



## **Administrative Empowerment at Egyptian Universities: Field Study at Al-Arish University**

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### **Abstract**

This study aims to evaluate the reality of administrative empowerment in Egyptian universities, with a case study conducted at Al-Arish University, considering national efforts to improve institutional performance and the quality of higher education. Using a descriptive-analytical design, data was gathered through a structured questionnaire distributed to a purposeful sample of 40 administrative staff and mid-level managers. Data gathered from the structured questionnaire were analyzed to determine the levels of administrative empowerment at each of its key dimensions by using descriptive statistical methods comprising frequency distributions and weighted means. The study investigates the effectiveness of empowerment practices and their influence on institutional outcomes. Findings reveal a broad disparity between theory and practice with the levels of empowerment ranging from low to moderate. The major hindrances to participation are poor employee participation in decision-making, a lack of managerial support, discriminatory workplace culture, and low leadership development. Restricted senior management-employee interactions were also reported to hinder participatory practices. The study recommends that empowerment policies with clarity, actionable implementation strategies, and organizational resolve are necessary for creating a positive and motivational work culture. Recommendations made include enhancing internal communication, innovation, and incentive mechanisms to improve administrative performance. Such steps are vital to ensuring a productive environment to facilitate sustainable development and institutional change. Empirical findings demonstrate the significance of strategic empowerment to aid governance reform and quality assurance in Egyptian higher education.

**Keywords:** Management; Administrative Empowerment; Egyptian Universities; Al-Arish University

### **1. Introduction**

In an era marked by rapid transformations and escalating challenges, universities have emerged as pivotal institutions in shaping the future of nations. In Egypt, the need to enhance the performance and effectiveness of higher education institutions has become increasingly imperative, especially against the backdrop of ambitious national visions for development and modernization [1]. Administrative empowerment in universities entails delegating authority and decision-making power to administrative staff, making them feel responsible for various tasks and leading to improved institutional performance, job satisfaction, and decision-making abilities [2]. Dimensions like delegation of authority, autonomy, learning, and training have been used to measure administrative empowerment, all that have reported significant effects on institution outcomes [3]. The human element is a critical resource of organizations and the basis for their success in achieving their objectives, since it is the most important pillar to tackle challenges in an environment characterized by complexity and perpetual

change [4]. It is also the main source of development and creativity, and has a major contribution in investing and employing the other resources [5].

In line with the research focus on closing the theory-practice gap, administrative empowerment needs to be concisely defined and situated in modern theoretical conceptualizations of public sector reform and organization development. By doing this, not only are the conceptual underpinnings of the research refined, but also they are also located in alignment with mainstream academic discourse on the governance agenda in higher education [6]. Administrative empowerment described in terms of dimensions like delegation, autonomy, participation, and capacity-building has become increasingly accepted as a strategic resource for enhancing institutional effectiveness, accountability, and innovation[7][8]. In its attempt to introduce a more comprehensive vision of the way empowerment as a theoretical framework and as an applied methodology functions within the backdrop of Egyptian universities in the process of modernization and quality improvement, this study incorporates recent literature and empirical findings. Administrative empowerment is still hard to implement within universities because of resistance to change, reliance on traditional hierarchical structures limiting staff autonomy [9], and the persistence of bureaucratic rigidity combined with low trust levels between leadership and employees [10]. The study particularly targets Al-Arish University to enable administrative staff, enhance their ability, and increase the efficiency of the university and its educational quality for the welfare of society. It also conducts a focused and sensitive contextual analysis of how regional constraints and institutional culture shape daily administrative processes at Al-Arish University. By integrating descriptive and analytic data from the field, it uncovers a number of barriers such as centralized decision-making, limited professional development, and weak communications systems that are exacerbated by the unique operating environment of the university. These insights help explain why models for empowerment often fall short within Egyptian universities, while at the same time delineating some practical, adaptable strategies for institutions seeking more effective and sustainable administrative reform.

Through the work of a researcher at Al-Arish University and his interaction with employees, as well as through interviews with a random sample of 20 management staff and managers of the University, the results of these interviews showed that there is a problem for workers with clear indications of management of administrative empowerment within the University. There has been an urgent need for attention to the operationalization of the Department of Management Empowerment to meet the University's effective management requirements, given the inability of some academic and managerial leaders to optimize empowerment management and the difficulty of workers adapting to current situations, as well as the inadequacy of some managerial leaders in diagnosing the problem or choosing appropriate methods for applying administrative empowerment This contributes to the development of the University's management structure and has a positive impact on improving the educational process as a whole.

