

Psychological empowerment and its relationship to organizational development among university administrative professors at the University of Mohamed Boudiaf, M'Sila Province
التمكين النفسي وعلاقته بالتطوير التنظيمي لدى الأساتذة الجامعيين الإداريين بجامعة محمد بوضياف ولاية المسيلة

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- **Abstract:** This study dealt with two basic modern concepts of organizational behavior, namely 'psychological empowerment and organizational development', where this study aimed to identify the nature of the relationship between psychological empowerment and organizational development among administrative university professors at the University of Mohamed Boudiaf, M'sila, as it aimed to reveal if there are differences in the degrees of psychological empowerment that are attributed to the following variables, experience and scientific level, and also to reveal individual differences in the degrees of organizational development that are attributed to the variables experience and scientific level, followed The researcher in her study 'descriptive analytical method' which depends on the study of the phenomenon as it exists in reality and expresses it qualitatively and quantitatively. The questionnaire tool was used to collect data from the field of study represented in all administrative university professors at the University of Mohamed Boudiaf, M'sila state, the questionnaire was by selecting the intentional sample consisted of (71) individual researcher, and the study reached important results that: the existence of a positive inverse direct correlation between psychological empowerment and development among university administrative university professors in Boudiaf wilayat Messila, there are no statistically significant differences in the average degrees of psychological empowerment among university administrative university professors in Boudiaf wilayat M'sila is full of experience and scientific qualification variable, there are no statistically significant differences in the average degrees of organizational development among university administrative university professors Boudiaf wilayat M'sila is full of experience and academic qualification variable.

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- **Keywords:** empowerment, psychological empowerment, development, organizational development, administrators, university professors.

- الملخص: تناولت هذه الدراسة مفهومين أساسيين حديثين من مفاهيم السلوك التنظيمي وهما " التمكين النفسي والتطوير التنظيمي " حيث هدفت هذه الدراسة إلى التعرف على طبيعة العلاقة بين التمكين النفسي والتطوير التنظيمي لدى الأساتذة الجامعيين الإداريين بجامعة محمد بوضياف ولاية مسيلة كما هدفت إلى كشف إذا كانت هناك فروق في درجات التمكين النفسي التي تعزى إلى المتغيرات التالية، الخبرة والمستوى العلمي، والكشف أيضاً عن الفروق الفردية في درجات التطوير التنظيمي التي تعزى إلى المتغيرات خبرة والمستوى العلمي، اتبعت الباحثة في دراستها " المنهج الوصفي التحليلي " الذي يعتمد على دراسة الظاهرة كما توجد في الواقع و يعبر عنها تعبيراً كيفياً وتعبيراً كمياً. وتم استخدام أداة الاستمارة لجمع البيانات من ميدان الدراسة المتمثل في جميع الأساتذة الجامعيين الإداريين بجامعة محمد بوضياف ولاية المسيلة فكانت الاستمارة عن طريق اختيار العينة القصدية تكونت من (71) فرد مبحوث وقد توصلت الدراسة إلى نتائج هامة مفادها: وجود علاقة ارتباطية طردية عكسية موجبة بين التمكين النفسي والتطوير لدى الأساتذة الجامعيين الإداريين بالجامعة بوضياف ولاية مسيلة، لا يوجد فروق ذات دلالة إحصائية ففي متوسطات درجات التمكين النفسي لدى الأساتذة الجامعيين الإداريين بالجامعة بوضياف ولاية مسيلة تعزى لمتغير الخبرة والمؤهل العلمي، لا يوجد فروق ذات دلالة إحصائية ففي متوسطات درجات التطوير التنظيمي لدى الأساتذة الجامعيين الإداريين بالجامعة بوضياف ولاية مسيلة تعزى لمتغير الخبرة والمؤهل العلمي.

- الكلمات المفتاحية: التمكين، التمكين النفسي؛ التطوير، التطوير التنظيمي؛ الأساتذة جامعيين الإداريين.

