

**How to Cite:**

Lynda, B. (2024). Impact of administrative empowerment on organizational learning at Martur Algeria Organization. *International Journal of Economic Perspectives*, 18(2), 524–543. Retrieved from <https://ijeponline.org/index.php/journal/article/view/575>

# Impact of administrative empowerment on organizational learning at Martur Algeria Organization

**Dr. Benguergoura Lynda**

University of Algiers 3, Faculty of Economic Sciences, Commercial Sciences, and Management, Business Administration Department, Algeria

**Abstract**--This research explores the influence of administrative empowerment on organizational learning processes within MARTUR ALGERIA Organization. The study centers on an independent variable, administrative empowerment, encompassing dimensions such as delegation, teamwork, training, effective communication, and motivation, as well as a dependent variable, organizational learning. Utilizing a carefully designed questionnaire, data was gathered from selected participants and analyzed using the SPSS 26 software. The findings reveal a substantial influence of administrative empowerment on organizational learning at the institution. Based on these insights, the study advocates for a heightened focus on empowering human resources as a pivotal strategy to bolster learning capabilities and achieve organizational excellence.

**Keywords**---Administrative Empowerment, Organizational Learning.

**JEL Classification:** O15, D83.

## 1. Introduction

The business landscape has experienced profound and rapid changes due to the accelerating pace of technological and scientific advancements, heralding the rise of the knowledge economy. This shift has necessitated a reevaluation of administrative theories and the advent of new paradigms to adapt to these changes effectively. Central to these emerging paradigms is the concept of the learning organization, a model that numerous leading entities have adopted, drawing on its proven strategies and tools.

The transformation into a learning organization is fundamentally linked to its capacity to tap into and harness the learning potentials of its members, underpinned by the philosophy of empowerment. Recognized by various scholars

as a key component in building such organizations, empowerment becomes increasingly vital as organizations seek to enhance their operational efficiency and adaptability.

### **1.1 Study Problem**

Today's business environment is marked by its dynamic, competitive nature and the rapid pace of change, necessitating that organizations respond promptly and adeptly to emerging challenges and continuously adapt to evolving circumstances. This adaptability is facilitated through the transformation into learning organizations that prioritize the enhancement of the human element via empowerment.

This approach is crucial in fostering an environment conducive to development and nurturing a capacity for innovation and learning. Specifically, this study focuses on MARTUR ALGERIA, a subsidiary of the leading global entity, MARTURFOMPACK INTERNATIONAL, which has been a pioneer in automotive seat manufacturing since its founding in 1986 in Bursa, Turkey. Established in March 2015 in El Senia, Oran, as a joint-stock company, MARTUR ALGERIA stands as the premier facility producing car seats for RENAULT ALGERIE. The central research question is:

- **What impact does administrative empowerment have on organizational learning at MARTUR ALGERIA?**

This question encompasses a series of sub-questions:

1. What is the impact of delegation on organizational learning at the institution?
2. What is the impact of teamwork on organizational learning at the institution?
3. What is the impact of training on organizational learning at the institution?
4. What is the impact of effective communication on organizational learning at the institution?
5. What is the impact of motivation on organizational learning at the institution?

### **1.2 Study Importance**

The significance of this research stems from its dual focus: firstly, it elucidates the relevance of each concept, administrative empowerment and organizational learning, as standalone ideas. Secondly, it explores how the implementation of administrative empowerment across its various dimensions influences organizational learning within the studied institution.

This exploration includes identifying the specific nature and type of this impact, culminating in conclusions and recommendations that underscore the critical importance of these concepts in aiding organizations to achieve their goals, with a particular emphasis on attaining excellence.

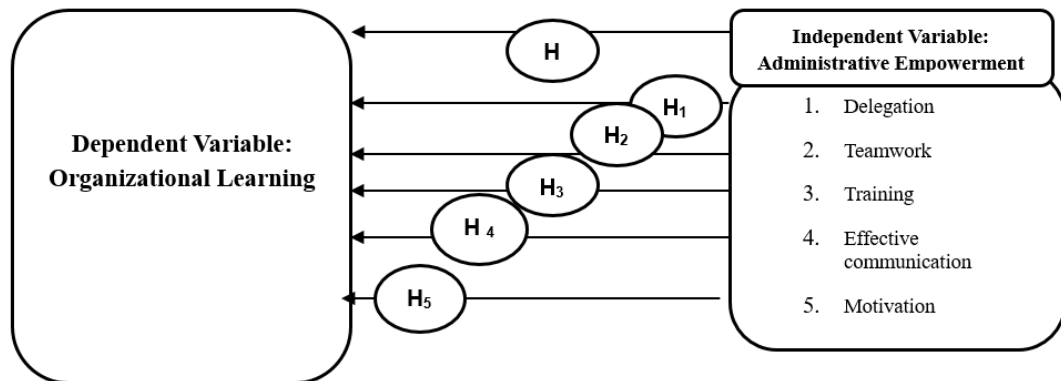
### **1.3 Study Objectives**

This investigation is designed to meet several key objectives:

- A. To delineate the overall importance of administrative empowerment and its specific significance for enhancing organizational learning at the institution under study.

B. To assess the effects of the various dimensions of administrative empowerment, including delegation, teamwork, training, effective communication, and motivation, on organizational learning within the institution.

#### 1.4 Study Model



**Source:**

Prepared by the researcher, based on the literature review.

#### 1.5 Study Hypotheses

Based on the study's problem and to achieve its objectives, we have formulated the following primary hypothesis:

**Main Hypothesis (H):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of administrative empowerment on organizational learning at the researched institution.

