

# Administrative Empowerment as a Contemporary Approach to Enhancing Strategic Decision-Making: A Critical Examination of Al-Hamdaniya University Staff

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DOI: 10.37648/ijps.v21i01.005

<sup>1</sup> Received: 24/01/2026; Accepted: 05/02/2026; Published: 18/02/2026

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## ABSTRACT

This study investigates the role of administrative empowerment in enhancing the effectiveness of strategic decision-making within higher education institutions. Researchers undertook a management theory study consisting of a survey, interviews, and a study of 60 university staff members describing the connection. They discovered the remarkable and simple truth that an improvement in judgment—consideration, transparency, and effectiveness—occurs when staff are trusted, are kept in the loop, and given freedom. Essential elements of this function include the primary components of delegation, provision, and cultivation of independence, and trust. The study offers a reality check, too: empowerment works when people are adequately trained and when people are sufficiently trained and supported. The conclusion is that the empowerment of staff is not simply a “nice” human resource initiative, but an innovative approach to optimizing productivity and accountability. During this period of transition, there are administrative empowerment models for the rest of Iraq's higher education industry to learn from.

**Keywords:** *Empowering staff; Administrative empowerment; Strategic decision-making; universities; Higher education; Organization.*

## 1. Introduction

Most decisions in higher education are made by top-level administrators in closed board rooms. But what if people closest to the work got to have a say? What if staff involvement was not just invited but actively incorporated into the university's strategic goals? These are the questions this research examines.

Including employees in strategic decision-making benefits all stakeholders. Employees gain confidence and are motivated, which adds to their investment in the goals. The institution enjoys an array of new perspectives, enhanced collaboration, and improved innovation, which positively impacts the institution's internal operations and the external community.

The focus of this work is administrative empowerment. It is a model of decision-making where the administrator's authority and control do not just get relaxed but are adjusted in a purposeful way. Conger and Kanungo defined and key consolidated the modern theory in the late 1980s. It was subsequently developed by researchers like Spreitzer. The core idea is that empowerment is more than just handing someone a task; it is providing a purpose, a measure of autonomy, and genuine power.

That said, it is not straightforward. Eisenhardt notes that giving too much freedom can create chaos. But new research is emerging which shows that empowered people are happier, more productive, and more capable of overcoming obstacles, challenges that are acute in higher education, especially in education.

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<sup>1</sup> *How to cite the article:* Al-Ali M.H.M., Ali H.H., Ragab S.I. (February 2026); Administrative Empowerment as a Contemporary Approach to Enhancing Strategic Decision-Making: A Critical Examination of Al-Hamdaniya University Staff; *International Journal of Professional Studies*; Jan-Jun 2026, Vol 21, 56-69; DOI: <http://doi.org/10.37648/ijps.v21i01.005>

## 2. Research Methodology

The study discusses the challenge of using administrative empowerment to strengthen strategic decision-making in the educational sector—a function that is pivotal to institutional development and, by file name, community improvements. The problem has joints through the following research questions:

- How does the university under investigation conceptualize administrative empowerment within the context of strategic decision-making?
- To what extent are strategic decisions—and the performance requirements for their success—understood at the university?
- Does the university’s adoption of administrative empowerment improve the quality and justification of strategic choices?
- Is there a statistically significant relationship between administrative empowerment and strategic decision-making in the study setting?
- Do these two variables exert mutual influence?

### 2.1 Significance of the Study

1) Theoretical significance. The study contributes to the literature by examining the conceptual foundations and linkages between administrative empowerment and strategic decision-making.

2) Practical (field) significance. Because empowerment supports academic and administrative staff in making sound strategic choices, the study seeks to generate findings that can benefit the university under investigation and inform future improvement efforts.

### 2.2 Objectives

- Assess the extent to which the university has embraced administrative empowerment and applied it to the strategic decision-making process.
- Diagnose the prevailing level of administrative empowerment based on field evidence and the perspectives of academic and administrative staff.
- Identify appropriate oversight and management approaches suited to the university’s context in Iraq.

### 2.3 Conceptual Framework and Hypothesized Model

In the hypothesized model, administrative empowerment is the independent variable and strategic decision-making is the dependent variable. Figure (1) presents the proposed relationship and its expected effects; the study’s hypotheses are derived from this framework and tested empirically.

