

# **Administrative empowerment and its relationship to job satisfaction among teaching staff in College of Physical Education and Sports Sciences, University of Kirkuk**

By

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## **Abstract**

The aim of the research is to identify the degree of administrative empowerment and the level of job satisfaction among the teaching staff in College of Physical Education and Sports Sciences, University of Kirkuk, As well as the extent of the relationship between the degree of administrative empowerment and the level of job satisfaction. Researcher used the descriptive method and the survey method for its relevance to the nature of the current research. research community included all teaching staff in College of Physical Education and Sports Sciences at Kirkuk University, which included (54) individuals, where the final research sample consisted of (48) individuals from the total research community, after excluding the pilot sample, which consisted of (6) individuals. The most important conclusions of the research are that the level of administrative empowerment is at a large level, while the degree of job satisfaction is at an average degree among the teaching staff in the College of Physical Education and Sports Sciences at the University of Kirkuk. Where the researcher recommended the training and development of teaching staff, through their participation in courses and workshops for the performance of their work and jobs, as well as providing the necessary supplies, means, devices and tools for teaching staff.

**Keyword:** Empowerment, job satisfaction.

## **1- Research introduction**

### ***1-1 Introduction and importance of research***

The world is currently going through many changes and challenges from the information and technological revolution and knowledge developments, which prompt all organizations to pay attention and focus to their human wealth, which is one of their most important real resources through which challenges can be faced. As the faculties of physical education and sports sciences are one of the most important areas of human investment, and it is one of the actual fields in the field of education in which various human efforts are combined to keep pace with global developments and face the challenges of the current era. And developments, where it is necessary for college administrations to seek to take advantage of administrative empowerment and employ it so that it is reflected on the performance of its faculty to improve the quality of educational outcomes. Administrative empowerment is one of the fundamental issues for developing and reforming education, as it is considered one of the administrative entrances that administrations resort to provide workers with some powers that allow them the ability to exercise activities and responsibilities, and participate in the decision-making process (Hussain, 2009, 39). As administrative empowerment is an important factor in the compatibility of the individual in the organization and exerting more effort to achieve the goals of the organization, and in turn this leads to an increase in the level of job satisfaction and their feeling of happiness and satisfaction in their work environment. The

teachers' assumptions about work are among the factors affecting their efficiency at work, their association with it and their keenness on it. The teachers' effort in their work increases with the increase in their affiliation with it. The more the teacher is satisfied with his profession and prepared for it, the more effective and successful the educational process is (Al-Sharaidah, 2010, 61).

### **1-2 research problem**

The important role played by the teaching staff in the faculties, and what is provided by the administrative empowerment for them in all their fields to practice their work, their educational and scientific performance, the use of their powers, and the active participation in the decision-making process to solve educational problems and improve the performance level of the institution, These practices lead to a feeling of job satisfaction, developing their capabilities and increasing their scientific productivity, as a member of the teaching staff the researcher noticed, there is a discrepancy in the degree of administrative empowerment and the level of job satisfaction among the teaching staff in the College of Physical Education and Sports Sciences at Kirkuk University, and the research problem can be identified during the following questions:

- 1- What is the degree of administrative empowerment among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University?
- 2- What is the degree of job satisfaction among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University?
- 3- Is there a relationship between the degree of administrative empowerment and the degree of job satisfaction among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University?

### **3-1 Research Objectives**

- 1- Identifying the degree of administrative empowerment among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University.
- 2- Identifying the degree of job satisfaction among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University.
- 3- Identifying the extent of the relationship between the degree of administrative empowerment and the degree of job satisfaction among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University.

## **2. Research procedures**

### **1.2 Research Methodology**

The researcher used the descriptive approach and the survey method for its relevance to the nature of the current research.

### **2-2 The research community and its sample**

The community is "a group of elements and individuals who are interested in a particular study or a group of observations or measurements that were collected from those elements" (Abu Saleh, 2000, 249), where the research community included (54) all the teaching staff in College of Physical Education and Sports Sciences at Kirkuk University, where the final research sample consisted of (48) individuals from the total research community, After excluding the pilot sample, which consisted of (6) individuals.