A series of sub-hypotheses further detail this primary assertion:

1. **Sub-hypothesis 1 (H1):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of delegation on organizational learning at the institution.
2. **Sub-hypothesis 2 (H2):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of teamwork on organizational learning at the institution.
3. **Sub-hypothesis 3 (H3):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of training on organizational learning at the institution.
4. **Sub-hypothesis 4 (H4):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of effective communication on organizational learning at the institution.
5. **Sub-hypothesis 5 (H5):** There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of motivation on organizational learning at the institution.

#### First: Theoretical Framework

##### 1. Administrative Empowerment

Administrative empowerment has emerged as a pivotal organizational concept, drawing substantial attention from researchers and practitioners alike in the management field. Defined as the capacity to exert influence, contribute to planning and decision-making processes, and leverage personal expertise at work,

<sup>1</sup>administrative empowerment enhances both individual and collective performance.<sup>2</sup> It entails the broadening of individual tasks and responsibilities, granting employees substantial autonomy to make decisions through an expanded delegation of authority.<sup>3</sup>

This concept also promotes participation, motivation, power, and responsibility, enabling individuals to engage in information and knowledge sharing<sup>4</sup>. Empowerment involves allowing employees to participate in the management of their work tasks through information sharing, training, development, planning, and control, which are geared toward fostering positive work outcomes and achieving both individual and organizational objectives.<sup>5</sup>

By enhancing motivation and reducing errors, since individuals assume greater responsibility for their work, it nurtures an environment ripe for creativity and innovation, supporting continuous improvements in both processes and products.<sup>6</sup> Furthermore, it focuses on employee care by extending their authority, enriching the information available to them, and boosting their opportunities for initiative and decision-making in response to performance challenges.<sup>7</sup>

## 2. Dimensions of Administrative Empowerment

In pursuit of the study's objectives, the following dimensions of administrative empowerment were identified:

1. **Delegation:** This is granting employees a greater sense of autonomy. It is a means used to transfer specific authorities to lower levels in the system by assigning tasks to subordinates and granting them the necessary authority to carry out these tasks, with their readiness to bear the consequences of responsibility for acceptable performance of these tasks.
2. **Teamwork:** This refers to groups of individuals who rely on each other regarding information, resources, and expertise. They possess a high degree of autonomy and are responsible for solving work-related problems and offering innovative solutions, as well as the responsibility for implementing those solutions.<sup>8</sup>

---

<sup>1</sup> Azeddine Larkam, Abdelhak Ben Nasr, "The Reality of Administrative Empowerment at Algerian University," *Scientific Horizons Journal*, Volume 10, Issue 02, 2018, p. 67.

<sup>2</sup> Sayed Mohamed Gad El Rab, *Strategy for Developing and Improving Performance*, Al-Ashri Publishing and Distribution, Egypt, 2009, p. 12.

<sup>3</sup> KHOULOU D Rachid, MOHAMED Atteia, "Impact of Administrative Empowerment on Organizational Commitment (Field Study in Secondary Governmental Schools in Kingdom of BAHRAIN)," *European Journal Of Business and Management*, Vol 7, No. 20, 2015, p. 72.

<sup>4</sup> NASSEM M. Abderahman, "The Impact of Administrative Empowerment on Creativity Improvement among The Workers of Jordanian Public Administration Institute," *International Journal Of Business And Social Science*, Vol 7, No. 01, January 2016, p. 183.

<sup>5</sup> Hamid Salem Al Kaabi, "The Role of Administrative Empowerment in Enhancing Organizational Innovation," *Al Muthanna Journal of Administrative and Economic Sciences*, Volume 6, Issue 1, 2016, p. 27.

<sup>6</sup> Eman Ali Ahmad Al-Hayali, "Administrative Empowerment and its Impact in Achieving Job Satisfaction: A Survey Study on a Group of Individuals Working at the College of Education for Girls, University of Mosul," *Al-Rafidain Development Journal*, Issue 122, Volume 38, 2019, p. 40.

<sup>7</sup> Amer Khoudair Al-Kubaisi, *Knowledge Management and Organizational Development*, Modern University Office, Alexandria, Egypt, 2004, p. 52.

<sup>8</sup> Falah ben Faraj Al-Sabini, "Reflections on the Impact of the Application of Administrative Empowerment on Innovative Thinking among Employees of Banks Operating in Riyadh," *The Scientific Journal of the Commerce Sector*, Al-Azhar University, Issue Seventeen, 2017, p. 559.

3. **Training:** This is a planned scientific activity aimed at developing capacities and skills, changing behaviors of individuals, and providing them with necessary information to enable effective and productive performance that leads to achieving their personal goals and the organization's goals with the highest efficiency possible.<sup>9</sup>
4. **Effective Communication:** This is a purposeful process of transferring information from one person to another with the goal of creating mutual understanding between them regarding ideas, information, and expressing opinions and suggestions.<sup>10</sup>
5. **Motivation:** This comprises external influences defined by managers as driving factors aimed at affecting the internal force of an individual (motivation) to direct their behaviors in specific directions that serve the shared interests of human resources and the organization.<sup>11</sup>

## 2. Organizational Learning

Herbert Simon, a foundational thinker in the realm of organizational learning, describes it as "the increasing awareness of organizational issues and the success in identifying and resolving these issues by individuals within organizations, which subsequently impacts the organization's elements and outputs." <sup>12</sup>

Organizational learning further ties to the experiences and trial-and-error processes that enable individuals to be open and receptive to the feedback and opinions of others,<sup>13</sup> ultimately fostering or facilitating the sharing of knowledge. Chris Argyris conceptualizes it as "the process of detecting and correcting errors."<sup>14</sup> Additionally, organizational learning is defined as a change in behavior or performance arising from experience and newly acquired skills, which leads to a relatively permanent alteration in behavior and business outcomes.<sup>15</sup>

Organizational learning involves modifying the behavior of an organization's employees, <sup>16</sup>equipping them with the necessary capabilities and skills for effective performance, developing their awareness of the problems the organization faces, and enhancing their ability to interact with these challenges to achieve the higher purpose of enhancing organizational performance.

