

Impact of Administrative Empowerment on Organizational Commitment (Field Study in Secondary Governmental Schools in Kingdom of Bahrain)

MS. Khulood Rashid AbdulRahman Mattar, Dr. Mohamed Atteia
Head of Department Business Administration, College of Administrative Sciences Applied Science University
P.O. Box 5055, Juffair, Kingdom of Bahrain

Abstract

The study aims at exploring the impact of administrative empowerment on organizational commitment in secondary governmental schools in Kingdom of Bahrain, and recognizing the actual administrative empowerment in secondary governmental schools in Bahrain as well as the actual organizational commitment in the educational and administrative authority of secondary governmental schools' teacher in Kingdom of Bahrain. The research has based on the descriptive analytical approach using questionnaire to stand on the opinion of educational and administrative panel in secondary governmental schools in Al Ganwbia and Al Mahraq provinces , representing 100% of the research sample. The total number was 108 educators from both educational and administrative panels, distributed on thirteen managers, thirty assistant managers and sixty five senior teachers.

The research results indicated that there is static relation between administrative empowerment and organizational commitment in secondary governmental schools in Kingdom of Bahrain.

Besides, the results showed that there are no static differences in administrative empowerment in secondary governmental schools in Bahrain due to demographic variables such as (sex, age and qualification). However, there are static differences in administrative empowerment in secondary governmental schools in Bahrain due to the variables of (experience and job title).

Moreover, there are no static differences in organizational commitment in secondary governmental schools in Bahrain due to demographic variables such as (sex, age, and qualification), while there are static differences in organizational commitment in secondary governmental schools in Bahrain due to (experience and job title)variables.

Keywords: Administrative empowerment – organizational commitment

1.Introduction:

Administrative empowerment is one of the principles and bases which approves the application of open administration approach. Based on that, many definitions of empowerment emerged, as some writers believes that it is a management toll, while others have a philosophical prospective thereof. There also some who considered empowerment a cultural practice which promote employees to bear their personal responsibilities to improve the way they accomplish their work through empowering lower levels and give them power the take decisions.

It was noticed during the last ten years that many essays, writings and researches tackling the empowerment issue due to its importance to free the employee from traditional control , tough policies and abiding regulations. However, Arab researchers must give more interest to this issue since the Arab studies in this regard are less.

Commitment is a philosophical term, which cannot be recognized unless in light of a specific historical period, under certain social frame. It is the fruit of many reasons, social, economic, cultural and political variables in society. Besides, it has social aspect as well, which lack makes the human feel isolated and strange, worried and anxious, suffer from physiological problems which can affect the society unity and integration.

Thus, we must refer that human aspect and human resources management are vital issues, since human is the major key for the success or failure of any company or organization or country. Subsequently, consideration and direction and promotion are very important, which are more serious than any material issues related to technology, money, design and structure.

1.1:Research problem:

The problem was formed through the information available for the researcher as she works in ministry of education. It was clear to her that there is lack and failure represented in not giving the employees the power and their poor participation in decision making, which has negatively impacted their organizational commitment.

Based on the above, the researcher considered making a measuring tool in the form of questionnaire to stand on commitment extent, which requires taking more actions to improve organizational commitment, such as

administrative empowerment which has been proper for the research.

This research was made to answer the following main question:

To what extent does administrative empowerment impact the organizational commitment in educational and administrative panel in secondary schools in ministry of education, Kingdom of Bahrain?

The above question is branched into the following sub-questions:

1. Is there a static relation between administrative empowerment and organizational commitment in secondary schools in ministry of education, Kingdom of Bahrain?
2. What is the administrative empowerment level in secondary governmental schools in ministry of education, Kingdom of Bahrain in the view of administrative and educational panel in secondary governmental schools in ministry of education, Kingdom of Bahrain?
3. What is the level of organizational commitment in the view of administrative and educational panel in secondary governmental schools in ministry of education, Kingdom of Bahrain?

1.2: Research objectives:

The research aim at accomplishing the following:

1. Identifying the reality of administrative empowerment.
2. Identifying the reality of organizational commitment level.
3. Identifying the impact of administrative empowerment on organizational commitment.