### **3-2 Research tool**

In order to obtain information and data that achieves the objectives of the research, the

researcher used the two questionnaire forms, the first of which is the questionnaire for administrative empowerment designed by (Helmy and Muhammad, 2016) and consisting of (18) phrases distributed over four axes, and the second questionnaire on job satisfaction designed by (Saad, 2021). It consisted of (26) phrases distributed over five axes, which required adapting these questionnaires to the work environment of the teachers in the College of Physical Education and Sports Sciences at the University of Kirkuk through procedures of validity and Reliability.

#### **4-2 Face validity**

Validity of the scale means “that the scale is able to measure what it was designed to measure, that is, that the items of the scale have a close relationship with the characteristic that you measure” (Maamaria, 2012, 180). Where the researcher presented the questionnaire forms to a group of specialists and experts in the field of sports management and sports psychology appendix (1) and after taking their opinions and suggestions, they agreed by (100%) on the validity of the form and the possibility of reliance on it to measure the situation to be measured, and thus the validity of the questionnaire was verified.

#### **5-2 Reliability:**

For the purpose of obtaining reliability, the method of (Alpha Cronbach's) coefficient was used, which is of special importance as it is used in calculating the reliability coefficient of the article and objective tests (Al Nabhan, 2004, 284) and the statements of the questionnaires whose answers require choosing from among multiple alternatives (Allam, 2006, 100). The value of the total reliability coefficient of the questionnaire (administrative empowerment) was (0.885), and the value of the total reliability coefficient of the questionnaire (job satisfaction) was (0.881), and with this procedure, we infer that both questionnaires have a high degree of reliability, and this reflects the high quality of them.

#### **6-2 Pilot study:**

The researcher conducted a Pilot study on a sample consisting of (6) individual from the research community and they were excluded from the final experiment sample. This procedure was done for the purpose of identifying the difficulties and obstacles that the researcher could face in the final experiment, and the clarity of the phrases and the style of their formulation. The results showed that the phrases of both questionnaires are clear and understandable.

#### **7-2 describe the two questionnaires in final form:**

The questionnaire (administrative empowerment) consisted of (18) phrases distributed into (4) axis: (choice, self-efficacy, meaning and value of work, influence) and included, respectively, (5,3,5,5) phrases, and the answers to the questionnaire phrases are on According to (5) alternatives that are to a degree (strongly agree, agree, neutral, disagree, strongly disagree) and the respondent chooses one of them and bears the weights (5,4,3,2,1) respectively, and with this statistical procedure, the total degree of the questionnaire's administrative empowerment ranged between ( 18-90). As for the (job satisfaction) questionnaire, it consisted of (26) phrases divided into (5) axis (work environment, social relations, self-development, service aspect, nature of supervision) and it includes, respectively, (7,4,4,5,6) phrases And the answer to the phrases of the questionnaire is according to (5) alternatives that are in a degree (always, frequently, sometimes, rarely, never) and the respondent chooses one of them and bears the weights (5,4,3,2,1) respectively, as for the degree of The job satisfaction questionnaire ranged between (18-90).

### 8-2 Statistical means

Where the researcher relied on the statistical package (spss) to extract the statistical treatments (arithmetic mean, standard deviation, percentage, Pearson's simple correlation, and Cronbach's alpha coefficient).

## 3- Presentation and Discussion of the Results

The researcher relied on the approved test to achieve the objectives of his research by determining the length of the cells in the five-point Likert scale by calculating the range between the degrees of the scale (4-1-5) and then dividing it by the largest value in the scale along the cell length i.e. ( $4/5 = 0.80$ ) and then add this value to the lowest value in the scale (the beginning of the scale is a valid one) in order to determine the upper limit of this cell (Al-Zamili, 2015, 68), and thus the length of the cells became as shown in Table (1)

**Table (1).** Shows the approved test

cell length	corresponding relative weight	degree of approval
From 1- 1.80	20% - 36%	strongly disagree
Greater than 1.80-2.60	Greater than 36%-52%	disagree
Greater than 2.60-3.40	Greater than 52%-68%	neutral
Greater than 3.40-4.20	Greater than 68%-84%	agree
Greater than 4.20-5	Greater than 84%-100%	strongly agree