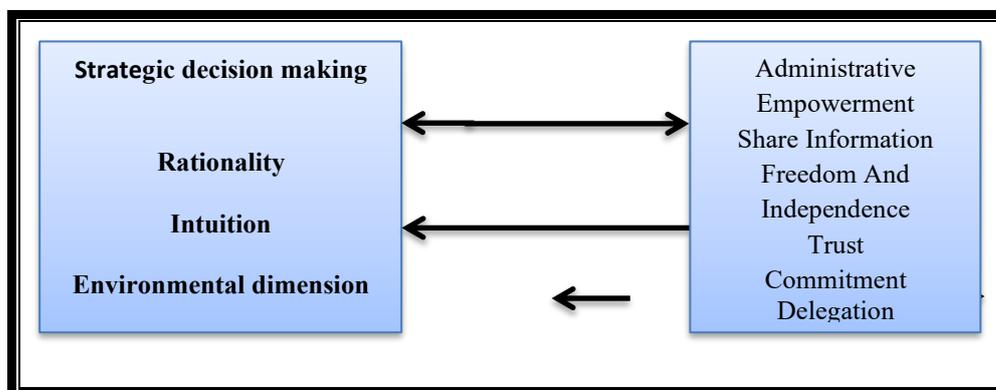


Figure 1. Study plan

## 2.4 Study Hypotheses

The hypotheses are organized into two axes:

H1 (Correlation). Administrative empowerment—comprising information sharing, autonomy (freedom and independence), trust, commitment, and delegation—is positively and significantly correlated with strategic decision-making and its dimensions (rationality, intuition, and the environmental dimension).

H2 (Influence). Administrative empowerment exerts a significant effect on strategic decision-making across its dimensions (rationality, intuition, environmental). Specifically:

H2a: Information sharing → strategic decision-making.

H2b: Autonomy (freedom and independence) → strategic decision-making.

H2c: Trust → strategic decision-making.

H2d: Commitment → strategic decision-making.

H2e: Delegation → strategic decision-making.

## 2.5 Study Instruments

1 (Theoretical Component):

The study draws on Arabic and international scholarship—books, peer-reviewed journals, theses/dissertations, and relevant articles—to ground the constructs of administrative empowerment and strategic decision-making and to develop the study's hypotheses.

Institutional Context: Al-Hamdaniya University (Brief Synopsis)

Al-Hamdaniya University is one of the institutions under Iraq's Ministry of Higher Education and Scientific Research. It was established in 2014 following the relocation of several Mosul University colleges to Ankawa (Erbil) during ISIS's control of large parts of Nineveh Governorate; the university later returned to the Al-Hamdaniya district after Mosul's liberation. Its role in managing higher-education processes and outcomes motivated its selection as the study site.

2 (Practical Component):

The empirical work employed a structured questionnaire refined through preliminary revisions and organized into two axes:

Axis I – Administrative Empowerment: information sharing; autonomy (freedom and independence); trust; commitment; delegation.

Axis II – Strategic Decision-Making: rationality; intuition; environmental (external context/analysis).

In addition, a participant profile section captured key demographics of the study sample—gender, age, academic qualification, and years of service—as summarized in Table 1. Data analysis (reported elsewhere in the paper) tests H1–H2 and their sub-hypotheses using appropriate statistical procedures.

**Table 1.** Characteristics of the individuals studied at the university, the study sample

Variable	Categories and Titles	Number	Ratio
<b>Gender</b>	Males	51	%85
	Females	9	%15
	<b>Total</b>	<b>60</b>	<b>%100</b>
<b>Age</b>	More than 30 years	6	%10
	30-less than 40	39	%65
	40 - less than 50	12	%20
	50 years and over	3	%5
	<b>Total</b>	<b>60</b>	<b>%100</b>
<b>Educational attainment</b>	Preparatory school and below	3	%50
	Diploma	9	%15
	Bachelor's	42	%70
	Postgraduate study	6	%10
	<b>Total</b>	<b>60</b>	<b>%100</b>
<b>Number of years of service</b>	Less than 5 years	-	-
	From 5 years to 9 years	3	%5
	From 10 years to 14 years	12	% 20
	From 15 years to 19 years	18	%30
	From 20 years and over	27	%45
	<b>Total</b>	<b>60</b>	<b>%100</b>

*Source: Constructed by investigators*      **Table 1. Sample Characteristics (n = 60)**

- Gender. Males constituted 85% of the sample and females 15%, indicating a male-majority composition among respondents at the university.
- Age. The 30–<40 years group was the largest at 65%, suggesting a predominantly mid-career cohort with relevant experience for administrative and strategic roles.
- Academic qualification. Bachelor's degree holders represented 70% of respondents, with the remainder distributed across postgraduate credentials (diploma, master's, PhD). This points to a diversified—though bachelor-dominant—educational profile.
- Years of service. Approximately 45% reported  $\geq 20$  years of service, followed by 30% with 15–19 years. This indicates a substantial share of long-tenured staff, with the remainder spread across shorter service brackets.