1.3: Research importance:

The research importance has two aspects:

1-Theoretical:

Enriching Arab research literatures, widening their scale through the value addition of this research results concerning the emphasis on the theoretical importance of modern administrative empowerment of employees in all institutions in general and governmental institutions in particular.

2-Practical:

Despite the current noticeable activity of Arab world and clear interest in researches and studies in administrative empowerment in governmental institutions, this study provides measuring tool for researchers which depends on modern administrative empowerment concept for the field practice; which can be used to make other measuring tools in various institutions or organizations.

2.1: Organizational commitment

Definitions of organizational commitment, for behavior scientists, are based on major Hypothesis, which is that the individual behavior inside the formal structure may exceed limit of standard expectations set by such organization. Besides, the individual is previously prepared for the organizational behavior, and in the way that achieves strong and constant connection with the organization objectives. The importance of such Hypothesis is that many scientific discussions about the organizational commitment concept have been based thereon.

Many studies and writings have mentioned the correct term definition of commitment. We can set two definitions of commitment which indicate all aspects of commitment, such as the study of (Al Khouly 1976) where he defined commitment as “the individual’s feeling that he is part of bigger group – family or sect or religion or party or nation or race or others – which he belongs to as if he is the representative or identical or reincarnated in it. He also feels commonly safe, proud and satisfied as if each merit is his own. This also was mentioned in (AL Sharqawy 1984) study, where he believes that commitment means “close connection to a group and preferring it to any other, and feeling liable to defend it”

2.2: Types of organizational commitment:

Greenberg and Baron 2004 mentioned that organizational commitment has many types as follows:

1. Emotional commitment: it refers to identification between individual and organization, his emotional connection with it and it also indicated strong desire of the employee to stay in the organization to accomplish its objectives.
2. Permanence commitment: it is the employee’s desire to stay in the organization because he believes that leaving work will cost him a lot. High permanence-committed employees continue in the organization because they love that. This may be due to their fear of having no alternates.
3. Measureable commitment: it expresses the employee’s feeling that he is committed to stay in the organization due to others’ pressures. Strong measurable –committed employees take into consideration what others may say if they leave the organization and subsequently, it is a kind of moral commitment even if on his self-account.

2.3: Organizational commitment levels:

(AL Shibeny 1992) mentioned many levels as follows:

1. Materials or Physical commitment: the individual is part of the group.
2. Verbal commitment: it is through expressing individual's feelings toward the group he belongs to be stratified.
3. Commitment essence: it shows up in practical life situations, especially those which require sacrifice from the group.

2.4: Organizational commitment study entries:

(Salman 2004: P.78) referred that researchers have dealt with the emerging organizational commitment concept generally, without considering its various aspects. However, subsequent studies have shown that organizational commitment has many aspects. Most of early studies used unilateral aspect measure though it is now considered multi-aspect concept.

Besides, (Noamany 2001: P.77) has mentioned in more detail that some researchers believe that organizational commitment aspects include commitment type and area, where commitment type refers to various forms of commitment while commitment refers to the things which the individual belongs to. There are many concepts of organizational commitment, however, researchers have agreed that commitment concepts can be included in three entries which are:

1. Exchange: (Decker 1960) explained that organizational commitment reflects the individual's connection to organization and his desire not to leave it because there are benefits or merits he may lose.
2. Psychological: (Porter & others 1974) mentioned that organizational commitment can be described through three aspects:
 - A. Accepting organization values and objectives
 - B. Individual desire to exert extraordinary effort for the favor of the organization.
 - C. The individual desire to keep his membership in the organization.
3. Common: Supporter of this entry believes that each of exchange and psychological entries cannot work alone to explain organizational commitment. Subsequently, (Meyer & Allen 1984) have introduced the common entry; based on which organizational commitment has two major aspects which are:
 - A. Measurable commitment: it reflects the employee's desire to continue in the organization due to the losses he may incur if he leaves it. This concept is constituent with exchange entry.
 - B. Emotional commitment: it reflects the employee's connection and constituency with his organization. This concept copes with the psychological entry.