### 1-3 Presenting the results and discussion of the degree of administrative empowerment among the teaching staff in College of Physical Education and Sports Sciences at Kirkuk University

**Table (2).** It shows the arithmetic means, standard deviation, relative weight, (t) value, and the degree of approval and arrangement for administrative empowerment questionnaire

Axis content	Arithmetic mean	standard deviation	relative weight	value (T)	probability value	degree of approval	order
1 choice	4.23	0.9867	85%	2.392	0.000	Very high	2
2 Self-efficacy	3.97	0.6231	77%	2.103	0.000	high	3
3 Meaning and value of work	4.21	0.5682	86%	3.889	0.000	Very high	1
4 influence	3.92	0.7648	74%	1.998	0.000	high	4
Total marks	4.05	0.9945	80.5%	3.335	0.000	high	

Table (2) shows that all the arithmetic averages of the four axis are close and confined between (3.92-4.23), as well as the relative weights are relatively close between agreeing to a high degree (agree) and to a very high degree (strongly agree), while the total degree of the administrative empowerment questionnaire obtained a high degree, and this indicates the degree of approval The teaching staff at the College of Physical Education and Sports Sciences at the University of Kirkuk have administrative empowerment, and this study agrees with the study of (Al-Balawi, 2008) and the study (Al-Zamili, 2015), which showed in the results of their studies a high level of administrative empowerment among their research sample, Where the axis (choice, meaning of the value of work) got a very high degree with an arithmetic average (4.23, 4.21) ranked second and first, respectively, among the axis of administrative empowerment. . The researcher attributes this result to the feeling of the teachers in performing their work in the best way, their commitment to the procedures and rules followed, the freedom to make decisions for the work procedures entrusted to them, as well as their love for their

work and their job with the presence of their appreciation by their officials, as giving the workers the authority to set goals for their work, take decisions and solve problems within the scope of their responsibilities and authorities (Effendi, 2003, 10). Since the meaning and value of work is one of the most important pillars and requirements of empowerment, in order for the individual to participate in the implementation of empowerment and its programs, the individual must feel the meaning and value of his work in achieving the success of the organization and its goals (Hilmi and Muhammad, 2016, 29).

While the axis of (self-efficacy and influence) obtained arithmetic averages (3.97, 3.92) in a high degree and ranked third and fourth, respectively, where researchers attribute this result to the existing ability to develop and modify the methods used in doing their work, that the characteristics of empowerment is the ability to influence and meaning Their belief in their abilities to have an active role in their institutions, to make others feel about them, to listen to them, and to take advantage of their suggestions (Al-Kubaisi, 2004, 141).

### ***2-3 Presenting the results and discussion of the degree of job satisfaction among the teaching staff in College of Physical Education and Sports Sciences at Kirkuk University***

**Table (3).** *It shows the arithmetic means, standard deviation, relative weight, (t) value, and the degree of approval and arrangement for job satisfaction questionnaire*

	<b>Axis content</b>	<b>Arithmetic mean</b>	<b>standard deviation</b>	<b>relative weight</b>	<b>value (T)</b>	<b>probability value</b>	<b>degree of approval</b>	<b>order</b>
1	Work environment	3.24	0.2812	62%	1.762	0.021	average	5
2	social relationships	3.33	0.4213	66%	0.887	0.000	average	3
3	self-development	3.34	0.5211	67%	1.034	0.000	average	2
4	service aspect	3.46	0.7415	74%	2.021	0.004	high	1
5	nature of supervision	3.28	0.2723	64%	1.045	0.002	average	4
	Total marks	3.33	0.4224	66.6%	0.932	0.000	average	