Introduction:

The great and wide changes and developments that have recently occurred in the world, which have become a real and great pressure on most organizations of different types and sizes, on top of them come organizational industrial organizations, and the latter, especially if they really aspire to survival and continuity, it has become necessary for them to be aware of the importance of change and development and keep pace with scientific progress in general and technical progress in particular, and this is not enough, but also needs to be a precedent for discovery and new knowledge through the spread of development, innovation and the introduction of new ideas between workers.

Psychological empowerment is one of the contemporary methods and processes that enable the organization to keep pace with these developments and changes and achieve development, as it is one of the latest trends that help development reform, by upgrading the human element in the contemporary

organization to high levels of intellectual liberation and awareness of the necessity and obligation to accept the idea of change and development, and empowerment is influential within an integrated strategic approach to prepare, develop and develop, as it is one of the positive intervention methods that are concerned with increasing the individual's sense of joy, happiness and satisfaction with various aspects of life, Enhancing and maximizing capabilities, and raising morale directed towards improving the quality of life, the concept of empowerment is one of the loose concepts, which accommodate many synonyms, meanings and concepts such as (strengthening, strengthening and powering, strengthening, supporting, and improving the situation).

The addition provided by psychological empowerment is the greatest expression of the importance of the human element in the development process, as the empowerment methodology requires working with and through others in an organized manner in order to achieve goals and upgrade and develop organizations and departments.

Problematic:

Industrial, organizational and even service organizations are forced to take the reins in order to withstand and survive in light of changes and developments that have affected all aspects, including the knowledge, scientific and technical and technological aspect, so they must adopt contemporary organizational strategies and policies that enable them to challenge and confront or at least achieve adaptation to most of these developments.

Psychological empowerment is one of the contemporary administrative methods that contribute to developmental reform, it is a factor in the success of institutions, as it contributes to achieving the development of the organization, and this is what several studies in the field of organizational behavior have reached, such as the study of Dr. Saud Amal and also the study of Lily Bouhadidi that administrative empowerment is an administrative strategy that enables and helps the organization to

achieve organizational development and we will try in this study to identify the nature of the relationship between psychological empowerment and organizational development among university administrative professors in ' Mohamed Boudiaf University in the wilaya of Messila, and under this problem fall several questions, the most important of which are:

- ❖ Does the level of psychological empowerment of administrative university professors differ according to difference, experience, and academic qualification?
- ❖ Does the level of organizational development of administrative university professors differ according to experience, academic qualification?

Study hypotheses:

- Main hypothesis:

- ❖ There is no correlation between psychological empowerment and organizational development among administrative university professors at Boudiaf University, M'sila province?

- Sub- hypothèses:

- ❖ The level of psychological empowerment of administrative university professors does not differ according to experience, academic qualification.
- ❖ The level of organizational development of administrative university professors does not differ according to experience, academic qualification.

Objectives of the study:

Based on the problem of the research and the hypotheses of the study, the goal does not go outside the scope of trying to achieve the following objectives:

- Demystify a new and modern concept in contemporary administrative thought, which is psychological empowerment.
- Determine the nature of the relationship between psychological empowerment and psychological development.

- Determine the extent to which personal variables (educational qualification, experience) affect both the level of psychological empowerment and organizational development.

The importance of the study:

Scientific importance:

The first importance of this study is that it is a layer on the most important sector that determines the success and progress of nations, which is the higher education sector, represented by administrative university professors at the University of M'sila 'Boudiaf Ahmed', and also clarifying aspects not covered by previous studies with regard to psychological empowerment and administrative creativity, especially 'psychological empowerment' in addition to contributing to increasing the knowledge balance in the field of organizational behavior.

The importance of the process:

The importance of research in the applied level is the ability to take advantage of the continuous results by preparing his training programs for officials on how to improve the level of psychological empowerment for professors by identifying the factors of empowerment, and the extent of their application and identifying professors' awareness of its advantages in increasing positive and creative behaviors to improve the reality of the university as well as submit recommendations and suggestions that develop the creative behavior of professors.