---

<sup>9</sup> Cherwan Omar Omar, Ahlam Ibrahim Wali, Zana Majid Sadiq, "The Strategic Role of Human Resources Training and Empowerment in Enhancing Strategic Creative Capabilities: A Survey Study of Training Staff Opinions at the Technical Institute of Aqra in the Kurdistan Region of Iraq," University of Kooh Science and Humanities Journal, Volume 3, Issue 1, 2019, Iraq, p. 102, available at: [www.researchgate.net](http://www.researchgate.net), accessed on: 19/07/2022.

<sup>10</sup> Mohamed ben Dalim Al-Kahtani, Human Resource Management: Towards an Integrated Strategic Approach, Second Edition, Albakan Publishing, Saudi Arabia, 2008, p. 134.

<sup>11</sup> Ibid., p. 29.

<sup>12</sup> Chanchona Mohammed, "The Importance of Organizational Learning in the Success of Economic Institutions," Humanities Sciences Journal, Mohamed Khider University, Biskra, Issue 33, 2014, p. 109.

<sup>13</sup> GABRIEL Mrichat et al., "Effect of Learning Organization Culture on Organizational Performance Among Logistics Firms in Mombasa Country Kenya," Journal of Human Resources Management Science, Vol 5, 2017, p. 33.

<sup>14</sup> Chris Argyris, On Organizational Learning, BLACKWELL BUSINESS PUBLISHERS, USA, 1992, p. 132.

<sup>15</sup> Jamal Youssef Badir, Recent Trends in Knowledge and Information Management, First Edition, Dar Kunooz Al-Ilmiyah for Publishing and Distribution, Jordan, 2010, p. 86.

<sup>16</sup> Cherif Abdel Maati Al-Arabi, Ahmed Hassan Qashlan, "Developing Performance in Higher Education Institutions in Light of the Organizational Learning Approach and Total Quality Management," The Arab Journal for Quality Assurance of University Education, Issue 03, Volume Two, 2009, p. 95.

This process propels the organization towards achieving its goals efficiently and effectively, relying heavily on teamwork. Through learning, the organization strives to evaluate its performance by gathering and analyzing data, deriving conclusions, exploring errors, converting these errors into information, and then utilizing that information in the decision-making process.<sup>17</sup>

Organizational learning is also an ongoing effort practiced by the organization in building, organizing, and enhancing knowledge to reach shared meanings that can be utilized in solving problems it faces<sup>18</sup>.

It is further described as "the continuous process that occurs as a result of dynamic collective work, aimed at acquiring and developing knowledge that contributes to enhancing the organization's efficiency and its human resources in problem-solving and facing the future."<sup>19</sup>

Additionally, it is characterized as "the process of refining and analyzing ideas to transform them into knowledge that serves the decision-maker." A notable challenge in organizational learning is that it is uncommon for organizations to reconsider their assumptions or prevailing behaviors, and many hesitate to acknowledge and correct their errors, this notion is central to the concept of organizational learning.<sup>20</sup>

Many researchers view organizational learning as an interaction among three levels: individual learning, group learning (team learning), and organizational learning. However, it is the individuals who are the agents producing the behavior that leads to learning; they are the foundation and the main driver of it,<sup>21</sup> since the organization learns if its individuals learn and if their learning wheel turns at an optimal speed.<sup>22</sup>

#### **4. Administrative Empowerment and Organizational Learning**

The success of an organization is intricately linked to its ability to discover and utilize the learning potentials of its individuals in ways that align with its interests. Learning activities can be inhibited or facilitated by the ecosystem factors that influence how individuals address the problems they encounter. As such, the organization must focus on developing the capabilities and competencies of its members by encouraging continuous learning through providing a stimulating infrastructure and enabling individuals to have greater

---

<sup>17</sup> Tarik Hassan Mohammed Al-Amin, "Organizational Learning and Performance Evaluation in Public Service Institutions: A Proposed Model," *General Administration Journal*, Issue Two, Volume 46, May 2006, p. 250.

<sup>18</sup> Ayman Hassan Aldioub, "The Impact of Organizational Learning in Developing Career Paths: An Applied Study in the Banking Sector," *Economic and Legal Sciences Journal*, Issue 02, Volume 29, Syria, 2013, p. 130.

<sup>19</sup> Abdel Malik Jijik, Sarah Arabe, *op. cit.*, p. 35.

<sup>20</sup> Khaled Abdullah Ibrahim, Baha Zaki Mohamed, *op. cit.*, pp. 19-76.

<sup>21</sup> Nassima Ferial Belaali, "Learning Organizations: Employment of Intelligence and Knowledge," *Economic Studies Journal*, Faculty of Economic, Commercial and Management Sciences, Abdelhamid Mehri Constantine 2 University, Issue 01, 2014, p. 171.

