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Administrative empowerment in private secondary schools of Al-Qadisiyah governorate

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Abstract

The research aimed to identify the level of administrative empowerment in employees of private secondary schools in the governorate of Qadisiyah Iraq via comparative qualitative research methods. Further, t-test and ANOVA test is applied to compare the level of administrative empowerment among different groups. The results show the employees of private secondary schools in Qadisiyah governorate have moderate level of administrative empowerment. In conclusion, the level of empowerment among male and female staff members is not significantly different while level of empowerment is found to be significantly different among employees' experience.

Keywords: Administrative empowerment, achievement in management, change.

Empoderamiento administrativo en escuelas secundarias privadas de la gobernación de Al-Qadisiyah

Resumen

La investigación tuvo como objetivo identificar el nivel de empoderamiento administrativo en empleados de escuelas secundarias privadas en la gobernación de Qadisiyah Iraq a través de métodos comparativos de investigación cualitativa. Además, la prueba t y la prueba ANOVA se aplican para comparar el nivel de empoderamiento administrativo entre los diferentes grupos. Los resultados muestran que los empleados de las escuelas secundarias privadas en la gobernación

de Qadisiyah tienen un nivel moderado de empoderamiento administrativo. En conclusión, el nivel de empoderamiento entre los miembros del personal masculino y femenino no es significativamente diferente, mientras que el nivel de empoderamiento es significativamente diferente entre la experiencia de los empleados.

Palabras clave: empoderamiento administrativo, logros en la gestión, cambio.

1. INTRODUCTION

Empowerment is a philosophical tool that contributes to human development. It contributes to develop the capacity of innovation and institutional learning to enhance knowledge capital of the community and institutions. The main objective of the empowerment is to provide the conditions for the members of the institution to contribute to creativity and continuous improvement. Empowerment is the source of competent personnel which guarantees the sustainability of the institution. The traditional theory of management stated that managers closely control subordinates lose confidence in the abilities of their employees. Therefore, subordinates depend entirely on their manager and supervisors. The contemporary management theory argued that managers delegate authority to subordinates by providing the opportunity to manage work.

Participation in decision making helps the employees to perform with a degree of responsibility and freedom (Afana, 2013). It is worthy to identify the situation of employee empowerment in the light of contemporary management theory as there have been notable and

frequent references in many types of research for the implementation of the empowerment in the departments of an enterprise. Spreitzer has found that 70% of institutions have embraced empowerment initiatives in their study sample. Similarly, Qinn also indicates that empowerment gives strength to the lower levels of the enterprise. Employee empowerment has significant importance for the long term and continuation sustainability of the institution. Providing an opportunity for the individual to demonstrate abilities and confidence of administration is a key factor for the success in a competitive environment.

Despite previous studies on empowerment, there is a dearth of literature on empowering management. The application of this concept is still limited and needs to be investigating in different socio-economic situations to learn its positive and negative consequences. There is a continuous expansion of the community educational institutions imposed by the natural changes and the rapid and disparate developments witnessed in Iraq. The sterile force imposed by the country's politicians in public schools has been witnessed in the past. The leadership of the private educational institutions has administrative empowerment through which they can move away from bureaucracy. This study is aimed to identify the advantage of this opportunity. Hence the study is stimulated to investigate the question that the administrations of educational institutions have administrative empowerment that leads the private educational institutions to meet the needs and desires of the community.

2. LITERATURE REVIEW

The concept of empowerment in modern management uses to increase the ability of workers to expand their abilities and enrich the information given to them. Empowerment enriches the individual with powers and responsibilities and grant freedom to perform the work without direct intervention from the administration. Empowerment is associated with the human resource that is the foundation and strategic resource of the Organization. The more qualified, competent, experienced and skilled the human resource more the activity and the ability to meet future challenges. Administrative empowerment is linked to enhance productivity within the institution by managing risk and flexibility using scientific methodology.

The individual is responsible for organizing the work in all aspects and contents, therefore, stimulates the level of performance and improve the output. A leader posse all the aspects, techniques and skills that lead to the success of the institution are impossible. Therefore, empowerment seeks the benefit from the expertise of all employees in the organization to overcome problems. Administrative empowerment is a modern approach based on the importance of reducing centralization and liberates the different administrative levels of creativity, decision-making, participation and openness to the administrative work. Empowerment ensures effective performance by optimal utilization of natural and human resources. This makes the work more distinctive and stimulating and it achieves the objectives of the institution.