**Table 2. Measurement Structure (Overview)**

- Table 2 outlines the study's primary constructs and their sub-dimensions and shows how the questionnaire is organized:
- Administrative empowerment: information sharing, autonomy (freedom and independence), trust, commitment, delegation.
- Strategic decision-making: rationality, intuition, environmental dimension.
- In addition, the instrument includes a participant profile section (gender, age, qualification, years of service) for descriptive analysis.

**Table 2:** Questionnaire Structure

No.	Main variables	Sub variables	Number of paragraphs	Paragraph numbers	Measurement sources
1.	Administrative empowerment	Share information	5	1-5	Blanchard, Carlos & Randolph (1999); Bowen & Lawler (1995)
		Freedom and independence	6	6-11	Conger & Kanungo (1988); Thomas & Velthouse (1990)
		Trust	5	12-16	Mayer, Davis & Schoorman (1995); Spreitzer (1995)
		Commitment	7	17-23	Allen & Meyer (1990); Menon (2001)
		Delegation	6	24-29	Yukl (2013); Quinn & Spreitzer (1997)
2.	Make decision	Rationality	4	1-4	Dean & Sharfman (1996); Eisenhardt & Zbaracki (1992)
		Intuition	6	5-10	Khatri & Ng (2000); Elbanna & Child (2007)
		Environmental dimension	6	11-16	Daft (2010); Hitt, Ireland & Hoskisson (2017)

Source: Data from researchers

## 2.6 Measurement Scale and Instrument Quality

### A) Administrative Empowerment

Administrative empowerment was defined and implemented using five dimensions:

1. Information Sharing. Communication and transparency constitute critical parts of an empowered system. This dimension was inspired by Blanchard, Carlos & Randolph (1999) and Bowen & Lawler (1995).
2. Freedom and Independence. This dimension captures the psychological and behavioral dimensions of autonomy and was inspired by Conger & Kanungo (1988) and Thomas & Velthouse (1990).
3. Trust. This dimension was inspired and measured by Mayer, Davis & Schoorman (1995) and Spreitzer (1995). It focusses on the requisite trust and confidence from leaders towards employees in order for empowerment to occur.
4. Commitment. This dimension reflects the emotional and normative as described by Allen & Meyer (1990) and Menon (2001) attachment of employees towards the organizational goals within the context of empowerment.
5. Delegation. This dimension was inspired by Yukl (2013) and Quinn & Spreitzer (1997). It focusses on the the leadership spheres of control and the distribution of authority and decision making.

These dimensions capture the definitional and psychological underpinnings of empowerment that facilitate trust based, proactive and participatory administrative practices.

### B) Strategic Decision-Making

The approach to strategic decision-making was defined as a multidimensional construct consisting of rationality, intuition and environmental scanning analysis.

1. **Rationality** was measured following *Dean & Sharfman (1996)* and *Eisenhardt & Zbaracki (1992)*, who defined strategic rationality as an analytical, evidence-based process oriented toward organizational performance.
2. The work by *Khatri & Ng (2000)* and *Elbanna & Child (2007)*, capturing intuition as experiential judgement and tacit knowledge, was also used.
3. The Environmental Dimension comes from *Daft (2010)* and *Hitt, Ireland & Hoskisson (2017)* focusing on external scanning, environmental uncertainty, and flexibility in strategy.

### 3. Intellectual and Theoretical Foundations of Research Variables

The chapter outlines the intellectual and theoretical foundations of the study variables, Administrative Empowerment and Strategic Decision-Making, in the context of thought in strategic management. It aims to elucidate their conceptual origins, principal theoretical streams, and practical connections that articulate their interrelationship. The chapter synthesizes the two variables in a consolidated framework, illustrating how the mechanisms of empowerment improve the quality and fluidity of strategic decision-making in organizational settings.