Procedural definition of concepts

First: Psychological empowerment: It is defined procedurally as 'the ability to manage personality and influence others and the sense of the meaning of work prevailing in the aspect of psychological empowerment among administrative university professors, in addition to the self-efficacy shown by university professors and the extent of their motivation by officials, which is the degree obtained by administrative university professors on the psychological empowerment questionnaire prepared for this purpose'.

Second: Organizational Development: It can be defined procedurally as the planned process of change that affects the following aspects: organizational structure, personnel (improving capabilities and skills), systems and policies, technological methods and tools used, which is the degree to which university professors receive the organizational development questionnaire prepared for this purpose.

Third: Administrative university professors: They are professors in the higher education sector who teach, and at the same time perform administrative functions at the University of Boudiaf (Messila).

Limitations of the study:

Spatial limit: Boudiaf University, M'sila province.

Time limit: Late October 2023.

Human limit: All administrative university professors at Boudiaf University, where the study sample consisted of 77 professors.

1-The theoretical aspect of psychological empowerment and organizational development:

1- 1 Psychological Empowerment:

We begin with the definition of Abdul Wahab, which defines empowerment as 'giving employees powers and responsibilities and giving them the freedom to perform work in their own way without direct intervention from management, while providing all the appropriate resources and work environment to qualify them professionally and behaviorally to perform work with absolute confidence (Abdul Wahab Ali Mohammed, 1997, p. 37).

Effendi also defines the process of giving individuals greater authority to exercise oversight and responsibility, to use their abilities and by encouraging them to make decisions. (Shatha Shafiq et al., 2016, p. 128).

LEE KHO defined it as psychological empowerment as a philosophy and way of thinking, and reflects the democratic way and pushes decisions to lower administrations, as he said empowerment is not a flimsy choice, but a strategic

institutional goal that seeks to enhance the capabilities of workers and unleash their potential and free them from the constraints of bureaucracy. (Riad Abzaid, 2009, p. 500).

1-1-1 The importance of psychological empowerment:

We can talk about the importance of empowering workers in several aspects, which are:

- The link of empowerment to important issues related to the success of the institution, its excellence and its ability to achieve its goals and public policies such as total quality.
- Its link with the human element, which is one of the pillars of the institution, and its strategic resources, as the qualified and highly qualified human resource of expertise and skills.
- It has guarantees of vitality for its continuity and survival in the lead.
- Empowerment is a contemporary management method commensurate with contemporary global challenges, in the sense that it is an important tool to face future challenges. (Hussein, 2011, p. 90)

1-2 Organizational Development:

Risch defined organizational development as the process of scientific planning and management aimed at changing the culture, behavior and system of an organization, in order to improve the effectiveness of an organization and achieve its goals.

This definition refers to an interest in the culture of the organization and a focus on the behavioral aspects of

Increasing awareness by employees of themselves and others, as well as increasing the ability of employees to interact and communicate with each other, as it is assumed that the more there is an increase in this communication and interaction clearly, the more effective the organization. (Dima Nidal Mukhaimer Yaghi, 2017, p. 21).

1-2-1 The importance and objectives of organizational development:

The importance of organizational development stems from the universe in which we live in the era of continuous and rapid changes and developments, not only at the level of the general environment 'external' but also at the level of the organization's environment and in all its aspects, so it is seen in practice as a positive plan because its goal and subject is to develop the performance of the organization with its various components and elements and thus improve and transfer it from one stage to another more effective and successful or appropriate to environmental changes (Hussein Ghaith Hussein, without Sunnah, p. 8).

1-2-2 Organizational Development Objectives: The objectives of organizational development are that it helps the organization achieve the following privileges:

- **Dynamic renewal:** Development is a continuous process, and if it is not so, it does not have any meaning, and its end means rigidity, stability and stability, development aims at a dynamic state of continuous improvement, leading to the ability to interact and adapt to all variables, access to a renewed system and continuous change for the better permanently is the first goal of the organizational development process.
- **Increasing efficiency:** This efficiency is represented in the culture of the organization and the organizational processes within this organization and its employees as well, and this is by improving in both directions in parallel, and the organizational developer and what is meant here is the organizational development to choose the most effective and best means to increase organizational efficiency, by identifying any interventions that are optimal for the development of the organization's culture and values, and its organizational processes, as well as whether the operations carried out by the organization are compatible with the goals it seeks to achieve.
- **Cooperation:** Renewable viability and permanent adaptation to the future can only be achieved with the cooperation of all elements in the Organization, in an integrated manner while maintaining the uniformity of their levels and frameworks.