In order for administrative empowerment to achieve its objectives successfully, there is a need to focus on some of the requirements during the process of implementing empowerment Sally (2002) Management confidence is vital to take a decision on empowerment. Through the confidence of the administrative leadership, the task can be accomplished with effectiveness and excellence. The existence of social support in the institution increases the level of organizational affiliation, trust and commitment. Empowerment is achieved when the associates realize that the institution has strategic goals and vision capable of dealing with future crises and giving them the authority to deal with crises before they escalate.

3. METHODOLOGY

The current research aims to identify the level of administrative empowerment of the departments of the private secondary schools in Qadissiyah Governorate. For these purposes, the perception of employees in administrative departments was recorded. Further, the level of empowerment has studied at the gender level. The comparative analysis is used to identify the statistical difference in empowerment scores among male and female employees. Further, the level of empowerment is also compared according to years of experience. The cross-sectional study design has adopted for this study. The responses of employees from administrative departments were collected on a likert scale using purpose made questionnaire. The questionnaires were

distributed using a random sampling method among 364 males and 150 females staff members in private secondary schools (Sprietzer & Taking, 2007).

4. RESEARCH INSTRUMENT

The researcher prepared a questionnaire to reach the objectives of research on the basis of previous literature and studies on the subject. A focus group of consisting school principals has also conducted to identify the administrative empowerment strategies provided to secondary school administrations. Thus, the total items (45) were divided into five areas of the administrative empowerment. The responses were on Likert like scale consisting of four anchors Highly Satisfied (4), Moderately Satisfied (3), Satisfied (2) and Not Satisfied (1). Furthermore, the construct validity of the instrument is measured by presenting it to a panel of experts from the University of Baghdad. The experts were asked to review the instrument in terms of language, accuracy, clarity and the domain of questions. The agreed ratio on each item of the instrument is set by 80% and the item scored less than 80% were amended as suggested by an expert (Ghazanfarpour et al, 2013).

Thus, a total of 45 items was included in the final questionnaire after having a complete review procedure from experts. In addition to this, a pilot test is also carried out to measure the instrument reliability. For this purpose, a sample of 30 respondents was selected randomly. A test-Retest approach is applied to measure the consistency of results

measured through the questionnaire over a period of time. Hence, the data collected from the same sample twice in three weeks between the first and second round. Cronbach’s alpha was measured to ensure the internal consistency of the tool. Table (1) shows the value of the correlation coefficient for each domain and for the instrument as a whole (Smith & Mouly, 1998).

Table 1: Stability and Internal Consistency of Instrument

Variables	No. of Item	Stability Factor (Test-Retest)	Cronbach’s Alpha
Achievement in Management	10	0.67	0.87
Desire for Change	11	0.74	0.91
Participation in decision-making	6	0.70	0.89
Professional development and creative behavior	9	0.72	0.93
Motivation	8	0.68	0.86
Total	44	0.77	0.95

The above values are shows that instrument have sufficient reasons to prove the validity (Ferguson, 1998). After measuring the consistency of the instrument the questionnaire was distributed randomly among respondents. All the distributed questionnaires were found completed in all aspect and stand valid for analysis. The collected responses were entered into SPSS (statistical package of social sciences) to apply statistical tests. The internal consistency is measured through Cronbach’s Alpha. The standard value of Cronbach's Alpha is 0.6 where all the dimensions of the questionnaire have achieved the alpha score greater than 0.6. The descriptive

statistics of responses is also measured to analyze the current state of perception about administrative empowerment in private secondary schools.

Table 2: Descriptive Statistics

	Very low	Low	Medium	High
Mean	Less than 1.80	1.80 to 2.59	2.60 to 3.39	3.40 to 4.19
Weight	Less than 36%	36% to 51.9%	52% to 67.9%	68% to 83.9%

The mean and standard deviation of responses on each item of questionnaire is presented below in table 2. Table (2) illustrates arithmetic mean, standard deviation and order of importance of each item in the questionnaire. The data indicate the level of administrative empowerment of the private secondary schools. It is found that the level of administrative empowerment in private secondary school is at moderate level with mean score of 2.796 and standard deviation of 0.023. It is important to mention that Participative Decision Making has got highest mean value among all other dimensions of empowerment. While, Motivation has got least mean value (2.783) among all other dimensions which shows that administrative staff feel deprived in terms of motivation (Simamora et al., 2019).