The problem with the study therefore arose from the University's general administration's apparent inadequacy in adopting and operationalizing the concept of Administrative Empowerment among employees and its lack of investment in the form that contributes to the development of the administrative process within the University. Accordingly, the problem with research is the President's question: How to manage the administrative empowerment of Al-Arish University? This central question has several sub-questions, as follows:

- What are the theoretical foundations of management empowerment considering contemporary administrative literature?
- What is the reality of the Department of Administrative Empowerment at Al-Arish University?
- What measures are proposed to activate the Department of Administrative Empowerment at Al-Arish University?

This study aims to provide a comprehensive vision on administrative empowerment of Egyptian universities and draw lessons learned from the experience of Al-Arish University in a endeavor to promote administrative practices for other education institutions in Egypt.

## **2. Literature Review**

Theoretical framework and previous studies:

Administrative Empowerment is one of the key factors in ensuring the survival of an organization. It boosts employee morale and makes them more productive and innovative by giving them the confidence and freedom to make decisions and participate in development activities [7]. Empowerment also increases the alignment between employees and the top management, which is one of the primary drivers towards developing a good organizational climate and better employee satisfaction [11]. When the employees are empowered in an appropriate manner, they can present solutions to the problems and fix issues efficiently and effectively, thereby allowing the organizations to improve performance and stay prosperous in a highly competitive environment[10][12]. This also stands true in case of institutions like universities, whereby they can achieve scholarly and administrative excellence with a proper empowerment system.

Administrative empowerment requires a new philosophy that considers the human being as the greatest asset of the organization [13]. Empowerment is based on delegating more responsibility and authority to employees so that they can utilize their skills suitably in decision-making and organizational objectives [7][12]. In this case, the leader acts as a backup role that propels employees towards quality performance and generating creativity and innovation [14]. In addition, Administrative Empowerment encompasses not just power delegation, but also the promotion of a trust culture and proactive participation in which all individuals contribute to decision-making processes that influence the workflow [15]. Administrative Empowerment goals are also diverse and range from improved performance, growing feelings of belongingness to the organization, to excelling in delivering services and outputs [16].

For Administrative Empowerment to be achieved effectively, there are some fundamental requirements like mutual trust between the management and employees, and a democratic organizational culture that facilitates effective participation [17]. The organization should also establish continuous training programs to equip employees with the knowledge and skills required to take up the responsibilities delegated to them. Moreover, empowerment in management is the diffusion of an organizational culture that supports teamwork and information sharing among the employees and allows them to feel free to comment on anything without any hesitation [18]. All these requirements, organizations can offer an enabling environment for continuous development, which enhances the capabilities of employees and has a beneficial effect on the performance of the organization as a whole [19].



**Figure 1.** Administrative Empowerment at Egyptian Universities

Researchers point out that Administrative Empowerment is a process of granting employees more powers and participation in decision-making, resulting in improved institutional performance. Its importance lies in stimulating employees, increasing productivity, building workplace relationships and promoting innovation. It is based on a philosophy of participation with an aim to increase efficiency and achieve job satisfaction. It is based on values such as participation, transparency, trust, delegation and support, and has characteristics, most notably independence, flexibility and effective communication. Empowerment of management is applied through stages such as planning, training, delegation, and assessment, and for success requires supportive leadership, continuous training, flexible structure, participatory culture, and modern techniques.

**Table 1:** Recent Studies on Administrative Empowerment at Egyptian Universities

<b>Author</b>	<b>Methodology</b>	<b>Results</b>	<b>Comment</b>
Mubarak Mohammed Berir & Abdalgauom Elsheikh Elhag Gaber[20]	Quantitative survey method; questionnaire survey with 151 administrative and teaching staff from 2 private colleges in Unaiza	Administrative empowerment in its five dimensions (self-empowerment, expanding powers, participation, training and development, and open communication) significantly enhances organizational performance.	Recommends strengthening the implementation of administrative empowerment to improve the performance and quality of private colleges in Unaiza.
Sharifah Awadh Alkaser[12]	Descriptive approach; questionnaire survey with female administrators at Shaqra University (75% response rate); data analyzed using percentages, averages, and standard deviation	A significant relationship was found between the application of administrative empowerment (across five dimensions) and solving organizational problems.	Recommends granting more power to female leaders to enhance their independence and facilitate information sharing for improved performance.