- Showing problems and trends and treating them: Many managers and leaders tend in their practice to hide problems, but this may cause the problem to swell, but the goal of the organizational development process is to show the problem to make sure that it is erased, and it may reach the design of goals by adapting to them if they are problems beyond the control of the organization, in the sense of turning them from a problem to reality.
- Empowerment: One of the effective aspects of empowerment is the involvement of workers in decision-making, and the delegation of some powers, and this is what organizational development seeks to achieve, which is the development in the organizational policies carried out by an organization. (Muhammad Alwan, without a year, pp. 20-21).

2- Methodological aspect of the study:

Study methodology: The researcher followed the 'descriptive approach' which relies on the study of reality or phenomenon as it exists in reality and cares about it as an accurate description and expresses it qualitatively and quantitatively (Obeidat, DS, p. 183).

Study population and sample:

The study population was represented by the administrative university professors at the University of Mohamed Boudiaf, M'sila, and due to the requirement of a certain characteristic in a sample represented by administrative university professors, the study sample was an 'intentional sample', and the number of questionnaires valid for analysis reached (77) questionnaires from the questionnaires retrieved from the institution.

Study Tool:

The triple scale of measurement was relied upon psychological empowerment and this scale takes the form '(1) OK, (2) disagree, (3) neutral Descartes five-year scale for organizational development This scale takes the form of OK (4) Strongly OK (5) Disagree (3) Strongly disagree (2) Neutral (1), and the questionnaire in its form

consisted of three parts and the validity of the tool was confirmed. The tool was presented to a group of arbitrators with specialization and their number reached (5) to express their opinion and observation on the paragraphs of the questionnaire, in order to express Their opinion on the appropriateness of the phrases to the subject of study, the integrity of the wording and the clarity of the phrases, and after the arbitration was taken all the observations and amendments made by the arbitrators about the questionnaire, where the wording of some phrases was modified in addition to deleting some of them, and thus the questionnaire became apparent honesty.

As well as the calculation of honesty internal consistency: is the correlation of the degree of the item with the total degree of the scale and to calculate the internal honesty was used Pearson correlation coefficient program statistical package of science and as a result of the internal consistency of the scale psychological empowerment or organizational development was the value of the correlation between most items high as the majority of them exceed (0.55).

Structural honesty was also calculated, which is the correlation of the degree of the axis with the total degree of the scale, and it is noted that most of the axes have a strong correlation with the total degree of the scale, and as a result the majority of the axis was strongly correlated, as most of the axes have a correlation value exceeding its value (0.53).

As for the constant coefficient: The values of the stability coefficient were calculated using the statistical package program by calculating the coefficient of 'alpha-Krobach'.

2-1 For psychological empowerment:

Table (1) Alpha Krobach stability coefficient for psychological empowerment.

Alpha Krobach	Number of paragraphs
0,81	24

It is noted through Table (1) that there is a high degree for all paragraphs of the questionnaire, where the value of the alpha Cronbach coefficient for the psychological

empowerment questionnaire was (0.81) and this degree is considered high (acceptable) of stability.

2-2 Organizational Development:

Table (2) Stability coefficient alpha Krobach organizational development.

Alpha Krobach	Number of paragraphs
0,84	15

It is noted through Table (2) that there is a high degree for all paragraphs of the questionnaire, where the value of the alpha Cronbach coefficient for the organizational development questionnaire was (0.84) and this degree is considered high (very acceptable) of stability.

Through the truthfulness and reliability tests that were used, it is concluded that the study instrument met the conditions of a good test, and that it fulfilled the purposes of the study.