#### 3.1 Theoretical Framing

##### a. Concept of Administrative Empowerment:

Since the 1980s, the first changes that came to management thought were the changes from horizontal, bureaucratic, control-driven systems to cooperative systems where the people are the main drivers of growth, innovation, and change. These systems are more participative, and the focus is management is on the people. Conger and Kanungo (1988) said that empowerment is the process of enhancing intrinsic motivation by giving meaning, choice, competence, and impact. Building on that, Spreitzer (1995) defined empowerment along the four psychological components of meaning, competence, self-determination, and impact .

However, the challenges of empowerment are well documented. Eisenhardt (1992) has argued that excessive delegation of decision making without pre-established limits can create bottlenecks along the stream and fog the decision rights matrix. This underlines the need for the design of systems that make the delegation of power and control along with the necessary limits and decision control systems.

In recent years, the idea of empowerment has gained renewed attention, especially as organizations grapple with increasingly complex challenges. Meta-analytic research continues to establish empowerment as a pivotal influence on organizational outcomes, such as organizational performance, job satisfaction, and decision-making value and quality (Seibert, Wang, & Courtright, 2011). More recent research highlights empowerment's role on organizational outcomes and employees well-being and occupational retention stability, especially important in the context of educational settings (Bhattacharya & Narad, 2024).

It follows then, that administrative empowerment is not moving control, simple policy, or bureaucratic delegation. The implication is also that administrative empowerment, and in particular administrative empowerment, is a multidimensional management philosophy integrating psychological, behavioral, and strategic components to enhance organizational empowerment. Boosting individual and collective agency.

##### b. Importance of Administrative Empowerment:

The importance of administrative empowerment within a flexible, innovative, and congruent goal organization is foundational. Structural empowerment, role and goal expectancy, and inter-organizational relations predict organizational commitment, which enables the commitment cascade that ultimately boosts organizational effectiveness (Fragkos et al, 2020, p. 940). Psychological empowerment, recently analyzed, is primarily considered an energizing force of organizational engagement and a catalyst to cope with the challenges of modern organizations (Llorente-Alonzo et al, 2024).

Recent research also focuses on the benefits of empowering leadership behaviors, which the association of such behaviors with employee performance and job satisfaction argues for, and workplace outcomes (Ye et al, 2022, p. 6). Psychological empowerment also creates a positive disposition towards challenge, role enhancement, and improved performance which the organization appreciates (Xu et al, 2024). Enhanced role effectiveness was reported by Orgambidez et al. (2024), among employees with structural empowerment, along with increased personal initiative and role effectiveness.

Gaining administrative empowerment within higher education allows universities to adapt to changes academically, technologically, and socially while enabling more faculty and staff involvement in high-level decisions. With more empowered practices adopted in Iraqi universities, where governance is largely centralized, the researcher believes this will improve the system more effectively and bring positive change to the Iraqi university governance model. From the researcher's viewpoint administrative empowerment needs to be more incorporated into policies, leadership development, and even evaluation to become an operational resource for the university to help improve realign strategic objectives and bolster their market position.

**i. Information Sharing**

Access to data is critical for fostering trust and reliability as well as for boosting management involvement. Recent investigations show that the provision of supportive databases improves engagement and personal initiative (Orgambidez et al., 2024).

**ii. Autonomy**

People feel adept, professional, and mighty whenever they've got autonomy, clear decision-making guidelines, and minimal constraints. Autonomy comprises a psychological construct that encompasses a profoundly empowering realm of psychological features, according to Llorente-Alonso et al. (2024).

**iii. Trust**

This is a necessity for empowerment to be workable. It permits workers to come up and take initiative, reduces defensive behaviors, and reduces the need for monitoring. According to meta-analytic analysis, followers' performance and behavior regarding organizational citizenship are influenced by empowered management in large part through trust in leaders (Legood et al., 2021). According to more recent research, organizational trust also improves psychological safety within all members of the group, which in consequently fosters active engagement with strategy discussions involving measured risks (Joo et al., 2022).

**iv. Commitment**

The link between managerial autonomy and dedication levels is impacted by the real-world effects of dedication on fostering recognizing, strengthening inner relationships, and preserving the continuity of strategic decision-making. Numerous studies indicate that institutional power is a powerful indicator of organizational commitment (Fragkos et al., 2020). The staff empowerment-boosted commitment in the sector of higher education can be linked to job satisfaction (Harb, 2023).