<sup>22</sup> Chris Argyris, *op. cit.*, p. 8.

freedom and participation in decision-making, and granting authority to other organizational levels and employees.<sup>23</sup>

The organization should also support and encourage employees to share knowledge and motivate them by teaching them how to apply what they have learned, how to share the knowledge they possess, and how to interpret that knowledge and translate it into skills and behaviors to improve performance. Moreover, these employees should undertake development tasks from identifying problems and alternatives for solutions, selecting the appropriate solution, and making decisions they believe are suitable for resolving their challenges.<sup>24</sup>

All the efforts the organization invests in teaching its individuals and building their skills and capabilities fall under the umbrella of empowerment, encompassing delegation, flexibility, encouragement, and motivation to take on responsibility, contributing significantly to building its core capabilities. An organization cannot learn without the presence of employees who are willing to learn; similarly, empowerment necessitates a greater contribution and learning to support the ability to make decisions.

## **Secondly: Practical Framework**

### **1. Methodology:**

The researcher employed the descriptive-analytical method to explore the impact of administrative empowerment on organizational learning at MARTUR ALGERIA, focusing specifically on the perspectives of its employees.

### **2. Study Tool:**

The primary instrument used in this study was a questionnaire, which was divided into two sections. The first section gathered demographic information about the participants, such as gender, age, educational level, and years of experience.

The second section assessed the independent variable, administrative empowerment, through statements numbered 01 to 21. Statements 22 to 46 aimed to measure the dependent variable, organizational learning. A five-point Likert scale, ranging from 'strongly agree' to 'strongly disagree,' was utilized to gauge responses.

### **3. Study Population and Sample:**

The study encompassed all employees of MARTUR ALGERIA, totaling 40 individuals. The questionnaire was distributed randomly among these employees, from which 39 were retrieved. Out of these, 37 were deemed valid for the study and analysis, representing a statistically acceptable response rate of 92.5%.

### **4. Statistical Methods:**

Data analysis was conducted using the SPSS 26 software, applying various statistical techniques:

---

<sup>23</sup> ELENA P. ANTONACOPOULOU, "The Relationship Between Individual and Organizational Learning: New Evidence from Managerial Learning Practices," *Management Learning*, Vol 37(4), Sage Publications, London, p. 467.

<sup>24</sup> Abdel Malik Jijik, Sarah Arabe, *ibid.*, p. 96.

Use of frequencies and percentages to describe the demographic characteristics of the research population.

- The threshold of segmentation was used to determine the extent of application of the concept of administrative empowerment and the level of organizational learning as follows:
- For the analysis and interpretation of the survey axes, the arithmetic means are calculated, and in the case of using the five-point Likert scale, the analysis scale is extracted through the following steps:
  - \_ Calculation of the range, which equals  $5-1=4$ .
  - \_ Calculation of the class length by dividing the range by the number of categories (options), hence it is:  $5/4=0.80$ .
  - \_ The first category for the arithmetic mean values is from 1 to 1.80 and so forth for the rest of the arithmetic mean values, according to which the result interpretation table is explained below:

Table (01): Analysis Scale of Axes

Arithmetic Mean Value	[1-1.80]	]1.80-2.60]	]2.60-3.40]	]3.40-4.20]	]4.20-5]
Scale	Very Low	Low	Medium	High	Very High

- Calculation of arithmetic means and standard deviations to determine the level of administrative empowerment and the level of organizational learning in the researched institution.
- Simple regression equation was used to determine the impact of the independent variable, administrative empowerment in all its dimensions, on the dependent variable, organizational learning.

## 5. Hypothesis Testing

### 5.1 Reliability of the Study Tool:

The study's tool reliability was affirmed by calculating Cronbach's alpha coefficients for the internal consistency of all variable items, as shown in Table Number (02). The coefficients ranged from 0.803 to 0.942, with the overall reliability coefficient for all questionnaire items achieving 0.922, all surpassing the 0.70 benchmark. This denotes a high level of reliability, rendering the questionnaire acceptable and dependable for scientific research and practical application within the study.

Table (02): Cronbach's Alpha Reliability Coefficients for Study Variables

Variable and Its Dimensions	Cronbach's Alpha Coefficient
Independent Variable: Administrative Empowerment	0.942
Delegation	0.830
Teamwork	0.807
Training	0.835
Effective Communication	0.838
Motivation	0.803
Dependent Variable: Organizational Learning	0.801
Reliability of All Questionnaire Statements	0.922

**Source:** Prepared by the researcher based on outputs from SPSS.26.

### 5.2 Face and Construct Validity:

The face validity of the questionnaire was assessed by distributing it alongside the study model to a panel of seasoned professors at an Algerian university. Based on their feedback, adjustments were made to the phrasing of the statements to enhance confidence in their face validity. Construct validity was evaluated through Pearson's correlation coefficient to check the internal consistency between the dimensions and the variable they pertain to.

Table (03): Construct Validity of the Questionnaire

Dimensions of Administrative Empowerment	Correlation Coefficient	Probability Value	Levels of Organizational Learning	Correlation Coefficient	Probability Value
Delegation of Authority	0.726**	.000	Individual Learning	0.733**	.000
Teamwork	0.821**	.000	Group Learning (Team Learning)	0.781**	.000
Continuous Training	0.878**	.000			
Effective Communication	0.906**	.000	Organizational Learning	0.854**	.000
Motivation	0.796**	.000			

\*Significance at the 0.01 level

\*\*Significance at the 0.05 level

**Source:** Prepared by the researcher based on outputs from SPSS.26

The results, detailed in Table Number (03), illustrate a positive correlation of all dimensions of administrative empowerment with robust statistical significance at a level below 0.01. This underscores the pivotal role these dimensions play in implementing administrative empowerment, despite varying degrees of importance.

Moreover, the table also displays strong statistical significance in the correlation of the three learning levels, individual learning, group learning (team learning), and organizational learning, with organizational learning, signifying that none of

these dimensions can be disregarded due to their substantial statistical significance.