Statistical methods: The statistical program (SPSS) has been used statistical methods that suit the objectives and questions of the study and the methods used in this study are: Alpha Krupach coefficient to determine the stability of the two study tools, the use of Tao B Kandal to study The correlation between the two study variables Psychological empowerment and organizational development, Man and Watney were used at the level of organizational development and psychological empowerment depending on the experience variable, Test de Kruskal-Wallis was used The level of organizational development and psychological empowerment according to the variable Education, use of arithmetic averages and standard deviations.

3- Presentation and analysis of results:

- View the results.

3-1 Presentation of the results of the first hypothesis:

The text of the hypothesis:

- There is no correlation between psychological empowerment and organizational development among administrative university professors at the University of Mohamed Boudiaf, the wilaya of Messila.

Using the Tau-Kandal correlation coefficient and using the Social Science Statistical Package (SPSS) program, we came up with:

Table (3): Coefficient of correlation between psychological empowerment and organizational development.

Coefficient of correlation Tau-B in Kendall				
D.K.T. N	D.K.T. T			
,391**	1,000	Correlation coefficient		
,000	.	Sig. (bilateral)	D.K.T. T	Tau-B in Kendall
77	77	N		

Since the value of the correlation coefficient was 0.391 at a confidence level of 0.01 in the case of the binomial hypothesis and the significance level (0.000), the correlation is positive and medium strength, that is, the greater the psychological empowerment, the greater the organizational development of administrative university professors, and since the significance value is less than 0.01, we reject (H₀), which states that there is no correlation between psychological empowerment and organizational development among administrative university professors at the University of Mohamed Boudiaf, the wilaya of Messila, and therefore there is an empowerment relationship Psychological organizational development among administrative university professors at the University of Mohamed Boudiaf, M'sila.

3-2 Presentation of the results of the second hypothesis:

The text of the hypothesis:

The level of psychological empowerment of administrative university professors does not differ according to experience and academic qualification.

For the experience variable:

Using the Man Wintney test and the use of the Social Science Statistical Package (SPSS) program, we came up with:

Ranks

Table (4): Level of psychological empowerment by experience.

	Experience	N	Average rank:	Sum of ranks
D.K.T.N. 10 years and above	D.K.T.N. 10 years and above	44	37,20	1537,00
	Less than 10 years	33	35,77	1139,00
	Total	77		

Statistical tests

	D.K.T. T
Mann-Whitney U	514,000
Wilcoxon W	1139,000
Z	-,081
Sig. asymptotic (bilateral)	,935

Since the confidence level is 0.05 in the case of a binomial hypothesis, which is less than the significance value (0.935), we accept (H₀), which states that the level of psychological empowerment of administrative university professors does not differ according to experience.

For the variable academic qualification:

Using the Kruskal-Wells test and the use of the Statistical Package for the Social Sciences (SPSS) program, we came up with:

- Kruskal–Walli’s test:

Table (5): Level of psychological empowerment by educational qualification.

Ranks			
	Scientific qualification	N	Average rank:
D.K.T. N	Master's	14	33,96
	Ph.D	47	38,16
	Professor	17	28,70
	Total	77	

Statistical tests^{a,b}

Tests statistiques ^{a,b}	
	D.K.T. N
Chi-square	1,981

Ddl	2
Sig. Asymptotic	,366

Since the confidence level is 0.05 in the case of a binomial hypothesis, which is less than the significance value (0.366), we accept (Ho), which states that the level of psychological empowerment among administrative university professors does not differ according to the academic qualification.

3-3 Presentation of the results of the third hypothesis:

The text of the hypothesis:

The level of organizational development of administrative university professors does not differ according to experience and academic qualification.

As for experience:

- Mann-Whitney test:

Table 6: Level of Organizational Development by Experience

Rangs				
	Experience	N	How about :	Sum of ranks
K.D. E	10 years and above	44	34,25	1370,00
	Less than 10 years	33	38,26	1186,00
	Total	77		

Statistical tests^a

	K.D. E
Mann-Whitney U	550,000
Wilcoxon W	1370,000
Z	-,812
Sig. asymptotic (bilateral)	,417

Grouping variable

Since the confidence level is 0.05 (in the case of a binomial hypothesis) which is less than the significance value (0.417), we accept (HO), which states that the level of organizational development of administrative university professors does not differ according to experience.