Author	Methodology	Results	Comment
Rokaya Albdareen[21]	Questionnaire survey distributed to 56 employees (male and female) at three managerial levels (high, middle, low); data analysis using descriptive statistics, correlation coefficient, and simple regression	Administrative empowerment positively affects the employees' performance management process, including performance expectations, supervision, assessment, feedback, and development planning. The overall level of empowerment and performance management at Jadara University was moderate.	Recommends increasing the level of empowerment provided by managers and improving performance management practices at Jadara University.
Sara Mohamed Abdelaziz El-Menawy & Zeinab Amin Elsayed Khayal[22]	Analytical and quantitative approach using an online survey; non-probability judgmental sampling; statistical tools: correlation and multiple regression analysis	Psychological empowerment positively affects female employees' administrative creativity. Three dimensions—competence, self-determination, and impact—had significant positive effects. The meaning dimension had an insignificant effect.	Highlights the importance of psychological empowerment for women in academia; fills a gap in empirical research on working women's psychological empowerment in Egypt.
Mohammad Kalil Abraheem[23]	Questionnaire survey with administrative employees at Misan University	Administrative empowerment significantly influences readiness for crisis management. No significant differences were found based on gender, age, educational attainment, or years of experience.	Highlights the importance of administrative empowerment in preparing universities for crisis management, with no demographic-based variations in views among administrative staff.
Ghada Barsoum[24]	Qualitative analysis of Egypt's public administration transitions	Some reforms, like civil service regulation changes, faced challenges due to a large bureaucracy and state-led development. Decentralization efforts have been slow, and state budgeting remains centralized. However, e-government adoption has progressed rapidly.	Highlights the complexities of implementing reforms in Egypt's public administration, with a focus on centralized practices and challenges in transitioning to a more decentralized system.
Benguergoura Lynda[25]	Questionnaire survey; data analysis using SPSS 26 software	Administrative empowerment significantly influences organizational learning. Key dimensions include delegation, teamwork, training, communication, and motivation.	Recommends focusing on empowering human resources to enhance organizational learning and achieve excellence.
Ihab Sameer Qubbaj & Ali Omar Hamed[26]	Descriptive-analytical methodology; questionnaire survey targeting faculty members at Palestine Technical University - Kadoorie and Al-Istiqlal University (498 participants, 196 valid responses)	Both administrative empowerment and transformational leadership have a significant positive impact on faculty members' performance.	Recommends that academic leaders enhance communication of the university's vision, improve incentive systems, and grant faculty more decision-making autonomy and authority.
Husameddin Khalil Harb, Serife Zihni Eyupoglu, Laith Tashatoush[27]	Questionnaire survey with 287 academic staff from seven Palestinian universities; data analysis included descriptive statistics, t-test, ANOVA, correlation, and regression analysis	Administrative empowerment, organizational commitment, and job satisfaction were significantly related. Job satisfaction mediates the relationship between administrative empowerment and organizational commitment.	Highlights the importance of administrative empowerment and job satisfaction in boosting organizational commitment among academic staff in higher education. Recommends that university management foster empowerment practices to enhance staff commitment.
Ammar Ben Aichi [28]	Analytical method; comprehensive survey of 198 higher administrative supervisory employees at the University of Biskra; data analysis using SPSS	High levels of both administrative empowerment and the application of Total Quality Management (TQM). Effective communication was identified as a key factor influencing TQM application. Significant statistical effect of administrative empowerment dimensions on TQM.	Recommends granting more administrative power at various levels and periodic conferences to assess TQM implementation in Algerian universities.

Researchers consistently conclude that administrative empowerment has a positive, empirical effect on university performance, mainly in terms of enhancing communication and innovation, and ensuring greater autonomy and improved leadership and training. Despite this convergence, most studies available remain context-bound, descriptive, and heavily reliant on quantitative surveys, missing deeper organizational dynamics, cultural constraints, and systemic barriers—especially with respect to higher education institutions in the Arab world. Very limited long-term inquiry exists into the effects of centralized leadership, entrenched hierarchical structures, gender-responsive empowerment strategies, or the evolving role of digitalization in shaping empowerment practices. These gaps serve to point out the need for more in-depth, mixed-method, and longitudinal research capable of revealing the sustainability of empowerment initiatives and their alignment with institutional realities.

In this wider scholarly context, administrative empowerment becomes a key integrative mechanism within contemporary university governance, combining human capital development, technology adoption, and strategic processes for the development of intelligent, responsive higher education systems. Based on Conger and Kanungo's [7] multidimensional approach—delegation, participatory decision-making, continuous training, openness of communication, and building trust—empowerment operates not in a vacuum but as an interactive environment wherein empowered personnel would make use of digital tools (e-government systems, administrative platforms [24,25]) and strategic processes (planning, competency-based incentives, readiness for crisis situations [23,26]) to foster innovation, accountability, and institutional adaptability [8,13,18]. Regional empirical evidence, such as evidence of improved performance in Saudi colleges (Berir & Gaber [20]), problem-solving and employee management in Arab universities (Alkaser [12]; Albdareen [21]), and Barsoum's [24] critique of Egypt's bureaucratic centralism against digital reform, reveals consistent positive associations between the dimensions of empowerment and organizational outcomes like learning [25], commitment [27], and quality management [28]. Egyptian public universities, however, continue to suffer from persistent constraints due to hierarchical inflexibility and insufficient technological integration [9,10,22].

