

Administrative Empowerment Among Academic Leaders And its Relationship to the Quality of Work Life of Faculty Members

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Abstract

The current study aimed to reveal the degree to which academic leaders practice administrative empowerment in Jordanian universities in Irbid Governorate, and show the quality level of work life of faculty members and the relationship between them. The study adopted the survey correlated method, and the sample consisted of (307) member staff. To achieve the study objectives, the electronic questionnaire was used as the study tool. The results showed that the degree to which academic leaders practice administrative empowerment came with a moderate degree and the level of quality work life of faculty members came with a high degree. The study results also showed a strong relationship between administrative empowerment and the quality of work life. In light of the results, the researchers recommended encouraging academic leaders to accept the idea of digital empowerment through enhancing the participation methods in taking university decisions.

Keywords: *Administrative empowerment, academic leaders the quality of work life, Faculty members.*

Introduction

A successful leadership is considered the axis of nations success since it is the direct responsible part for directing tasks and resources inside the different institutions in order to achieve goals through working on practicing leaderships that work on renewal, creativity and innovation, through empowerment of employees and involving them in the development processes inside institutions, which requires an effective leader practicing skills of digital administrative empowerment. The leader should know how to reinforce the group of unique skills that a group possesses so as to generate a supportive environment to creative freedom and digital innovation, and keep balance between the human and institutional domains which insures sustainability of the institution and advancing it globally.

Human element in institutions of higher education is considered to be able to make change and development, keep pace with what happens of digital news and activate skills of effective performance in the institution, so modern administrations work on activating institutional performance in order to develop employees' performance in them to reach distinguished performance (Hatamleh & Darawsheh, 2019). Among the best international practices is to prepare the academic leader as a member within a team who works to evaluate faculty staff and students performance, build the culture of institution, employees and students to ensure that students receive proper services such as skills development and awakened capabilities (Holliman, 2012).

Leadership represents the base of various school activities, since in light of the school development and its capacity, the need has become urgent to make the proper change which ensures distinguish; this task cannot be achieved unless there was a wise management that possesses several various skills which should be positively reflected in the administrative work methodology (Crow, 20103).

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To make change in institutions, there should be an administrative method contributing in making change among employees that enables them to change the followed method in dealing with people and culture in the institution (Mahmoud, 2023). In order that institutions are able to deal with complex nature of the organized change, academic leaders need developed skills and practices to keep pace with modern changes (Sawaer, 2022). The recent years that institutions have witnessed the rapid and continuous change indicates that digital empowerment is an essential part to make change (Rqaibat, 2018).

The quality of work life is a philosophy of a group of principles which thinks that people are the most important resources in the institution, as the quality of work life is a vital factor of organizational performance, and an effective factor to motivate employees in work. As for management, its method drives successful management to human capital through finding an environment that encourages and empowers employees. While managers and leaders search for places to achieve self-realization, they are required to evaluate the possibility of improving quality of work life resulted from choices they take (Comerstone, 2014).

The quality of work life is considered a basic element to develop the quality of education, as when employees are satisfied with the quality of work life, their performance increases and they are dedicated to provide support to students, which positively affect results of educations, and if they are not satisfied, they may lack commitment which negatively affect the education experiment and development of school environment (West & Vilkinas, 2011). Interpretation of quality of work life is varied among researchers, as some of them think that it includes emotions and enjoyment that affect employees performance and satisfaction, while others considers it as a group of thoughts and psychological state that an employee bears towards his job, colleagues and managers (Omaira, 2019).

Universities represent the highest educational institutions in the educational ladder, where it is the responsibility of faculty members to prepare a generation that is qualified in knowledge and skills to serve the labor market and achieve high levels of development. In light of this, there is an urgent need for institutional development of the faculty members in order that they are able to perform their mission well that keeps pace with the development movement that societies witness. The feeling of satisfaction among employees about their quality of performance academically and work is considered among the bases of enhancing their performance inside their institutions.