Table (3) shows that the arithmetic averages of all axis are confined between (3.24-3.46), and all axis attained an average degree with close relative weights, except for service aspects axis, which obtained a high degree with relative weight (74%). While the total score of the job satisfaction questionnaire obtained an average score with a relative weight of (66.6%) among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University While the total score of the job satisfaction questionnaire obtained an average score with a relative weight of (66.6%) among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University, Where this result agrees with the study of (Aslim, 2013), (Al-Sahbani, 2012) and the study (Abu Shamala, 2010), all of which showed results to a average degree among their study sample. While the axis (work environment, social relations, self-development, the nature of supervision) all attained an average degree in the current study sample. The researcher attributes this result to the possibility that the work environment and achievement are not at the required level, as well as the work environment and social relations in an average way and not at the level of the teachers' ambition, This also affects the level of supervision of the administrative leaders, interference in some decisions of the teaching staff in some cases, and the lack of use of modern methods in evaluating their performance, The degree to which the individual feels that his psychological needs are satisfied, as it is an example of his abilities and inclinations, which leads to the individual's respect for himself and

others and leads to strong social relations with his colleagues and superiors, and results in the emergence of enthusiasm in himself and distance him from threats that may lead to social and psychological problems (Shraideh, 2010, 65). While the service aspect achieved a high degree in job satisfaction among the study sample, and the researcher attributes this result to perhaps providing the necessary equipment, tools and supplies for the teachers to perform their work well. The service is an activity or a series of activities of a usually intangible nature (Abu Nabaa, 2005, 28), that is, it is an activity, an achievement or a benefit that one party provides to another party (Abu Nabaa, 2008, 18).

### ***3-3 Presenting the results and discussion of the relationship of administrative empowerment with job satisfaction among teaching staff in the College of Physical Education and Sports Sciences at the University of Kirkuk***

**Table (4).** *It shows the arithmetic mean, standard deviation and correlation coefficient of administrative empowerment and job satisfaction questionnaires*

<b>Variables</b>	<b>Arithmetic mean</b>	<b>standard deviation</b>	<b>correlation (R)</b>	<b>(sig)</b>
1 administrative empowerment	4.05	0.9945	0.652	0.002
2 job satisfaction	3.33	0.4224		

Table (4) shows that the arithmetic mean of the administrative empowerment questionnaire (4.05) with a standard deviation (0.9945), and the arithmetic mean of job satisfaction questionnaire (3.33) with a standard deviation (0.4224) and the correlation coefficient (0.652) between the two scales and the error rate (0.002) at the level of significance (0.005), which indicates a strong correlation between administrative empowerment and job satisfaction among Faculty of Physical Education and Sports Sciences teachers at Kirkuk University, The researcher attributes this relationship to the fact that administrative empowerment to delegate employees and give them the powers to make decisions leads to making more effort and achieving more productivity and makes them feel psychologically comfortable and this leads to satisfaction with their work and job, which results in achieving the goals of the institution. Whereas administrative empowerment is one of the important factors that reveal many effective aspects within the work environment, such as, employee participation, employment capabilities, employee behaviors, decision-making and job satisfaction (Chohen, 1999, 540).

## **4- Conclusions and Recommendations**

### ***1-4 Conclusions***

- 1- The level of administrative empowerment of the teaching staff in College of Physical Education and Sports Sciences at Kirkuk University obtained a high level, while the axis of administrative empowerment obtained the following degrees:
  - A - Axis of (self-efficacy, influence) got a high degree in the study sample.
  - B - The two axes (choice, meaning and value of work) got a very high degree in the study sample.
- 2- The degree of job satisfaction of teaching staff in College of Physical Education and Sports Sciences at Kirkuk University obtained an average degree, while the axis of job satisfaction obtained the degrees as follows:
  - A - Axis of (work environment, social relations, self-development, and nature of supervision) got an average degree in the study sample.
  - B - (Service aspect) axis got a high degree in the study sample.
- 3- There is a strong relationship between administrative empowerment and job satisfaction

among teaching staff in College of Physical Education and Sports Sciences at Kirkuk University.

### **2-4 Recommendations**

- 1- Training and developing the teaching staff, through their participation in the courses and workshops related to the performance of their work and jobs.
- 2- Involving the teaching staff in making decisions, taking their opinions and suggestions, and holding them responsible for achieving the goals of the institution to the fullest.
- 3- Providing the work environment as well as providing the necessary supplies, means, devices and tools for the teaching staff.
- 4- Providing an atmosphere of intimacy and friendliness among workers through periodic friendly meetings and other entertainment programs.