**v. Delegation**

It serves a wide range of positions within a group. It strengthens accountability, promotes empowerment, boosts participation, and directly connects individuals with outcomes of decisions. Recent studies suggest that empowering leadership behaviors, such as supporting decision-making and finding a balance between employee development and decision autonomy, lead to improved job satisfaction and performance (Ye et al., 2022). Additionally, meta-analytic reviews confirm that achieving excellent outcomes for both people and organizations is dependent upon task assignment done well (Lee et al., 2018).

**c. Conclusion of Section One**

According to emerging theories, administrative empowerment is changing from being merely an organizational practice to becoming a crucial part of strategic organizations' transformational frameworks for maximizing efficiency as educational institutions address today's issues. Maintaining the organizational performance and decision-making quality that results from engagement, innovation, and the organization's systematic responsiveness to environmental complexity is the main goal. The present research's five aspects—delegation, autonomy, confidence, commitment, and information sharing—all work together to achieve empowerment as a managerial practice. These dimensions, which emphasize the human element and, on the reverse end of the spectrum, the shift in organizational tension that is typical in higher education, serve as the foundation for the four main strategic decision procedures

**3.2 Strategic Decision****First: The concept of strategic decision**

Strategic Decision-Making: Concept, Importance, and Dimensions:

**Concept and Origins**

The term strategic decision-making pertains to the process with which organizations allocate resources to determine their long-term goals and objectives. The word decision comes from the Latin term *decidere* which means to cut off alternatives, and implies the act of choosing and being conclusive about one option (Eisenhardt, 1992). Early works in the field described decision making as a process undertaken by individuals or groups in a reflective manner after a thorough and systematic review of the alternatives available (Simon, 1977).

Currently, there is considerable complexity and uncertainty regarding long-term effects of modern strategic decisions. The impact of such decisions is usually profound and is not easily reversible (Elbanna & Child, 2007). Studies have more recently suggested that the quality of strategic decisions is the strategically driven rational analysis combined with the use of intuition, especially in fast-paced dynamic situations where managerial thought and action is required (Thanos, Papadakis, & Barwise, 2017).

### **Importance of Strategic Decision-Making**

Since it directly affects organizational direction and long-term viability, strategic decision-making is one of the most important managerial processes. Effective resource allocation, competitive advantage maintenance, and environmental turbulence adaptation are all made possible by strategic decisions of high quality (Elbanna & Child, 2007). Furthermore, recent studies highlight the critical role that decision-making quality plays in organizational performance, innovation capacity, and sustainable growth (Papadakis & Barwise, 2022).

Furthermore, effective leadership cannot be separated from the strategic decision-making process. According to studies, leaders who promote involvement and information exchange are more likely to generate creative and workable decisions (Calabretta et al., 2016). This demonstrates that the strategic decision-making process serves as a tool for organizing organizational resources in addition to being a logical assessment of available options.

Trust and accountability within an organization are, in most instances, the result of strategic decisions within the organization's decision-making model. Maccrimmon and Wehrung (2018) state that in situations characterized as volatile and boundary-shifting, an organization's resilience will continue to depend on the strategic decisions that maintain equilibrium concerning employee satisfaction, alignment of stakeholders, and organizational sustainability. Strategic decisions within the higher-education sector entail more than operational efficiencies and organizational competitive advantages. Strategic decision-making embodies the alignment of the academic mission to the community's needs, allowing the institution to focus strategically aligned, limited resources on initiatives that create social value and promote institutional sustainability.

### **Analytical Conclusion**

There are different theories and pieces of empirical evidence regarding the strategic guidance and oversight of sustainability of an organization amid uncertainty and complexity. It goes beyond and integrates more than just the resource allocation and the alternatives. It balances analysis and intuition and synergizes leadership and the engagement of constituents. Because of the dynamic quality of planning, the decisions made need to be evaluated not just by the quality of the decisions made at the present but also by the organization's subsequent adaptability and the stakeholders' trust over time. Because of this, the strategic dimensions of the decision and its subsequent implications in practice must be examined, as well as how these dimensions facilitate the efficiency of the decision in its execution and the pragmatics of the decision in modern organizations and higher education.