Recently, the concept of empowerment has taken wider and deeper meanings than what the abstract word means especially with the rapid awareness of the effects of ignorance on some groups of the society like Arab woman. The direction of empowerment begins through the woman's realization of herself and her feeling of control over her life, which leads to create social awareness to individual and collective rights, and the possibility to join pressure groups and social movements that are able to represent their interests, and end with representing more of the women in economic and political decision-making centers (Abdel-Reza and Abdel-Rahim, 2015).

Empowerment is characterized by the redistribution or transfer of decision-making power to individuals who do not have it and granting the individual the authority to exercise his job, where he is more capable to solve problems of work and more participation in planning and implementing tasks, as the leader's empowerment behaviors create a climate that enhances choices of success, and through it the employee is given the greatest amount of responsibility and authority in making decisions, in addition to the motivation and support to work (Pressoli, 2019).

Empowerment is considered important to all people and at all levels, as the results of one of the studies (Wallace, 2011) indicated that leaders who feel more empowered, they manage their institutions and implement their tasks in a better way than those who feel less empowered.

We conclude from the above that innovation can be enhanced through empowerment in light of the accelerating environment and electronic developments, where innovation becomes vital for survival, and a because the school's survival can be achieved only by a group of procedures, the most prominent of

which is the administrative empowerment with its four aspects : information, power, rewards and cognition.

We also conclude from the above that the leader is considered the first person responsible for the workflow in his organization in all aspects, and from here we can realize the great size of the responsibility placed on his shoulders. There is no doubt that the principal duties are multiple, varied and overlapping whether they are in the administrative field or in the educational supervisory one, and taking care of any of them focuses on the technical and supervisory field, as studies indicated that an effective administrative organization has a major and effective role in achieving the required educational goals. The world we live and work in changes continuously, and going with it needs to increase innovation, as innovation is much more than just creating new creations, but rather it is related to discovering how to add value to an institution. The leader must know how to reinforce the groups of unique skills that a team possesses in order to generate an environment that supports creative freedom and innovation.

Related Studies

Many studies related to digital and administrative empowerment and quality of work life have been conducted as follows:

A study by Zboun (2018) as its results revealed that administrative empowerment of the principals in Ramallah and Al-Bireh came with a high degree.

Darawsheh (2019) conducted a study where its results showed that the administrative empowerment came with a moderate degree. The study recommended the necessity of creating the appropriate climate to instill the values and principles of administrative empowerment by holding purposeful courses, seminars and lectures.

A study by Daihani (2019) as its results showed that female leaderships in Jazan University possess – to a large extent-the skills of administrative empowerment.

Maswadeh (2022) conducted a study where the results revealed that there was a statistically significant difference of administrative empowerment measured by the authority to delegate, work in teams, motivation, communication and training as a mean to implement the strategy of the blue ocean during Corona and e-learning in Jordanian private universities. A study by Ibrahim & Jassim (2023) as its results showed that the university leadership could empower its supervisory leaderships, create innovation and give them more authority in the responsibility centers and participate in making decisions in the university to achieve organizational excellence.

Habtour (2021) conducted a study where its results showed a moderate level of empowerment with all its domains. A study by Azab (2018) as the results showed that the level of quality of worklife among employees in faculty of kindergarten in Mina University came with a moderate degree.

Comments on the Related Studies

These studies were used to develop the information collection tool, identify its results, compare them with the results of the current study, use proper statistical treatments, and support some opinions related to the theoretical framework. Therefore, this study was distinguished by the tool that was built, the sample it was applied to, in addition to combining the two variables together while showing the statement of the degree of academic leaders practice of administrative empowerment and its relationship to the quality of work life of faculty members in Jordanian universities, for the academic year (2024/2023).