### 5-3 Characteristics of the Study Sample

As depicted in Table Number (04), the demographic makeup of the sample predominantly consists of males, accounting for 94.60%, with females comprising 5.40%. This distribution suggests that the institution predominantly employs a younger male workforce, with the majority of employees not exceeding 45 years of age.

Academic qualifications among the respondents are high, with all holding university degrees, reflecting the institution's strategy to recruit young university-educated talents and support their ongoing professional development. Specifically, 13.50% of the participants possess advanced degrees. Regarding work experience, 27% of the employees have less than five years of experience, 64.80% have between 5 to 20 years of experience, and 8.10% have over 20 years of experience within the company. This diverse range of experiences contributes to a rich foundation of knowledge and skills within the organization.

Table (04): Characteristics of the Study Sample

Variable	Category	Frequency	Percentage
Gender	Male	35	94.60%
	Female	2	5.40%
Age	Less than 25 years	0	0%
	26 to 35 years	8	21.6%
	36 to 45 years	21	56.80%
	More than 45 years	8	21.60%
Educational Level	Secondary	0	0%
	University	32	86.50%
	Postgraduate	5	13.50%
	Other	0	0%
Service Duration	Less than 5 years	10	27%
	6 to 10 years	18	48.60%
	11 to 15 years	4	10.80%
	16 to 20 years	2	5.40%
	More than 20 years	3	8.10%

**Source:** Prepared by the researcher based on outputs from SPSS.26

### 5.4 Level of Administrative Empowerment in the Researched Institution

To ascertain the level of administrative empowerment at MARTUR ALGERIA, arithmetic means and standard deviations of the sample's responses were calculated. The findings, as displayed in Table Number (05), show that the overall level of administrative empowerment was rated as medium with an arithmetic mean total score of (3.21).

Within the specific dimensions of empowerment, training was rated the highest by the research sample with an arithmetic mean of (3.40), followed by teamwork (3.28), delegation of authority (3.27), effective communication (3.21), and motivation, which scored the lowest with an arithmetic mean of (2.89). The standard deviations across these dimensions indicated minimal variance among the respondents' answers, all values being less than 1, suggesting a relatively uniform perception of empowerment across the sample.

Table (05): Arithmetic Means and Standard Deviations for Administrative Empowerment

Dimension	Arithmetic Mean	Standard Deviation	Score
Delegation of Authority	3.27	0.763	Medium
Teamwork	3.25	0.863	Medium
Training	3.40	0.870	Medium
Effective Communication	3.21	0.998	Medium
Motivation	2.89	1.00	Medium
Overall Administrative Empowerment	3.21	0.737	Medium

**Source:** Prepared by the researcher based on outputs from SPSS.26

## 5.5 Reality of Organizational Learning in the Researched Institution

As detailed in Table Number (06), the practice level of organizational learning within the studied institution was found to be high, with an overall arithmetic mean of (3.96). The breakdown of this learning across levels showed individual learning rated at an arithmetic mean of (3.96), followed by group learning at (3.87), and organizational learning at (3.58). Similar to the empowerment findings, the standard deviation values were all less than 1, indicating a lack of significant variation in responses, thus suggesting a cohesive perception of strong organizational learning practices among the respondents.

Table (06): Arithmetic Means and Standard Deviations for Organizational Learning

Dimension	Arithmetic Mean	Standard Deviation	Score
Individual Learning	3.96	0.517	High
Group Learning	3.87	0.680	High
Organizational Learning	3.58	0.853	High
Overall Organizational Learning	3.80	0.546	High

**Source:** Prepared by the researcher based on outputs from SPSS.26

## 5.6 Testing the Study Hypotheses

### 5.6.1 Sub-hypothesis 1 (H1):

This hypothesis posited: **There is a statistically significant impact at the level ( $\alpha < 0.05$ ) of delegation on organizational learning at the institution.**

To evaluate this, a simple regression analysis was conducted. The results, displayed in Table Number (07), revealed that the determination coefficient R-

squared ( $R^2$ ) was 0.444, suggesting that the delegation dimension explains 44.4% of the variance in organizational learning, with the rest influenced by other factors.

The correlation coefficient (R) was calculated at 0.666, statistically significant with a Sig value of 0.000 ( $< 0.05$ ), confirming a strong positive correlation between delegation and organizational learning. The ANOVA table emphasized the model's high explanatory power with an F-value of 27.941 at a significant level (Sig  $F=0.000$ ). The regression coefficient was positive, valued at ( $B=0.477$ ), indicating that a one-unit increase in delegation leads to a 47.7% enhancement in organizational learning. Therefore, Sub-hypothesis 1 is validated, and the estimated regression model is:

$Y = 2.247 + 0.477x$ , where Y represents empowerment and x represents organizational learning.

Table (07): Results of Testing Sub-hypothesis 1 (Simple Regression)

Model	R	R-squared	Adjusted R-squared	Standard Error of the Estimate		
1	.666 <sup>a</sup>	.444	.428	.41322		
b. Predictors: (Constant), Authority_Empowerment						
ANOVA <sup>a</sup>						
Modèle		Somme des carrés	ddl	Carré moyen	F	Sig.
1	Régression de Student	4.771	1	4.771	27.941	.000 <sup>b</sup>
	Total	5.976	35	.171		
		10.747	36			
a. Dependent Variable: Organizational Learning						
b. Predictors: (Constant), Authority_Empowerment						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Erreur standard	Bêta		
1	(Constante)	2.247	.303		7.421	.000
	Authority_Empowerment	.477	.090	.666	5.286	.000
a. Dependent Variable: Organizational Learning						

**Source:** Prepared by the researcher based on outputs from SPSS.26

### 5.6.2 Testing Sub-hypothesis 2 (H2):

This hypothesis posits that: **There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of teamwork on organizational learning at the institution.**

A simple regression analysis was conducted, with the findings detailed in Table Number (08). The determination coefficient R-squared ( $R^2$ ) was 0.411, indicating that the independent variable (teamwork) accounts for 41% of the variance in organizational learning, with the remaining variance attributed to other factors.