By re-conceptualizing empowerment as an integrative strategy that bridges human, technological, and procedural elements, this study directly addresses these gaps through a more in-depth and context-sensitive investigation into administrative empowerment within Egyptian public universities. It constitutes a theoretically sound and empirically based contribution to the enrichment of both academic discourse and practical governance reforms throughout the Arab higher education landscape.

All the studies conclude that administrative empowerment positively affects university performance, particularly in communication, autonomy, innovation, training, and leadership support. While researchers recommend the extension of these practices, most of the available studies are context-specific, descriptive, and based mostly on quantitative survey methods that do not reflect deeper organizational dynamics or cultural and systemic barriers especially in Arab higher education institutions. Little long-term critical examination of centralized leadership, hierarchical organization structures, and gender-sensitive strategies exists, and insufficient examination of the ways in which digitalization is connected to empowerment strategies. This calls for further in-depth, mixed-method, and longitudinal research that can potentially provide an elevated level of insight into the effectiveness and sustainability of empowerment practices. Therefore, this research seeks to provide a deeper and more context-sensitive investigation of administrative empowerment in Egyptian public universities with the aim of contributing to the enrichment of theory and practice in governance and employee participation in the Arab world at large.

### **3. Materials and Methods**

#### **3.1. Research curriculum**

This research is based on an analytical descriptive approach, which deals with the research of things as they are, through the handling of different phenomena, events, and problems in human existence and society. This approach is based on data and information collection related to the subject matter of the study using various tools like observation, interview, testing and questionnaires. The curriculum's descriptive function is not only to describe phenomena, but to describe and interpret them in a way that allows one to gain a deep understanding of them and draw accurate scientific conclusions.

#### **3.2. Research Delimitations**

The limits of the research were three major dimensions, which matched the aims of the study: first, objective limits, which encompassed explaining the concept of managerial empowerment, the importance of empowerment management, causes, stages, tendencies, types, effects, nature, habits, patterns, policies, attributes, levels, spheres and outcomes. Second, human limits, which are limited to employees working at Al-Arish University because the study population. Thirdly, the time ranges were set, and the fieldwork was carried out between 2023, that is the range when data collection and analysis took place.

### 3.3. Field Study

This study employed a descriptive-analytical approach to assess administrative empowerment at Al-Arish University, utilizing a structured questionnaire as the primary data collection tool, developed through systematic steps informed by contemporary literature [7,12,20-28] and tailored to the local context. The questionnaire comprised two main axes-(1) strategies and mechanisms, and (2) empowerment outcomes—with 20+ statements per axis, employing a 3-point Likert scale (High=3, Medium=2, Low=1) to gauge perceived realization levels (Low: 1.00–1.66; Medium: 1.67–2.33; High: 2.34–3.00). Initial drafting involved expert adaptation of validated items; validity was ensured via content review by a panel of 10 education specialists (inter-rater agreement >90%), apparent sincerity (expert modifications), and construct validity through logical alignment with empowerment dimensions (delegation, participation, training). Pilot testing on a 10-person subsample yielded revisions for clarity, followed by reliability assessment using Cronbach's Alpha ( $\alpha=0.89$  for Axis 1, overall  $\alpha=0.87$ ), confirming high internal consistency. A purposive sampling strategy targeted 40 administrative staff and mid-level managers (experienced in relevant processes; response rate=100%), selected for their contextual knowledge to maximize representativeness within resource constraints. Data analysis involved frequency distributions, percentages, and weighted means calculated as  $[(3 \times \text{High}) + (2 \times \text{Medium}) + (1 \times \text{Low})] / \text{Total Responses}$ , processed via SPSS for descriptive statistics, enabling precise interpretation of empowerment levels and barriers. This rigorous methodology addresses prior gaps in Egyptian studies by ensuring tool robustness, replicability, and alignment with quantitative norms in public administration research.

**Objectives of the field study:** Field study was attempted to identify the reality of administrative empowerment at Al-Arish University by establishing the existence of empowerment strategies and mechanisms in the managerial context and gauging their impact on the working environment of the university.