It is very important to give the academic leader great attention, as he plays a basic role in motivating, advancing and rising towards the highest levels of achievement that every educational institution aspires to, which is reflected in the level of empowerment of academic leaders, who are able to advance and keep pace with developments in the digital age, and who may be a distinguished source of everything new and creative

in his university, and at the same time be a source of inspiration for all employees in the institution, which reinforces the spirit of activity and sustainable vitality among them, in addition to increasing their functional empowerment, which is reflected in raising their level of giving and exerting effort at all times circumstances with satisfaction and functional cooperation, which may be reflected in its functional quality. Therefore, the idea of the researchers came to investigate the degree to which academic leaders practice administrative empowerment digitally, and to show its relationship to the level of quality of life of faculty members functionally in Jordanian universities.

Study Problem

Administrative empowerment among academic leaders represents a distinguished point and ability to continuous update and keep pace with developments in all times and conditions, in addition to aspire them with everything modern and effective on the wheel of progress, and the effect of raising the spirit of trust between faculty staff. View of the literature review, the importance of administrative empowerment and quality of work life of faculty stafflies in raising the efficiency of achievement, strengthening the administrative work system and increasing its productivity and efficiency. Hence, the study problem is represented in revealing the level of administrative empowerment of the academic leaders and shows its relation to work life of the faculty members in universities.

Study Questions

The current study sought to answer the following questions:

1. What is the degree to which academic leaders practice administrative empowerment in Jordanian universities from faculty members' point of view?
2. What is the level of quality of work life among faculty members in Jordanian universities from their point of view?
3. Is there a correlation relationship between administrative empowerment among academic leaders and quality of work life among faculty members?

Study Objectives

The study aimed to identify the degree to which academic leaders practice administrative empowerment in Jordanian universities, and investigate the level of quality of work life among faculty members in Jordanian universities from their point of view, and it also aimed to show the possibility of correlated relationship between administrative empowerment among academic leaders and quality of work life among faculty members.

Importance of Study

The importance of the study is derived from two aspects:

Theoretical importance. It lies in providing academic leaders, researchers, interested graduate students, teachers, school principals and postgraduate educational students with an important theoretical background about digital empowerment, quality of life and revealing the relationship between them.

Practical importance. The importance of study relating to the practical side appears as follows:

It is expected that the current study will show the fact of digital and administrative empowerment of academic leaders and the extent of quality of faculty members functionally. This study may provide measurement tools characterized with appropriate psychometric properties that can be used by researchers and specialists in the field of educational administration.

Terminological and Procedural Definition

The most important technical and operational definitions for the current study were identified as follows:

Administrative empowerment is defined as “it is the modern practices of human resources, which is a method aiming to involve employees in making decisions through giving them more responsibilities, and so a decision is taken by qualified people for this” (Maswadeh, 2022, 499). It is procedurally defined as :” the degree that the sample members have got on the questionnaire of administrative empowerment level measurement, as it included four areas: delegation of powers, work teams, motivating of employees and effective communication, which were measured through the degree that has been got through the study sample members’ responses.

Quality of work life: Samhan (2020,61) defined quality of work life as “changing and improving the work environment where it makes the organizational, technological and personal relationships inside the institutions more active, which increases job satisfaction to the employees inside it and improves physical and psychological health to them, and thus creates feelings towards job, enhances learning, improves their productivity and makes work environment more attractive”. It is procedurally defined as the extent of availability of material conditions which aim to achieve balance between requirements of work and personal life of employees in schools through changing for the better and achieving job safety and justice in light of the fields and responses of sample members to the items of the prepared tool.

It is also procedurally defined by the degree that got by the sample members on the questionnaire of the level of quality of work life measured by the degree that has been got from the study sample members’ responses.

Study limits and limitations: This study was restricted to faculty members at Jordanian universities, for the academic year (2023/2024), as the tool was specified, and the study was limited to faculty members’ answers to the items of the administrative empowerment questionnaire consisting of (23) paragraphs distributed over 4 areas, and the quality of work life, consisting of (18) items, and its psychometric properties of validity and reliability.