The correlation coefficient R, recorded at 0.641 and statistically significant (Sig=0.000 < 0.05), supports a positive and significant correlation between teamwork and organizational learning. The ANOVA table confirms the high explanatory power of this model with an F-value of 24.468, significant at (Sig F=0.000). The regression coefficient was positive, valued at (B=0.405), suggesting that an increase of one unit in teamwork results in a 40.5% increase in organizational learning. Thus, Sub-hypothesis 2 is validated, and the estimated regression model is expressed as:

$Y = 2.475 + 0.405x_2$ , which means "Teamwork = 2.247 + 0.477 Organizational Learning.

Table (08): Results of Testing Sub-hypothesis 2 (Simple Regression)

Summary of Models						
Model	R	R-squared	Adjusted R-squared:	Standard Error of the Estimate		
1	.641 <sup>a</sup>	.411	.395	.42512		
Predictors: Constant, Work_Teams						
ANOVA <sup>a</sup>						
Model		Regression Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
1	Regression	4.422	1	4.422	24.468	.000 <sup>b</sup>
	Student's Residual	6.325	35	.181		
	Total	10.747	36			
a. Dependent Variable: Organizational Learning						
b. Predictors: Constant, Teamwork						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Erreur standard	Bêta		
1	Constant	2.475	.278		8.899	.000
	Teamwork	.405	.082	.641	4.947	.000
a. Dependent Variable: Organizational Learning						

**Source:** Prepared by the researcher based on outputs from SPSS.26

### 5.6.3 Testing Sub-hypothesis 3 (H3):

This hypothesis posits that: **There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of training on organizational learning at the institution.** To test this hypothesis, a simple regression analysis was employed, the results of which are displayed in Table (09).

The determination coefficient R-squared reached 0.524, indicating that the independent variable (training) explains approximately 53% of the variance in the dependent variable (organizational learning). The remaining variance is explained by other factors. Furthermore, the correlation coefficient R was found to be 0.724,

statistically significant ( $\text{Sig}=0.000 < 0.05$ ), confirming a positive and significant relationship between training and organizational learning.

The ANOVA table highlights the high explanatory power of the model (model quality), as evidenced by the F-test value of 38.565 at a strong significance level ( $\text{Sig } F=0.000$ ), further substantiated by the t-test. The regression coefficient was positive, valued at 0.454, suggesting that a unit increase in training leads to a 45.40% increase in organizational learning. Thus, Sub-hypothesis Three is accepted as valid. The estimated model is:

$Y=2.259 + 0.454 x$  Which means: Training = 2.259 + 0.454 Organizational Learning

Table (09): Results of Testing Sub-hypothesis Three (Simple Regression)

Summary of Models						
Model	R	R-squared	Adjusted R-squared	Standard Error of Estimate		
1	.724 <sup>a</sup>	.524	.511	.38222		
a. Predictors: (Constant), Training						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.634	1	5.634	38.565	.000 <sup>b</sup>
	Student's Residual	5.113	35	.146		
	Total	10.747	36			
a. Dependent Variable: Organizational Learning						
b. Predictors: (Constant), Training						
Coefficients <sup>a</sup>						
Model		Non-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Standard Error	Bêta		
1	(Constant)	2.259	.257		8.793	.000
	Training	.454	.073	.724	6.210	.000
a. Dependent Variable: Organizational Learning						

**Source: Prepared by the researcher using SPSS outputs.**

#### 5.6.4 Testing Sub-hypothesis 4 (H4):

This hypothesis posits that: **There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of effective communication on organizational learning at the institution.** For testing, a simple regression was conducted, with results outlined in Table (10).

The determination coefficient R-squared reached 0.369, implying that the independent variable (effective communication) explains approximately 37% of the variance in the dependent variable (organizational learning), with the remaining variance accounted for by other factors. The correlation coefficient R stood at 0.607, statistically significant ( $\text{Sig}=0.000 < 0.05$ ), underscoring a positive and significant correlation between effective communication and organizational learning. The ANOVA table shows the model's high explanatory power (model

quality), as indicated by an F-test value of 20.467 at a strong significance level (Sig F=0.000), also supported by the t-test.

The regression coefficient was positive, valued at 0.332, which means a unit increase in effective communication leads to a 33.20% increase in organizational learning. Consequently, Sub-hypothesis Four is accepted as valid. The estimated model is:

$$Y=2.737 + 0.332 x \text{ Where Effective communication} = 2.737 + 0.332 \text{ Organizational learning}$$

Table (10): Results of Testing Sub-hypothesis Four (Simple Regression)

Summary of Models						
Model	R	R-squared	Adjusted R-squared	Standard Error of Estimate		
1	.607 <sup>a</sup>	.369	.351	.44018		
a. Predictors: (Constant), Effective Communication						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Régression de Student	3.966	1	3.966	20.467	.000 <sup>b</sup>
		6.782	35	.194		
	Total	10.747	36			
a. Dependent Variable: Organizational Learning b. Predictors: (Constant), Effective Communication						
Coefficients <sup>a</sup>						
Model		Non-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Standard Error	Bêta		
1	(Constante)	2.737	.247		11.077	.000
	Effective Communication	.332	.073	.607	4.524	.000
a. Dependent Variable: Organizational Learning						