#### Field study procedures:

##### A. Preparation of the study tool:

- The field study tool has been designed well through systematic steps, with the identification having two main axes, each of which has a series of phrases well selected to capture the aspects of management empowerment. The items were built based on related literature and completed by self-created statements specifically adapted to the specific case of Al-Arish University. Both the axes had an open question to enable suggestions of additions or modifications by experts, so that the tool became more comprehensive. A three-point Likert scale (High–Medium–Low) was used to estimate the perceived level of empowerment for each participant. The initial version of the questionnaire was piloted with academic experts to test clarity, validity, and consistency with the aims of the study. It was subsequently pilot tested with a small representative sample to assess its usability and reliability. Based on expert advice and pilot results, revisions had to be made to fine-tune the instrument and ensure its validity and efficacy in application for the major field study.
- The questionnaire was presented in its original form to supervisors, and adjusted according to their first impressions, It was then presented to different adjudicators of faculty of education to request their views regarding the appropriateness of identification axes to enable the objectives of the study, The extent to which each phrase is relevant to its respective axis, the coherence of phrases to the list as a whole, In addition, the evaluation of linguistic wording correctness, suggesting suggestions of additions or changes where necessary.
- These were collected and submitted to the supervisors and the arbiter and appraisal process resulted in a list of changes, namely, the usage of some composite sentences, the ambiguity of some words, the repetition of some sentences or the inappropriateness of one another's word choice, which necessitated reformulation in a bid to achieve clarity of meaning and accuracy of expression.

##### B. Finalization of the study tool:

The questionnaire was again modified based on the observations of the arbitrators and then again presented to the supervisors for final verification. This was followed by a test of honesty and stability of the study instrument in which honesty and consistency are the conditions for the efficiency of the measurement instruments, to have precise data and reliable results of the obtained data.

##### C. Application of the identification (field study tool):

The survey was sent to the sample individuals, and to every one of them a questionnaire of different kinds was distributed, where a participant had to answer its paragraphs according to a trimester (high - medium - low), and the following relative weights were attributed to responses: (3 - 2 - 1) respectively.

##### The survey has been employed according to a series of structured steps, most notably:

- **Calculation of resolution firmness:** Consistency is a way of expressing the instrument's power to yield equivalent results if retaken on the same sample within the same scenario. To measure stability, the "Alpha

Cronbach" coefficient, one of the most utilized methods for evaluating the stability of data collection tools, has been used at binary rating (0/1) or at continuous estimation such as Licert-based metrics. Results of stabilization are given in the table below:

**Table 2:** Resolution stability values using the Alpha Cronbach coefficient

N	Axis	Alfa Kronbach coefficient
1	Management empowerment strategies and mechanisms	0.89

From the previous table, the identification has a satisfactory level of stability, attaining its overall stabilization factor (0.87), a figure that shows that the tool is usable and can be trusted to gather the data required for the study.

○ **Sincerity of identification:**

The honesty of the questionnaire is an indication of how effectively it can measure what it is supposed to measure, i.e., that it is true and correct in depicting the phenomenon under study. The truthfulness of the questionnaire has been determined by several measures:

- **Apparent honesty (honesty of arbitrators):** The first version of the questionnaire was revealed to a panel of experts and specialists from the education department, in order to check the completeness of the items and the suitability of their wording to their interlocutors as well as their capacity to measure the target phenomenon. Based on the arbitrators' comments, some modifications were made, e.g., the removal of other sentences and wording to make them more explicit and applicable on their own axis.
- **Self-honesty:** Self-authenticity of the solution was calculated by means of the square root of the constant factor. Since the persistence factor is 0.87, the self-authenticity factor would be as follows: Self-Honesty Coefficient =  $0.87 \approx 0.932$  It is a value that indicates a very high authenticity of the instrument.
- **Trust the content:** It is designed to ensure that the identification covers all aspects of the topic under attention and forms a good sample of behavior or phenomenon to be measured. This was done by carefully reviewing the questionnaire items for exhaustion and sufficiency.
- **Questionnaire distribution and collection:** The researcher distributed total questionnaires to members of the target sample, and all of them were returned after being answered, so the number of returned questionnaires (40) is a complete response rate (100%).

### 3.4. Study Sample

The selection of the study sample was a critical step in the research process, as it directly influences the representativeness and reliability of the findings. Because of the nature and objectives of the study, which employed a descriptive-analytical approach, a purposive sampling technique was applied. This technique was deemed appropriate for selecting individuals with relevant experience and knowledge of the administrative processes under investigation. Therefore, the sample had 40 administrative personnel from Arish University, with some department managers among them. The sample size was considered appropriate compared to the entire population of all administrative personnel since it allowed a focused yet representative reflection of views. Moreover, the use of purposive sampling allowed individuals to participate with specific relevance to the objectives of the study, thereby enhancing the validity and relevance of the findings.