Method and Procedures

Study Methodology

The descriptive correlated method was adopted.

Study Community

The study community consisted of all faculty members in Jordanian universities north of Jordan (3761), distributed over the following universities: University of Science and Technology (1761) faculty members, Yarmouk University (1550) faculty members and Jadara University (450) faculty members based on statistics of human resources in Jordanian universities.

Study Sample

The researchers converted the questionnaire after the validity and reliability procedures into an electronic link, and it was sent to faculty members at the Jordanian universities, Science and Technology, Yarmouk University and Jadara University in northern Jordan after obtaining a book facilitating the task. The link

remained open for response from 20/4/2024 to 10/5/2024, and (428) faculty members responded, as shown in Table (1).

Table (1) Distribution of study sample members according to the levels of their variables

Demographic Variables	Frequency	Percentage
Sex		
Male	150	%35.0
Female	278	%65.0
Qualification		
B.A.	269	%62.9
Higher Education	159	%37.1
Years of Experience		
Less than 5 years	68	%15.9
From 5 to less than 10 years	65	%15.2
10 years and more	295	%68.9
Total	428	

Study Tool

For the purposes of applying the tool, reference was made to literature review and related studies to digital administrative empowerment. The researchers relied primarily in developing the tool on the scales used in previous studies such as the study by (Zboun, 2018), Abu Qalbin study (Abu Qalbin, 2019), and Al-Enezi study (Al-Enezi, 2021). The tool in its initial form consisted of (40) items distributed over the axes, fields, and items of the tool.

Validity of Study Tool

The apparent validity of the tool was verified, where it was introduced to a number of professors who are experienced and specialized arbitrators in Jordanian universities. The arbitration relied on (9) arbitrators from academic leaders and faculty members in faculties of education in Jordanian universities who were asked to read the questionnaire items, express their opinion on the degree of their clarity, the soundness of their linguistic formulation, and the degree of their suitability for the field to which they belong, add, delete, formulate, or suggest items, and finally, show the general viewpoints on the degree of suitability of the questionnaire to measure digital administrative empowerment among academic leaders. The tool in its initial form consisted of (40) items distributed over the tool fields, where two methods were used to verify the reliability of the study tool by calculating the internal consistency stability coefficient through Cronbach's alpha coefficient.

Reliability of Study Tool

Two methods were used to confirm the reliability of the study tool which were the test and re-test, and calculating the Cronbach's coefficient for the questionnaire items, where in the first method the questionnaire was applied twice to the survey sample consisting of (30) faculty members, with a time difference of two weeks, and the Pearson correlation coefficient (reliability coefficient) was calculated between the two applications, and in the second method the internal consistency reliability coefficient was calculated through the Cronbach's alpha coefficient, and table (4) shows this.

Table (2) Retest reliability and internal consistency Cronbach's alpha for the administrative empowerment scale and its domains, and the quality of work life and its items

Scale and its Domains	Number of its items	Internal Consistency Reliability	Retest Reliability
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Delegation of Authority	6	0.88	0.89
Teamwork	6	0.86	0.89
Training and Motivation of Employees	5	0.85	0.84
Effective Communication	6	0.86	0.85
Administrative Empowerment as a Whole	23	0.93	0.92
Quality of Work Life as a Whole		0.91	0.87

It is noted from table (2) that the values have a high reliability correlation, and accordingly they are suitable for the purposes of this study, achieve its objectives and trust its results.

Tool Correction Criterion

The statistical model with the five-point Likert relative scale was adopted, to issue judgments on the arithmetic averages of the study tool and its items, as the statistical criterion was adopted using the following equation:

Very Low	Low	Medium	High	Very High
From 1.00–less than 1.80	From 1.81–2.60	From 2.61 – 3.40	From 3.41 – 4.20	From 4.21 – 5.00

The scale was calculated by using the following equation:

(the upper limit of the scale (5) - the lower limit of the scale (1) ÷ the number of required categories (5) - 1 (÷ 5 = 0.80) and then adding the answer (0.80) to the end of each category.