**Source: Prepared by the researcher using SPSS outputs.**

### 5.6.5 Testing Sub-hypothesis 5 (H5):

This hypothesis posits that: **There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of motivation on organizational learning at the institution.** Utilizing a simple regression equation, the results outlined in Table Number (11) show that the determination coefficient R-squared ( $R^2$ ) was 0.209, implying that motivation explains approximately 21% of the variance in organizational learning, with other factors accounting for the remaining variance. The correlation coefficient R stood at 0.457, statistically significant (Sig=0.000 < 0.05), which confirms a positive and significant correlation between motivation and

organizational learning. The ANOVA table's F-value of 9.258 at a significant level (Sig F=0.004) further demonstrates the model's high explanatory power. The regression coefficient, a positive value at (B=0.248), indicates that an increase of one unit in motivation leads to a 24.8% enhancement in organizational learning. Therefore, Sub-hypothesis 5 is accepted as valid, and the estimated regression model is formulated as:

$$Y = 3.086 + 0.248 x_5 \quad \text{Motivation} = 3.086 + 0.248 \text{ Organizational learning}$$

Table (11): Results of Testing Sub-hypothesis 5 (Simple Regression)

Model Summary						
Model	R	R-squared	Adjusted R-squared	Standard Error of the Estimate		
1	.457 <sup>a</sup>	.209	.187	.49278		
a. Predictors: (Constant), motivation						
ANOVA <sup>a</sup>						
Model		Mean Square	ddl	Mean Square	F	Sig.
1	Regression	2.248	1	2.248	9.258	.004 <sup>b</sup>
	Residual	8.499	35	.243		
	Total	10.747	36			
a. Dependent Variable: Organizational Learning						
b. Predictors: (Constant), motivation						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Standard Error	Bêta		
1	(Constant)	3.086	.250		12.339	.000
	Motivation	.248	.082	.457	3.043	.004
a. Dependent Variable: Organizational Learning						

**Source:** Prepared by the researcher based on outputs from SPSS.26

### 5.6.6 Testing the Main Hypothesis:

The main hypothesis posits that: **There is a statistically significant impact at the level ( $\alpha \leq 0.05$ ) of administrative empowerment on organizational learning at the researched institution.** To examine this hypothesis, a simple regression analysis was conducted, with the results presented in Table (12).

The determination coefficient R-squared ( $R^2$ ) was found to be 0.556, indicating that the independent variable, administrative empowerment, accounts for approximately 56% of the variance in organizational learning. The remaining 44% is attributed to other factors not included in the model. The correlation coefficient R, calculated at 0.746, was statistically significant (Sig=0.000 < 0.05), demonstrating a strong positive correlation between administrative empowerment and organizational learning.

The ANOVA table further supports the high explanatory power of the model, with an F-value of 43.842, significant at (Sig F=0.000). This finding is reinforced by the results of the t-test. The regression coefficient was positive, valued at (B=0.552), suggesting that an increase of one unit in administrative empowerment leads to a 55.2% enhancement in organizational learning. Consequently, the main hypothesis is accepted as valid, and the estimated regression model is expressed as:

$$Y=2.029 + 0.552 \text{ Administrative empowerment} = 2.029 + 0.552 \text{ Organizational learning}$$

Table (12): Results of Testing the Main Hypothesis (Simple Regression)

Model Summary						
Model	R	R-squared	Adjusted R-squared	Standard Error of the Estimate		
1	.746 <sup>a</sup>	.556	.543	.36921		
a. Predictors: (Constant), Administrative Empowerment						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.976	1	5.976	43.842	.000 <sup>b</sup>
	Residual	4.771	35	.136		
	Total	10.747	36			
a. Dependent Variable: Organizational Learning						
b. Predictors: (Constant), Administrative Empowerment						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	standard Error	Bêta		
1	(Constant)	2.029	.275		7.371	.000
	Administrative Empowerment	.552	.083	.746	6.621	.000
a. Dependent Variable: Organizational Learning						

**Source:** Prepared by the researcher based on outputs from SPSS.26

## 6. Results Discussion

From this detailed analysis, several key findings emerge:

- The level of administrative empowerment at the researched institution was average across all dimensions, with training perceived as the most recognized dimension by the study sample, followed by teamwork, delegation of authority, communication, and finally, motivation.
- The practice of organizational learning at the researched institution was found to be high across all levels, from individual learning, group learning, to organizational learning.

- Administrative empowerment significantly influences organizational learning, as evidenced by the main hypothesis of the study which confirmed a strong statistically significant correlation at a significance level less than or equal to 0.05 between empowerment and organizational learning. Administrative empowerment explains 56% of the variance in organizational learning.
- All dimensions of administrative empowerment affect organizational learning, as evidenced by all the sub-hypotheses of the study which confirmed a positive correlation with statistical significance at a significance level less than or equal to 0.05. The most influential dimension was training, explaining 53% of the change in learning, followed by delegation (45%), teamwork (41%), communication (37%), and motivation was the least influential, explaining 20.9% of the change in organizational learning.