#### Statistical Treatment of the Study Sample's Responses

After collecting and classifying the questionnaires, the data was processed statistically using the following steps:

- Calculating the frequency of responses according to the degree of realization (High – Medium – Low).
- Determining the percentage of each response level.
- Calculating the weighted mean for each item using the following formula:

$$\text{Weighted Mean} = \frac{(3 \times F1) + (2 \times F2) + (1 \times F3)}{F1 + F2 + F3}$$

Where:

- F1 = Frequency of "High" responses
- F2 = Frequency of "Medium" responses
- F3 = Frequency of "Low" responses

**Table 3:** The items were interpreted based on the following three-level scale:

Degree of Realization	Weighted Mean Range
Low	1.00 – 1.66
Medium	1.67 – 2.33
High	2.34 – 3.00

This statistical method allows one to determine the level at which each question on the questionnaire is realized, thereby the degree of realization of each axis of the study and the validity of the questionnaire in measuring the dimensions of administrative empowerment under research.

The general steps undertaken in the study field have been clearly outlined, allowing a good basis for replicability, with some potential for further refinement to enhance methodological rigor. The research was descriptive-analytical in approach, underpinned by a stringently designed questionnaire that had been validated through expert review, successive revisions, and pre-testing. Internal consistency had been determined through Cronbach's Alpha ( $\alpha = 0.87$ ), indicating high reliability. Apparent and content validity were determined by subject matter experts, and construct validity was assumed from the logical relationship between items and their axes. The statistical analysis involved frequency distributions, percentages, and weighted mean calculations to facilitate the interpretation of results on a three-point Likert scale. This methodological rigor ensures that the tool captures the dimensions of administrative empowerment and the procedures followed can be reliably applied to comparable institutional environments.

**4. Results and Discussion**

**Third: Presentation, Interpretation, and Discussion of Results**

The results were discussed through the discussion of each of the questions in the questionnaire sent to administrative staff and department heads at Arish University. The questionnaire had two primary axes, with each axis having a series of statements.

**Axis One: Administrative Empowerment Strategies and Mechanisms**

This axis responds to the extent to which adequate means and mechanisms are available to bridge the performance gaps between administrative empowerment that should be provided to employees for adapting to changes and what is currently practiced within the administrative context. The results of the research showed that achievement of the statements in this axis was low, as it was 1.56, meaning answers fell into the "low level of achievement" range (1.00 – 1.66). The overall mean is presented in the following table:

**Table 4:** Overall, Mean for the Axis of Strategies and Mechanisms of Administrative Empowerment

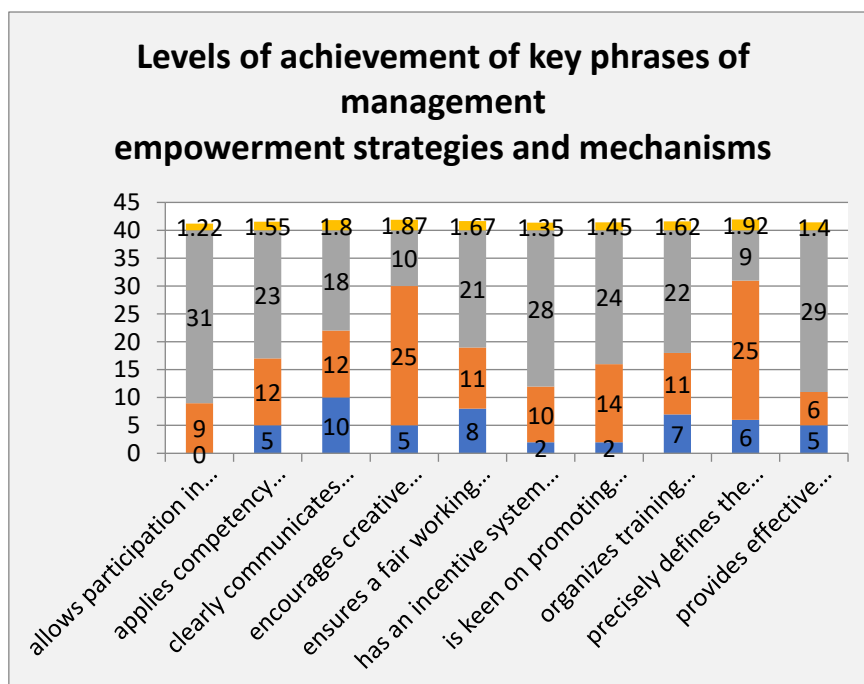
Level of verification Axis	Average Weight	Degree of verification
Management empowerment strategies and mechanisms	1.56	Low

The following table shows the levels of verification of the first axis terms, as follows:

**Table 5:** Levels of achievement of key phrases of management empowerment strategies and mechanisms

No.	Statements	High	%	Medium	%	Low	%	Weighted Mean	Level of Achievement
1	The administration encourages creative thinking in problem solving.	5	12.5%	25	62.5%	10	25%	1.87	Medium
2	The administration provides effective communication channels among employees.	5	12.5%	6	15%	29	72.5%	1.40	Low
3	The administration applies competency standards in job appointments.	5	12.5%	12	30%	23	57.5%	1.55	Low