Study Variables

The study includes the following main variables: degree of innovative leadership, level of administrative empowerment.

Study Results and Their Discussion

Results of the second question: **What is the degree to which academic leaders practice administrative empowerment in Jordanian universities from faculty members' point of view?**

To answer this question, means and standard deviations were calculated of the study sample members' estimations on the areas of digital administrative empowerment among academic leaders in Jordanian universities, and every area in descending order, and table (3) explains this.

Table (3) Means and standard deviations of the study sample members' estimations on the areas of digital administrative empowerment

Number	Area	Mean	Standard Deviation	Rank	Level
1	Delegation of Authority	3.38	.76	1	Medium
3	Effective Digital Communication	3.35	.79	2	Medium
4	Work teams	3.32	.78	3	Medium
2	Training and Employees Motivation	3.30	.75	4	Medium
Level of Digital Empowerment as a Whole		3.34	.65		Medium

The results showed that the level of digital administrative empowerment among academic leaders in Jordanian universities came with a moderate degree from the faculty members' point of view, as all areas got a medium level, and they are arranged in descending order: delegation of authority, followed by effective digital communication, then work teams, while in the last place was training and employee motivation with a moderate level.

Researchers may refer this result to the fact that faculty members are more aware of the importance of empowerment, as they are aware of what administrators can do and their ability to make decisions. Accordingly, faculty members believe that the level of technological empowerment of academic leaders still needs further development and keeping pace with digital developments, to raise a distinguished level that contributes to raising the level of the university.

This result may also be due to the fact that university administrations have a weakness in activating digital technology completely, and are still focusing on doing business in a routine and traditional way, rather than keeping up with digital changes and developments, which limits the ability of academic leaders to delegate authority and powers to employees clearly.

This result agreed with the study results of Zu Yao & Zhang (2019), and the study results of Abu Qalbin (2019) and Al-Enezi (2021) which came with a moderate degree. In contrast, this study disagreed with the results of the study of Zboun (2018) and the results of the study of Al-Salami (2021) which came with a high degree.

Means and standard deviations of the study sample members' estimations on every item of each areas of digital administrative empowerment among academic leaders in Jordanian universities were also calculated in descending order, and they are presented as follows:

First: Delegation of authority. The results revealed that means of the area items came with a moderate level (medium to high), where the item "The academic leaders delegate the faculty members enough authority to accomplish tasks of their jobs easily and quickly" came in the first place with a moderate degree, as the researchers refer this result to that there is a failure in the relationship between the leaders and employees, where there is no delegation to a large extent of the delegation processes inside universities, and this result may be due to administrative instructions which limits delegation of authority, and the academic leaders are the first responsible people in their faculties.

This result was confirmed by the item that stated: "The leaders are authorized to prepare for the faculty's departmental meetings", the item that stated "The leaders are authorized to prepare the financial records and determine the school's needs to support the work", the item that stated: "The leaders and employees are authorized to follow up on the social, religious and recreational activities in the school" and the item that stated: "The leaders and employees are authorized to follow up on the implementation of the plans during the academic year" which all came with a moderate degree.

This result agreed with the results of the study of Zu, Yao & Zhang (2019), the results of the study of Abu Qalbin (2019) and the results of the study of Al-Enezi (2021). On the other hand, it disagreed with the results of the study of Al-Zboun (2018), and the results of the study of Al-Salami (2021) which came with a high degree.

Second: Effective communication. The results showed that the means of the area items came with a moderate to large level), as the item that stated "Leaders and employees can obtain social media to achieve the desired results" came in first place at a level of (large). The researchers refer this result to the fact that leaders and employees invest all available means of communication, including social media, so as to achieve goals within the school, where experiences are exchanged and goals are achieved, and this was confirmed by the item that stated "Employees exchange acquired experiences continuously and share points of view".

