Study in Jordanian Food Industries Companies." *Al-Basayer Journal* 8.2 (2004).
16. Badir, Ramez, Faris, Muhammad and Afana, Hassan. "Administrative Empowerment and its Relation to the Effectiveness of Work Teams in International NGOs Operating in the Gaza Strip." *The Islamic University Journal for Economic and Administrative Studies* 23.1 (2015).
17. Bessant, John, and Joe Tidd. *Innovation and entrepreneurship*. John Wiley & Sons, 2007.

18. Bowen, David E., and Edward E. Lawler. *Empowering service employees*. Cambridge, MA: MIT press, 1995.
19. Bowen, David E., and Edward E. Lawler III. "The empowerment of service workers: What, why, how, and when." *Managing innovation and change* 33 (2006): 155-169.
20. Eder, P., and J. Sawyer. "The power to be creative at work: Examining the componential model of employee creativity." *Eastern Academy of Management Annual Conference in Washington DC*. 2008.
21. Ghadi, Mohammed Yasin, and Khaled Salameh Almanaga'h. "The role of job crafting in the relationship between empowering leadership and happiness at work: an empirical analysis." *Business: Theory and Practice* 21.1 (2020): 244-251.
22. Gharaibeh, Khaled. "Administrative knowledge and its impact on administrative creativity among administrative supervisors in Jordanian public joint-stock companies in the South Region." Unpublished Master Thesis, Mu'tah University, Karak, Jordan (2003).
23. Guthrie, Robert, and Anna Bunn. "A Change for the Better?: Innovation, Workplace Change and Employers' Liability." *Legal Issues in Business* 10 (2008): 3-14.
24. Hatem, Alkarbouli. "The Role of Administrative Empowerment in Promoting Creative Behavior: An exploratory Study of a Sample of Top Management on the General Directorate of Education of Anbar Province." *AL-Anbar University journal of Economic and Administration Sciences* 11.24 (2019): 265-293.
25. Ibrahim, Abdul Sattar. "Creativity, its Issues and Applications". The Anglo Egyptian Library, Cairo (2002).
26. Rafiq, Mohammed, and Pervaiz K. Ahmed. "A customer-oriented framework for empowering service employees." *Journal of Services Marketing* (1998).
27. Jarwan, Fathi Abdel Rahman. "Creativity". Amman: Dar Al-Fikr for printing, publishing and distribution, 2002.
28. Khalil, Nancy. "Empowerment and its impact on the level of performance of workers in the centers of Jordanian government ministries from the viewpoint of workers." unpublished master's thesis. Yarmouk University, 2012.
29. Khasawneh, Akef. "Creativity and Innovation Management in Business Organizations". Dar Al-Hamid for Publishing and Distribution, Amman (2011).
30. Mahmoud Khalafallah. "Administrative empowerment and its relationship to creative behavior among secondary school principals in Palestine." *The Educational Journal* 123.31 (2017): 253-301.
31. Mavrinac, Mary Ann. "Transformational leadership: Peer mentoring as a values-based learning process." *portal: Libraries and the Academy* 5.3 (2005): 391-404.
32. Mustafa, Ahmed Sayed. "Empowering employees with distinctive features and benchmarks." 14<sup>th</sup> International Conference on Training and Development, Cairo, 20-22 April (2004).
33. Okdah, Muhammad. "Job empowerment and its relationship to performance among educational supervisors in Jordan". Unpublished doctoral thesis. Yarmouk University, Jordan (2011).
34. Potts, Jason. "The innovation deficit in public services: The curious problem of too much efficiency and not enough waste and failure." *Innovation* 11.1 (2009): 34-43.
35. Ramadan, Adel. "A suggested model for developing creative managerial practice among administrative leaders in light of perceptions of faculty members in Kuwaiti higher education institutions". Unpublished master's thesis, Yarmouk University, Irbid, Jordan (2009).
36. Shammari, Fahid Ayed. "The Creative Portal for Crisis and Disaster Management." Najd Trading Company. Riyadh (2002).
37. Seden, Janet. "Innovation still needed? Service user participation in social care services and practice-led management." *The Innovation Journal: The Public Sector Innovation Journal* 13.1 (2008): 5.
38. Sherbiny, Zakaria, and Sadiq, Yousrya. "Children at the Top: Talent - Mental Excellence – Creativity." Dar Al-Fikr Al-Arabi. Cairo (2002).
39. Suwaidan, Tariq Muhammad, and Al Alouni, Muhammad Akram. "Principles of Creativity." Cordoba for publication and distribution. Riyadh (2004).
40. Taamna, Muhammad, and Younis, Sharif. "Creativity: its Constituents and Constraints: A Study of the Views of a Sample of Administrative Leadership in an Arab Framework." *The second Arab Conference in Management, the Arab Organization for Administrative Development* (2001).
41. Teofilovic, N. "The reality of innovation in government." *Innovation Journal* 7.3 (2002): 1-22.
42. Tierney, Pamela, and Steven M. Farmer. "Creativity in workplace: The Pygmalion process and employee creativity." *Journal of Management* 30.3 (2004): 413-432.
43. The Economic and Social Commission for Western Asia (ESCO). "The ability of small and medium industrial enterprises to innovate in selected countries of the ESCWA region", United Nations, New York (2002).
44. Bell, Chip R. "The service edge: 101 companies that profit from customer care, by Ron Zemke with Dick Schaaf.(1989). New York: New American Library. 584 pp., (1990): 101-104.