For Qualification :

Kruskal–Wallis test

Table (7): Level of psychological empowerment by academic qualification.

Ranks			
	Scientific qualification	N	How about:
K.D. E	Master's	14	37,07
	Ph.D	47	35,06
	Professor	17	38,90
	Total	77	
Statistical tests ^{a,b}			
			K.D. E
Chi-square			,333
Ddl			2
Sig. Asymptotic			,847

A. Kruskal Wallis test

B. Grouping variable. Scientific qualification

Since the confidence level is 0.05 (in the case of a binomial hypothesis), which is less than the significance value (0.847), we accept (H₀), which states that the level of organizational development of university professors with academic qualifications does not differ.

4- Analysis and discussion of results:

Based on the results obtained and based on what was stated in the theoretical framework and previous studies, we will try to interpret the results of the three hypotheses, each separately:

4-1 Discussion of the results of the first hypothesis:

The results of the first hypothesis indicated that there is a medium -strength correlation between psychological empowerment of organizational development, as the value of the link (0.391) reached the size of the sample (77) and this medium value is a statistical evidence at the level Organizational development increased, and this has been explained that the administrative university professor is affected by the

conditions surrounding his work, especially administrative and organizational, such as enjoying freedom and independence, as well as the ability to personal management and incentive system where we can classify these organizational variables that they are from a group of The incentives that help and contribute to increasing the capabilities of the worker to develop and creativity, as the perceived factor of the importance of its work and which has a kind of freedom and independence, so this is definitely reflected in his psyche as he feels psychological comfort, which increases his effectiveness in performing his work while the worker who is the working conditions surrounding him Bad, such as veto in incentives, as well as lack of freedom to make decisions naturally to cause him pressure and discomfort, which reflects negatively on his performance.

While it is very natural that the worker who participates in decisions and is free in how to perform his work and realizes the importance of his work for the institution will be satisfied with his work and his sense of job belonging rises, which improves his organizational behavior and always tries to develop and improve his performance, which contributes to achieving development for the organization as a whole and the best evidence of this is our current study.

4-2 Discussion of the results of the second hypothesis:

The results of the hypothesis test indicated that the level of psychological empowerment does not differ according to the variable of experience and educational qualification, and we explain this that the level of psychological empowerment determines administrative organizational factors such as the incentive system, freedom and independence.... More than personal factors such as academic qualification and experience, and evidence of this is that psychological empowerment is a set of positive feelings and attitudes that the direction of his work carries through the conditions available in the work environment.

4-3 Discussion of the results of the third hypothesis:

The results of the hypothesis test indicated that the level of organizational development does not differ according to both the variable of experience and academic qualification, we explain this from two perspectives, the first perspective is that organizational development is an organizational process that includes a planned change aimed at improvement and directed towards the better, so it is linked to organizational variables related to the work environment that are not related to the duration of work or professional experience. Also, in order to link an organizational variable to the level of the worker's scientific qualification, the policies and strategies adopted by the organization in its quest for development are what affect the worker's acceptance of the development and change process, as well as the goals that the organization seeks to achieve, and the extent to which they are compatible with the needs of the worker, which makes him a participating and effective member in the organizational development process.

Conclusion:

Theoretical and field study related to psychological empowerment and organizational development shows through what it dealt with in the theoretical aspect of psychological empowerment and also organizational development that the latter is an indication of indicators that indicate the quality and effectiveness of the prevailing organizational environment within the worker's place and that psychological empowerment is one of the latest operations or administrative and organizational strategies that It helps and contributes to improving the performance of human resources, achieving efficiency and organizational effectiveness Human, which is the primary and effective element, or rather is the main driver of the process of organizational development, which in turn needs strategic plans that are based on scientific foundations united by human cadres present within the institution and therefore we can say that psychological empowerment is the solution that the organization must aspire to achieve organizational development.

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