### **Dimensions of Strategic**

#### **Decision-Making**

It is the primary aspect of the process of strategic choice because it requires gazing at the data in a methodical and objective approach to choose possibilities that fit with the desired objectives of the organization. Evidence indicates that rationality is influenced by decision-specific, environmental, and organizational factors, creating a cohesive framework of both internal and external influences (Elbanna & Child, 2007, p. 561). Recent findings indicate that rationality improves decision-making efficacy in dynamic contexts and persists as the primary approach, even during crises, by integrating intuitive elements to facilitate swift responses (Elbanna, 2018, p. 1105; Bonelli & Liu, 2023, p. 388).

#### **i. Rationality**

A foundation of strategic decision making is rationality- thinking in a methodical, step-by-step ways to evaluate the alternatives and select solutions that are most likely to create value for stakeholders. There is evidence that rationality is affected by organizational, environmental and decision-specific contexts and there are complex interrelations between them (558) (Elbanna & Child, 2007:558). According to recent scholarship, rationality enhances decision making in dynamic environments and is maintained even in a crisis

with intuitive elements added to ensure quick response (Elbanna, 2018, p. 1105; Bonelli & Liu, 2023, p. 388).

ii. **Intuition**

Intuition supplements rationality in strategic judgment as it allows to make quick and intuitive, holistic judgments when conditions are uncertain and information incomplete. Based on previous experience, it works as a quick cognitive process that facilitates innovation and response to novel challenges (Akinici & Sadler-Smith, 2019, p. 36). New scholarship is emerging which suggests that leaders with an empowering style of behaviour are given more decision making flexibility between rational analysis and intuitive judgment (Ye et al, 2022, p. 6).

iii. **Environmental Dimension**

The environmental dimension is a decisive factor in strategic decision-making, as market dynamics and political, technological, and social shifts place increasing pressures on organizations. Recent evidence suggests that recognizing environmental complexity and instability contributes to the development of more flexible and effective strategies (Wangrow et al, 2015, p. 102). Structural empowerment further strengthens the capacity of institutions to address environmental pressures by enhancing organizational commitment and adaptability (Fragkos et al, 2020, p. 940).

**4. The relationship between administrative empowerment and strategic decision making:**

Strategic decision-making and administrative empowerment are related to each other functionally and impact organizational performance. This is where the benefits of this relationship are seen. The administrative components of empowerment: information, autonomy, trust, commitment, and delegation are fully realized when they strategically streamline decision-making and support the articulation of practical and rational alternatives more flexibly.

Strategic decision-making is not the final destination. It is one step in a continuum where organizational performance is the ultimate goal. It reflects the impact and quality of decisions made, as well as the level of empowerment within the organization. If empowerment provides the energy and decision-making provides the direction, then performance is the tangible outcome that validates this interaction. Thus, empowerment, performance and decision-making form a fully integrated loop. Each element in this triad is dependent on the others to function effectively.

The result of this kind of organisational thinking is a chaotic entity that lacks focus. The reverse is equally problematic. An entity that is “decisional” with no “empowerment” will become rigid and bureaucratic. It is the institutions that are able to combine and harmonise “decisional” and “empowerment” that will move beyond “survive” to “thriving” with innovation and renewal .

This philosophical perspective does not introduce a new variable, but rather reveals the natural horizon of the relationship between administrative empowerment and strategic decision-making.. There is no “worth” here and “value” is in the resolution of contradictions of control and spontaneity. It is in the result of the organised entity that this control and spontaneity is performed that will ensure the growth and adaptability of the entity’.

**5. Research results and hypothesis testing**

To assess H1—that administrative empowerment and strategic decision-making are positively and significantly correlated at both the overall index and sub-dimension levels—we conducted correlation analysis to diagnose the associations among the study constructs.

Overall association. The correlation between administrative empowerment and strategic decision-making at the macro level was  $r = 0.683$ ,  $p < 0.01$  (two-tailed), indicating a strong, positive relationship. This result supports H1 at the aggregate level and underscores the substantive linkage between the two focal variables in the university sample (see Table 7).

**Table 7:** Correlation results between administrative empowerment and macro-level strategic decision-making variables

Explanatory Variable	Administrative Empowerment
Response Variable	
Strategic Decision Making	0.683**

Source: Prepared by the researchers based on the results of the electronic calculator (spss).

At a significance level of 0.05, N = 60.