In the third the item that stated, "Leaders allow employees to clarify and explain their points of view without complication," came at a level of (medium). The researchers refer this result to the fact that managers suffer

from great pressure at work, and so they do not have enough time to listen in detail to different points of view. Despite this, leaders work to open communication channels that help exchange opinions, as this item confirms it “The manager provides a fast and advanced information system for employees to facilitate work matters,” and the item “The manager provides effective and advanced means of communication for employees.”

Third: Work teams. The results showed that the means of the area items came with a level of (medium to large). The item that stated "Academic leaders enhance teamwork away from individual reinforcement" came in first place at a level of (large). The researchers refer this result to the principals' awareness of the importance of building institutional work teams, so that they organize the work of the teams, follow up on their work, and provide appropriate facilities for them. They also work to some extent to raise the spirit of cooperation between them, and this was confirmed by the item "The principal raises the spirit of cooperation and assistance among teachers as members of an integrated team", the item "The leader gives faculty members confidence in their abilities to perform the tasks assigned to them with a high spirit of participation" and the item "The principal controls the implementation of decisions within a single unit away from racial discrimination among teachers" and the paragraph "The principal enhances the element of consultation and participation in drawing up and making decisions.

Fourth: Training and employees motivation. The results revealed that means of the area items came with (a moderate to high level), as the items that stated “The principal allows teachers chances for learning and acquire new skills in work” and “The principal pays attention to material and moral incentives of teachers which raises their motivation to work” came in the first place and a high level. The researchers refer this result to the leaders; awareness of the importance of training and motivating employees, as academic leaders set developmental plans in order to train and develop employees, and this was confirmed by item that stated “The leader adopted a training plan for all employees that suit their work needs” which came with a moderate level, the item “The leaders encourage employees to exchange experiences among them” the item “The leader enhances employees’ efficacy which contributes their promotion in work and the item “The leader seeks to develop teachers by assigning them to training courses that provide them with material and moral returns in their work.”

Results of the second question: **What is the level of quality of work life among faculty members in Jordanian universities from their point of view?**

To answer this question, means and standard deviations of the study sample members’ estimations were calculated on the areas of the level of quality of work life among faculty members in Jordanian universities, and their items in the descending order, as table (4) explains this.

Table (4) Means, standard deviations and degree of indicators of quality of work life

Number	Rank	Area	Mean	Standard Deviation	Degree
8	1	My university appreciates my efforts in academic performance	4.09	0.80	Very high
14	2	Training courses offered by university administration keep pace with my academic needs to develop my work	4.07	0.86	Very high
15	3	The administration gives me suitable flexibility to behave in performing my tasks	4.03	0.86	Very high
11	4	The administration encourages me to conduct academic studies published in international journals (Scopus, Calvert, and Web Sense).	4.01	0.86	Very high
7	5	My job provides me with security and stability if I am commitment to achievement and professional development	3.90	0.88	Very high

10	6	I work in a work environment characterized by trust and safety exchanged among employees inside the university	4.89	0.94	High
9	7	The university administration provides various training methods reflecting the method that keeps pace with electronic updates.	3.87	0.98	High
3	8	Courses offered by university administration keep pace with my academic needs.	3.81	0.95	High
12	9	I feel fair in the way leaders evaluate my annual performance.	3.76	0.97	High
5	10	I think that the university administration takes into account the special circumstances of employees	3.74	0.97	High
13	11	I think that the faculty members have good relationships with the university administration and parents.	3.72	1.02	High
1	12	The work environment in the university helps in innovation and development.	3.70	1.00	High
2	13	I think that the work environment in the university characterized by cooperation and understanding	3.68	1.00	High
4	14	I receive training courses to improve my teaching skills from inside the university and on my own.	3.63	1.14	High
17	15	I feel that the promotions system in the university are fair and objective.	3.58	1.14	High
6	16	My salary suits my work qualifications.	3.33	1.11	Moderate
14	17	My job provides me with the chance to make decisions independently.	3.32	1.14	Moderate
16	18	The work system in the university allows me to share in making decisions.	3.30	1.16	moderate
Variable as a whole			3.76	0.80	High