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Appendix (1)

Honorable Professor

Greetings.

In the intention to conduct the research tagged "administrative empowerment and its relationship to job satisfaction among teaching staff in the College of Physical Education and Sports Sciences at the University of Kirkuk" and in view of your experience and scientific knowledge in the field of teaching, the researcher places in your hands the items of the scale (administrative empowerment) and (job satisfaction). Kindly review it and answer accurately according to what you see fit with you, by placing a mark (/) in front of each paragraph and under the appropriate answer, knowing that this information is for the purposes of scientific research and to serve the sports movement in our governorate.

Thank you for your cooperation with us

Administrative empowerment questionnaire

<b>first</b>	<b>axis and phrases</b>	<b>strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
<b>1</b>	I know very well the different aspects of the work that I do, and I take responsibility for the performance of that work					
<b>2</b>	When I encounter problems, I deal with them without the need for management approval					
<b>3</b>	I adhere to practical procedures and rules to avoid making any mistakes that threaten my performance in the future					
<b>4</b>	The administration allows me to set a timetable for the completion of my work					
<b>5</b>	The administration allows the teacher to take the decision on the implementation of work procedures					
<b>second</b>	<b>Self-efficacy</b>	<b>strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
<b>1</b>	I prefer the job that gives more powers					
<b>2</b>	I have the ability to develop and modify the methods I use when doing my work					
<b>3</b>	I feel that my capabilities are greater than the tasks assigned to me					



<b>Third</b>	<b>Meaning and value of work</b>	<b>strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
1	I feel that my work is very important to me					
2	Management makes me feel important as an effective element in the work					
3	I feel that my work assignments have meaning and value to others					
4	I feel that my job is more challenging and exciting than any other job					
5	My boss makes sure that I value my work in front of others					
<b>Fourth</b>	<b>Influence</b>	<b>strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
1	The administration takes my suggestions in implementing the action plans					
2	My administration encourages me to study the suggestions and complaints of my colleagues					
3	I prefer management to give me more responsibility in my work					
4	My influence on the work I do makes me feel a little happy					
5	The administration allows me to express an opinion and make suggestions on decisions related to work before they are issued					

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**Job satisfaction questionnaire**


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<b>first</b>	<b>Axis and phrases</b>	<b>always</b>	<b>frequently</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>
	<b>Work environment</b>					
1	The work environment helps to develop performance and achieve achievement					
2	The work environment helps to participate in training courses to develop my performance					
3	I feel comfortable in my workplace					
4	Good workplace hygiene					
5	My college colleagues are good, and this is what motivates me to work hard to achieve good results					
6	My work hours meet my ambitions to achieve my goals in sports activities					
7	The work environment affects your personal life					
	<b>social relations</b>	<b>always</b>	<b>frequently</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>
1	My job allows me to have a high degree of social relationships					
2	I cooperate with my colleagues when the workload increases					

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3	My work helps make friends outside of college	
4	My relationship with co-workers is in the spirit of one team	
<b>Third</b>	<b>self-development</b>	<b>always frequently sometimes rarely never</b>
1	My work gives me an opportunity for self-esteem	
2	You feel lacking in your formation	
3	My workplace helps me develop my abilities in a positive way	
4	My work allows me to satisfy my spiritual and material needs	
<b>Fourth</b>	<b>service aspect</b>	<b>always frequently sometimes rarely never</b>
1	The administration provides me with the requirements needed to perform my work well	
2	The administration helps me when I find it difficult to do my work	
3	The administration is keen to support me by the faculty to perform my work	
4	I get frustrated when my team achieves an achievement, and I don't get the management honor	
5	The administration is keen to provide multiple means to obtain information	
<b>fifth</b>	<b>nature of supervision</b>	<b>always frequently sometimes rarely never</b>
1	The supervisor is keen to have a good relationship while evaluating the work	
2	The supervisor's role in solving problems encountered at work	
3	The supervisor is keen to apply modern methods of work	
4	Objecting to the way the supervisor handles when a simple error occurs	
5	Your opinions and ideas are taken into account by the supervisor in making the decision	
6	How satisfied are you with the way the supervisor treating you?	

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