4	The administration organizes training courses that include modern leadership trends.	7	17.5%	11	27.5%	22	55%	1.62	Low
5	The administration ensures a fair working environment in task and incentive distribution.	8	20%	11	27.5%	21	52.5%	1.67	Medium
6	The administration precisely defines the roles and responsibilities of employees.	6	15%	25	62.5%	9	22.5%	1.92	Medium
7	The administration clearly communicates work plans to all employees in an appropriate manner.	10	25%	12	30%	18	45%	1.80	Medium
8	The administration has an incentive system that continuously encourages professional development.	2	5%	10	25%	28	70%	1.35	Low
9	The administration allows participation in the decision-making process.	0	0%	9	22.5%	31	77.5%	1.22	Low
10	The administration is keen on promoting harmony and understanding between management and employees.	2	5%	14	35%	24	60%	1.45	Low



**Figure 2.** Levels of achievement of key phrases of management Empowerment strategies and mechanisms

From the previous table, the following points can be observed:

- **The administration encourages creative thinking in problem solving:** The weighted average for the above statement was (1.87), and it indicates that the members of the sample view it to be attained at a moderate level. This finding indicates that the administration does not strictly follow encouraging creative thinking among employees to solve conflicts within the administrative hierarchy. This was confirmed by 62.5% of the sample members.
- **The administration offers effective communication means between employees:** The weighted mean for this assertion was (1.4), which shows low realization. This suggests that the administration does not value offering effective communication channels, even though they are crucial to improving communication and aligning points of view, which is one of the primary elements of empowerment. 72.5% of the sample members agreed with this assertion.
- **The administration uses a competency-based standard in staff appointments:** Weighted average was (1.55), representing a low realization level. This is a signal that the administration is not objective in selecting leaders, maybe on grounds of other than competency factors, which negatively impacts performance and devalues administrative empowerment. 57.5% of the sample population concurred.
- **Training sessions on new trends in leadership are conducted by the administration:** Weighted average for this statement was (1.62), indicating a low level of realization. This indicates that the administration does not consider organizing modern leadership training programs, although these are essential for the development of new cadres and increasing administrative efficiency. 55% of sample members testified to this.
- **The administration provides a fair work environment in distributing duties and incentives:** The weighted average was (1.67), which reflected a moderate level of realization. This suggests that the administration is not concerned enough with creating an equitable work culture, which is crucial for enhancing employees' psychological well-being and performance within the administrative system. 52.5% of the sample members confirmed this.
- **The administration has clearly defined employees' roles and responsibilities:** The weighted average was (1.92), which indicated a moderate level of realization. This speaks volumes about a lacuna in the policies of the administration, as clearly defining roles and responsibilities is a highly significant policy to avoid conflicts and enhance overall performance. 62.5% of the sample respondents agreed to this.
- **The administration clarifies work plans to all employees in an appropriate manner:** The weighted average was (1.8), indicating a moderate level of realization. This indicates a shortcoming in the administration policy of providing clear and understandable work plans and strategies that can otherwise cause enhanced performance at the university level. 45% of the sample members concurred.
- **The administration has an incentive system to encourage continuous professional development:** The weighted average was (1.35), which is a low level of realization. This indicates that the administration is not aware of the importance of having a good and equitable incentive system that encourages ongoing professional development. 55% of the sample members concurred with this.
- **The administration allows participation in the decision-making process:** The weighted average was (1.22), the lowest among all statements, indicating a low level of realization. This is the result of the administration's failure to empower employees through participation in decision-making, a key element of empowerment. 77.5% of the sample members recognized this.
- **The administration promotes harmony and understanding between the management and employees:** Weighted average was (1.45), indicating a low level of realization. This indicates that the administration is not directed towards creating a better communication system and resolving differences in the administrative hierarchy, which plays a vital role in enhancing the working environment. 60% of the sample members corroborated this.

The research resulted in a set of central findings, the most important of which are:

- Administrative empowerment raises the initiative and motivation of employees to work, making them capable of releasing their full potential. It makes them capable of implementing creative and innovative ideas to deliver more value to the activities.
- Among the main issues of administrative empowerment is the adherence to outdated rules and laws that need to be updated, additional workload for employees, inadequate budgetary assistance, and absence of moral support.
- Administrative empowerment aims to empower human resources to properly deal with problems and crises, even without formal leadership.
- Administrative empowerment enhances the abilities of individuals and strengthens their skills to enable them to become independent and make appropriate choices in challenging situations.
- Administrative empowerment assists in developing an administrative system that will be able to ensure continuity and react to changing challenges.