### **7. Recommendations:**

- Emphasize the concept of organizational learning as a strategic option crucial for the success, superiority, and distinction of an organization.
- Promote a culture of administrative empowerment within the institution, highlighting its importance as a fundamental pillar for organizational success in learning by enhancing its ability to energize its members and encouraging them through a flexible, stimulating, and supportive environment.
- Reevaluate the policy of administrative empowerment practiced in the institution under study by assessing and refining it, and attempting to adopt dimensions that are most suitable for empowering its human resources.
- Implementing the principle of authority delegation provides employees with the confidence to act appropriately. Without delegation, workers cannot act correctly as delegated individuals require information to solve work-related problems and make decisions, encouraging initiative and thought that serve the organization's learning goals.
- Focus on building work teams from the strengths in implementing administrative empowerment as it underscores the importance of teamwork and participation in solving work problems and developing work with a team spirit, which is at the core of the learning process.
- Rely on the institution's training policy to ensure the success of empowerment, as it allows for the honing of skills and refinement of knowledge that will reflect on learning outcomes.
- Pay greater attention to the policy of effective communication needed in the empowerment process within the institution, as it facilitates the flow and exchange of crucial information in solving work problems and obtaining the right information at the right time, thereby enhancing the effectiveness of the learning process.
- Reassess the institution's incentive and rewards policy due to its significant importance. Motivation contributes to empowering employees by increasing their motivation, satisfaction, and energy for learning and knowledge sharing; without motivation, effective empowerment of human resources cannot be achieved.

## References

1. Azeddine Larkam, Abdelhak Ben Nasr, "The Reality of Administrative Empowerment at Algerian University," *Scientific Horizons Journal*, Volume 10, Issue 02, 2018, p. 67.
2. Sayed Mohamed Gad El Rab, *Strategy for Developing and Improving Performance*, Al-Ashri Publishing and Distribution, Egypt, 2009, p. 12.
3. KHOULOU D Rachid, MOHAMED Atteia, "Impact of Administrative Empowerment on Organizational Commitment (Field Study in Secondary Governmental Schools in Kingdom of BAHRAIN)," *European Journal Of Business and Management*, Vol 7, No. 20, 2015, p. 72.
4. NASSEM M. Abderahman, "The Impact of Administrative Empowerment on Creativity Improvement among The Workers of Jordanian Public Administration Institute," *International Journal Of Business And Social Science*, Vol 7, No. 01, January 2016, p. 183.
5. Hamid Salem Al Kaabi, "The Role of Administrative Empowerment in Enhancing Organizational Innovation," *Al Muthanna Journal of Administrative and Economic Sciences*, Volume 6, Issue 1, 2016, p. 27.
6. Eman Ali Ahmad Al-Hayali, "Administrative Empowerment and its Impact in Achieving Job Satisfaction: A Survey Study on a Group of Individuals Working at the College of Education for Girls, University of Mosul," *Al-Rafidain Development Journal*, Issue 122, Volume 38, 2019, p. 40.
7. Amer Khoudair Al-Kubaisi, *Knowledge Management and Organizational Development*, Modern University Office, Alexandria, Egypt, 2004, p. 52.
8. Falah ben Faraj Al-Sabini, "Reflections on the Impact of the Application of Administrative Empowerment on Innovative Thinking among Employees of Banks Operating in Riyadh," *The Scientific Journal of the Commerce Sector*, Al-Azhar University, Issue Seventeen, 2017, p. 559.
9. Cherwan Omar Omar, Ahlam Ibrahim Wali, Zana Majid Sadiq, "The Strategic Role of Human Resources Training and Empowerment in Enhancing Strategic Creative Capabilities: A Survey Study of Training Staff Opinions at the Technical Institute of Aqra in the Kurdistan Region of Iraq," *University of Kooch Science and Humanities Journal*, Volume 3, Issue 1, 2019, Iraq, p. 102, available at: [www.researchgate.net](http://www.researchgate.net), accessed on: 19/07/2022.
10. Mohamed ben Dalim Al-Kahtani, *Human Resource Management: Towards an Integrated Strategic Approach*, Second Edition, Albakan Publishing, Saudi Arabia, 2008, p. 134.
11. Chanchona Mohammed, "The Importance of Organizational Learning in the Success of Economic Institutions," *Humanities Sciences Journal*, Mohamed Khider University, Biskra, Issue 33, 2014, p. 109.
12. GABRIEL Mrichat et al., "Effect of Learning Organization Culture on Organizational Performance Among Logistics Firms in Mombasa Country Kenya," *Journal of Human Resources Management Science*, Vol 5, 2017, p. 33.
13. Chris Argyris, *On Organizational Learning*, BLACKWELL BUSINESS PUBLISHERS, USA, 1992, p. 132.
14. Jamal Youssef Badir, *Recent Trends in Knowledge and Information Management*, First Edition, Dar Kunooz Al-Ilmiyah for Publishing and Distribution, Jordan, 2010, p. 86.

15. Cherif Abdel Maati Al-Arabi, Ahmed Hassan Qashlan, "Developing Performance in Higher Education Institutions in Light of the Organizational Learning Approach and Total Quality Management," *The Arab Journal for Quality Assurance of University Education*, Issue 03, Volume Two, 2009, p. 95.
16. Tarik Hassan Mohammed Al-Amin, "Organizational Learning and Performance Evaluation in Public Service Institutions: A Proposed Model," *General Administration Journal*, Issue Two, Volume 46, May 2006, p. 250.
17. Ayman Hassan Aldioub, "The Impact of Organizational Learning in Developing Career Paths: An Applied Study in the Banking Sector," *Economic and Legal Sciences Journal*, Issue 02, Volume 29, Syria, 2013, p. 130.
18. Nassima Ferial Belaali, "Learning Organizations: Employment of Intelligence and Knowledge," *Economic Studies Journal*, Faculty of Economic, Commercial and Management Sciences, Abdelhamid Mehri Constantine 2 University, Issue 01, 2014, p. 171.
19. Elena P. Antonacopoulou, "The Relationship Between Individual and Organizational Learning: New Evidence from Managerial Learning Practices," *Management Learning*, Vol 37(4), Sage Publications, London, p. 467.