This means that the private secondary school administrations do not care to motivate their employees. Achievement in Management has got mean score of 2.793. This shows that employees in the private secondary schools are more interested in implementing their personal then the goals of the school as a whole. The third dimension desire for

change concludes that the school administration cooperates with the higher administrative levels to achieve development and improvement in the school. The results explain that professional development and creative behavior reflected a low rating and stated that the school should adopt advanced performance evaluation criteria. The second objective of this study is to compare the empowerment level on gender and experience basis. For this purpose T-test is applied to measure the mean scores achieved by gender while ANOVA is carried out to measure compare the empowerment for each level of experiences.

Table 3: T-test for Equality of Means (Gender)

Samples	Mean	S.D	T-Value	Sig. Value
Male	2.2545	0.08872	1.737	0.002
Female	2.2690	0.07874		

From the results presented in table 3, it is found that there is no significant difference between the mean empowerment score of male and female. It may be because, although it is a teacher funded by the private expense of the owner of the educational institution, it is in accordance with the central instructions of each individual responsible for executing it without changes. In the next step, we applied ANOVA test to compare the mean empowerment scores on the basis of experience.

Table 4: Analysis of Variance according to years of experience

	SS	df	Mean Square	F	Sig.	
Between Groups	783.737	2	391.868	5.03	0.21	

Within Groups	39965.4	511	77.905			
Total						

The results have shown the significant difference among the mean empowerment values on the basis of experience. However, we are unable to conclude that which groups are statistically different. Therefore, Tukey post hoc test is applied to determine the origin of the differences. The result of Tukey post hoc test is presented in table 5.1 to 5.3.

Table 5.1: Tukey Post Hoc Test Result for comparison of categories (1-5) and (6-10) years of experience

Categories	Mean	Difference among Means	Q-Value	Sig
1-5	125.977	2.991	3.618	0.000
6-10	122.986			

The Q-value 3.618 and the sig value 0.00 which is smaller than 0.05 level of standard indicates that there is a statistically significant difference among the mean empowerment of employee having experience 1-5 years and 6-10 years.

Table 5.2: Tukey Post Hoc Test Result for comparison of categories (1-5) and (10-above) years of experience

Categories	Mean	Difference among Means	Q-Value	Sig
1-5	125.977	3.049	4.744	0.000
10 and above	122.927			

Table (5-2) shows that the calculated Q value (4.744) is greater than the standard value of the Q (3.14). The sig value of 0.00 explaining that there is a statistically significant difference among the categories.

Table 5.3: Tukey Post Hoc Test Result for comparison of categories (6-10) and (10-above) years of experience

Categories	Mean	Difference among Means	Q-Value	Sig
6-10	122.986	0.058	0.0969	0.000
10 and Above	122.927			

Table (5.3) shows that the calculated Q value (0.0969) is smaller than the standard Q Value (3.14). These values show that there is no statistical difference among the categories (DALIR et al, 2014).

4. CONCLUSION

This study is aimed to identify the level of administrative empowerment in private secondary school of Qadisiyah Governorate of Iraq. To measure the level of empowerment a purpose based questionnaire is constructed to record the responses on five empowerment dimensions (achievement in management, desire for change, participative decision making, training and development and Motivation). The results have shown a moderate level of administrative

empowerment among employees working at private secondary schools of Qaisyah Governorate of Iraq.

The participative decision making has achieved the highest mean value among all the dimensions. Further, the mean empowerment score is compared on the basis of gender and years of experience. Results have shown that there is no difference in the level of empowerment among male and female employees. Further, a significant difference of empowerment level is recorded among employees on the basis of years of experience. It is noted that employees who have less than 5 years of experience having more empowerment than employees have more than 5 years of experience.

This study provides useful suggestions for management of private secondary schools in Qadisayah Governorate Iraq. There is a need to form a reward system for individual excellence and quality incentives that increase the level of performance of administrative empowerment of the departments of the private secondary schools. To improve performance in private educational institutions administrative empowerment should be encouraged to work with freedom. Encourage employees to appreciate development proposals outside the official instructions. Develop and establish performance evaluation criteria and link incentives to performance appraisal systems. The culture of the traditional bureaucracy needs to be replaced by administrative empowerment in the private secondary schools of Al-Qadisayah Governorate.

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