The results of the study revealed a generally low level of achievement in the implementation of administrative empowerment strategies at Arish University, with especially disheartening results in areas as important as decision-making participation, communication channels, and professional growth incentives. These findings are further corroborated by the empirical results, which point out a dominantly low level of administrative empowerment with an overall weighted mean of 1.56, critical deficits in decision-making participation, with a mean of 1.22, communication channels at 1.40, and incentive systems at 1.35, while there were only moderate achievements in role clarity at 1.92 and encouraging creative thinking at 1.87. Such results run against common assumptions that dominate the broader literature, which identifies these dimensions as important prerequisites for any successful process of empowerment. They also support regional research, such as Barsoum [24] on Egyptian bureaucratic centralization and Albdareen [21] on the modest links between empowerment and performance in Arab universities, highlighting that public institutions in Egypt face a particularly profound gap between theory and practice. The moderate scoring of role definition and creative thinking reveals isolated efforts rather than an institutionalized approach toward empowerment, entrenching the divide between policy and implementation. This pattern of mixed findings is reflected in prior research: while some Arab universities report improvements, others—especially in Egypt—have struggled to transcend traditional hierarchical structures, bureaucratic resistance, and poor staff involvement. These variations reinforce the contextual nature of empowerment and the urgent need for system-level reforms to translate theoretical frameworks into tangible, sustainable administrative practices. Adding novel, context-specific evidence from Al-Arish University, this paper validates dimensions of empowerment—delegation, training, and communication—as predictors of institutional performance, encompassing substantial instrument reliability with a Cronbach's  $\alpha$  of 0.87 and thus fills a huge gap in empirical Egyptian higher education research by providing actionable insights for governance reform toward long-term institutional improvement.

The researchers emphasize that administrative empowerment, properly utilized, is a key enabler of workers' confidence, responsibility, decision-making and problem-solving skills. It gives them the competence and expertise to acquire experience and play active roles in organizational processes, hence bridging individual growth to broader organizational goals. However, such possibility is only achieved when the workplace itself is one in which individuals work together as healthy teams under an environment that affirms and respects the principles of empowerment, while striving earnestly to remove barriers to success. Without such an environment, even well designed strategies remain superficial and fail to drive meaningful, lasting change.

## **5. Limitations**

This administrative empowerment research in Al-Arish University has a range of limitations, including being geographically bound (for one university), being sampled with a total of 40 administrative employees and excluding academic faculty, students, and external parties. The timeframe of the research (2023–2024) limits it in being able to record longer-term trends, and self-reported data can lay upon constraints. Additionally, the study is not for causal relations since it is descriptive and does not carry longitudinal data in which to test change over time as it involves tracking empowerment practice progress over the past few decades. Future studies would need to amend these inadequacies through widened scope, higher sample, and mixed methodology.

## **6. Conclusion and future work**

This study examined administrative empowerment in Al-Arish University and found some key issues. It found low implementation of empowerment, as reflected by a weighted average score of 1.56, showing a gigantic gap between theory and practice. Employee participation in decision-making was particularly low, with a mean score of 1.22, reflecting a top-down approach to administration that stifles innovation and accountability. Other barriers included unsatisfactory communication systems and a lack of professional development incentives, which reduce job satisfaction and hinder the rise of empowered and dynamic personnel. At the same time, moderate levels of role clarity and partial support for creative problem solving suggest a foundation for development exists. These empirical findings directly answer the research question by demonstrating that bureaucratic resistance, limited support structures, and insufficient participatory mechanisms are the primary obstacles to effective administrative empowerment. Based on this, the study would like to recommend participative decision-making enhancement, improvement of channels of communication, clear empowerment policies, and leadership and staff development in order to improve institutional advancement.

Future studies must attempt to broaden the study by taking it to several universities and academic staff to facilitate comparison of empowerment practice. To improve follow-up research, it is recommended that a clearly defined methodological template be developed that includes expanding the sample size and applying diverse analytical methods. Empirical longitudinal studies are needed to gauge the long-run impact of empowerment reforms on the performance of firms and employee well-being. Subsequently, other studies may endeavor to create and test intervention models such as empowerment training sessions and computer support tools to promote and ease empowerment practices. It is also required to work together with the Ministry of Higher Education in creating national standards for administrative empowerment and progressing governance policy reforms, which can lead in creating a more empowered and responsive administrative culture within Egyptian higher education institutions.

**Declaration:**

**Ethics approval and consent to participate:** Ethics approval was obtained from The Scientific Research Ethics Committee at College of Education, Al-Arish University, Egypt.

**Consent for publication:** This article is approved by the authors for sharing, adaptation, distribution, and reproduction in any medium or format, if you give appropriate credit to the original authors and the source.

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