3. Static methods

The researcher used the following static methods based on SPSS:

- Extracting Person connection factor among axis sentences, and total axis mark to verify the true constituent measure.
- Finding measure stability using Kronbach Alpha factors and half division.
- Calculating averages and measurable deviations of study sample marks on all measure axis.
- Using independent samples T-Test to examine difference indication in axis averages due to sex variable.
- Using One Way ANOVA to examine differences indications on measure axis averages due to age and qualification variables.
- Person connection factor to verify relation between citizenship and job performance.

Research results:

Results of verifying the first Hypothesis:

The Hypothesis states that "there is no static relation between administrative empowerment and organizational commitment in governmental schools"

To verify this Hypothesis, multiple connection factor was extracted from administrative empowerment and organizational commitment aspects as shown in the table below:

Table ()
 Multiple connection factor between administrative empowerment and organizational commitment aspects
 (N=103)

Independent variables	Administrative empowerment		
	Connection factor	Determination factor	Indication level
Team works	0.519	0.2694	0.000
Independency	0.487	0.2372	0.000
Participation	0.480	0.2304	0.000
Total mark of administrative empowerment	0.531	0.2819	0.000

The above table shows that there is a strong connection static relation between administrative empowerment and organizational commitment aspects, where connection factor value was 0.626, which has static indication at 0.01 level. This means rejection of Nihilism and accepting the alternate Hypothesis. Besides, administrative empowerment aspects which are: teams works, independency, training, participation) explain 39.19% of organizational commitment level in the educational and administrative panel in governmental secondary schools in kingdom of Bahrain, depending on determination factor value which is $R^2=0.3919$. besides, there is connection static relation at 0.01 level between all administrative empowerment and organizational commitment aspects.

Results of verifying second Hypothesis:

The Hypothesis states that “there are no static differences between administrative empowerment and organizational commitment in governmental secondary schools in Kingdom of Bahrain due to the demographic variables such as sex, age, qualification , experience and job title).

First: differences in administrative empowerment and organizational commitment averages in the educational and administrative panel on governmental secondary schools in Kingdom of Bahrain due to sex variable.

To verify static differences between administrative empowerment and organizational commitment averages in the educational and administrative panel of governmental secondary schools in Bahrain due to sex, them using Independent Samples T-Test . the following table shows the results:ndependent Sample T-Test results of administrative empowerment and organizational commitment averages’ difference’s due to sex

Variables	Male employees		Female employees		T-value	Indication
	Average	Measurable deviation	Average	Measurable deviation		
Team works	4.71	0.38	4.79	0.29	1.29	0.200
Independency	4.28	0.53	4.41	0.45	1.37	0.175
Training	4.32	0.50	4.30	0.46	0.18	0.862
Participation	4.51	0.49	4.55	0.44	0.39	0.701
Total administrative empowerment mark	4.49	0.38	4.55	0.30	0.84	0.401
Organizational commitment	3.18	0.38	3.20	0.39	0.23	0.822

The results indicate that differencesbetween the average marks of male and female employeesconcerningadministrative empowerment and organizational commitment were not static, as all indications are greater than static levels (0.01-0.05). thus, Nihilism is correct which states: **“there are no static differences between administrative empowerment and organizational commitment in governmental seco9ndary schools in Kingdom of Bahrain due to sex variable”**

4. Recommendations

Based on the above results, and the analyzed and explained issues, the researcher has set some recommendations which are deemed important to support administrative empowerment in ministry of education in general and secondary education department in particular, as follows:

1. It is necessary to give courses and lectures for employees in regard of the communication and interaction ways and methods which shall help raise employees’ efficiency to be able to understand themselves, receive and exchange information, express their opinions and views to others which enable work organization, duties and responsibilities clarification and non-duplicate supervision.
2. Clarifying objectives and vision of ministry of education of junior departments, and giving some freedom in

- dealing as well as participating in determining the proper way to solve challenging situations and problems.
3. Training department must increase training courses specialized in empowerment concept through training and developing employees', making periodic training workshops to enable employees understand this term, and the benefit they will gain which shall serve ministry of education's training and developmental objectives in general, or their department in particular; leading to enhancing employees' positive attitudes.
 4. High department must be flexible and give the employees powers to enhance their empowerment, which strengthen and increase employees' administrative empowerment strategy, through adopting collaborative work that spreads trust among employees and increase their desire to bear responsibility.

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