The results in Table (4) indicate that the general index of quality of work life reached (3.76) with a large degree, which shows a high level of quality of work life for faculty members in Jordanian universities. It is also noted that item (8) "My university appreciates my efforts in academic performance" received the highest ratings with a mean of (3.84), which stated "The university administration provides various training methods that reflect the method that suits me in keeping up with electronic developments", which shows a high appreciation of faculty members for their administrative, academic and research efforts. Whereas item (16) "The salary I receive is suits my job qualifications" received the lowest ratings with an a mean of (3.19), which indicates a moderate level of faculty members' satisfaction with the salary level compared to their job, research and academic qualifications.

This is may be due what the university administration offers to the faculty members of appreciation and attention as they are effective members by respecting me, developing and involving me with training courses which helps the faculty members to improve and develop himself, where this develops relationships with the university administration through cooperation and understanding.

In the place came the items (16, 14, 6) with a moderate degree. The result may be due to the faculty members' feelings of lack of justice and objectivity of promotion system in the university, the salary they take which doesn't suit their qualifications, which causes a state of weakness of work stability and their feeling that work in the university is through participation in decision-making.

Results of the third question: **Is there a correlation relationship between administrative empowerment among academic leaders and quality of work life among faculty members?**

To answer this question, Pearson Correlation was calculated between administrative empowerment and quality of work life, and table (5) shows this.

Table (5) Pearson Correlation between administrative empowerment and quality of work life

Relationship between	Quality of Work Life		Power Classification
	Correlation Relationship	Statistical Significant	
Delegation of Authority	**0.621	0.000	Very High
Effective Digital Communication	**0.603	0.000	Very High
Group Work	**0.654	0.000	High
Training and Motivation	**0.613	0.000	Very High

Note **statistically significant at the significance level ($\alpha = 0.01$) **

It is clear from the previous table that there is a correlation relationship between the academic leaders practice to the digital administrative empowerment in Jordanian universities and the level of work life of the faculty members. This result may be due to that quality of work life of the faculty member in universities is related to academic leaders empowerment who follow up and supervised the faculty members performance, and they have the role in their continuity or termination of their contracts through follow up their academic, professional, research and administrative achievements that contribute to the advancement of the university.

Elements related to the quality of work life include the physical work environment, the social environment within the organization, the administrative system and the relationship between life inside and outside work including the basic goals of the quality of work life in improving the employee's working conditions and increase organizational effectiveness.

Recommendations

In light of the study results, the researchers recommended the followings:

Encouraging university administration to practice digital empowerment through continuous professional training and development to the principals about concepts and modern educational updates, especially to what related to digital empowerment which helps employees feel the quality of work life.

Encouraging academic leaders to accept the idea of empowerment and the role they perform in the success of the educational process through enhancing the participation methods in making decisions related to the individual and institution, and continuing to motivate and reinforce employees materially and morally which has an effect in their work performance.

Giving great importance to new and innovative thoughts since they have great importance in achieving university goals, increasing their excellence, follow up in giving more authorities and delegating authority to educational advisor within the scope of his work.

Reviewing the incentive and rewards system to attract and motivate the distinguished who have energies and capabilities, and a strong desire to work in order to a role model for their colleagues at work, encourage the spirit of competitions among them, improve employees awareness to their abilities, instill confidence in

them and their skills, give them freedom of action in performing their job duties and encourage them to find innovative solutions to problems facing them in work.

Conducting more studies on digital administrative empowerment and link them other variables such as school excellence and morale of faculty members, and show their effect in the educational process in directorates of education, universities or other areas, and compare their results with the current study results.

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