**a. The correlation between the dimensions of administrative empowerment and strategic decision-making at the level of variables- :**

From Table (8), the following is clear:

- i. Given that the correlation value reached (0.481) at a significance level (0.05), there is a significant correlation between information sharing and strategic decision-making.
- ii. According to the correlation value of (0.601) at the significance level of (0.05), there is a positive moral correlation between freedom, independence, and strategic decision-making.
- iii. Trust and strategic decision-making have a positive moral correlation, as indicated by the correlation value of (0.647) at the significance level of (0.05).
- iv. The correlation value reached (0.573) at a significance level of (0.05), indicating a positive significant correlation between commitment and strategic decision making.
- v. Delegation and strategic decision-making have a positive moral correlation, as indicated by the correlation value of 0.670 at the significance level of 0.05.

These relationships show that the more administrative empowerment dimensions that are present in the research's university sample, the more successfully the strategic decisions are implemented. These decisions are accomplished through sharing information, independence and freedom, trust, commitment, and delegation, among other means, because these dimensions play a crucial role in the implementation of the strategic decision. We arrive at evidence supporting the validity of the first main hypothesis based on the above correlation results at the macro and micro levels.

**Table 8. Results from the partial correlation analysis between the aspects of strategic decision-making and administrative empowerment**

Explanatory Variable Responsive Variable	The Aspects Of Administrative Empowerment				
	Share Information	Freedom And Independence	Trust	Commitment	Delegation
	0.481*	0.621*	0.647*	0.573*	0.670*

$N = 60$  \*  $p \leq$  at a significance level of 0.05 (spss)Source:

Prepared by researchers based on the results of the electronic calculator

**b. Analysis of the influence relationships between the study variables:**

Guided by the second main hypothesis—which posits a significant effect of the dimensions of administrative empowerment on strategic decision-making at both the overall and dimensional levels—the test results are as follows. Table 9 reports the indicators and outcomes for the influence of administrative empowerment on strategic decision-making at the overall, dimensional, and departmental levels.

At the macro level, strategic decision-making is significantly supported by the dimensions of administrative empowerment. The coefficient of determination is  $R^2 = 0.531$ , indicating that administrative empowerment explains about 53% of the variance in strategic decision-making. The overall model is significant ( $F = 16.536$ ), exceeding the tabulated critical value ( $F = 9.12, \alpha = 0.05$ ). The slope coefficient is also significant ( $t = 6.537$ ), surpassing its critical value ( $t = 2.361, \alpha = 0.05$ ). These results confirm the second main hypothesis that administrative empowerment influences strategic decision-making in the study context.

**Table 9.** Indicators and results of the relationship between the impact of administrative empowerment on strategic decision making

Explanatory Variable Responsive Variable	Strategic decision making				
Administrative empowerment	$B_0$	$B_1$	$R^2$	F	T
Share information	<b>0.553</b>	<b>0.297 (4.612)</b>	<b>0.531</b>	<b>16.536</b>	<b>6.537</b>
Freedom and independence		<b>0.154 (3.150)</b>			
Trust		<b>0.239 (2.642)</b>			
Commitment		<b>0.182 (3.541)</b>			
Delegation		<b>0.245 (3.864)</b>			
Dimensions combined	<b>0.553</b>	<b>0.661</b>	<b>0.531</b>	<b>16.536</b>	<b>6.537</b>

Source: Prepared by researchers based on the results of the electronic calculator (spss)\* $P \leq 0.05$   $df(1,48)N = 60$

**c. Testing influence relationships at the micro level:**

A. Effect of information sharing on strategic decision-making:

Table 9 indicates a significant effect of information sharing on strategic decision-making. This is supported by  $F = 16.536$  at a significance level of 0.05, and by the coefficient of determination  $R^2 = 0.531$  ( $\approx 53\%$  of the variance in strategic decision-making explained). The regression coefficient = 0.297, and the effect is reinforced by  $t = 6.537$  with  $df = (48, 1)$  at  $\alpha = 0.05$ , confirming the first sub-hypothesis of the second main hypothesis.

B. Effect of freedom and independence on strategic decision-making:

Table 9 shows a significant effect of freedom and independence on strategic decision-making. Evidence includes  $F = 16.536$  at  $\alpha = 0.05$  and  $R^2 = 0.531$  ( $\approx 53\%$  explained variance). The regression coefficient = 0.154, further supported by  $t = 6.537$  with  $df = (48, 1)$  at  $\alpha = 0.05$ , verifying the second sub-hypothesis.

C. Effect of trust on strategic decision-making:

Table 9 indicates a significant effect of trust on strategic decision-making. This is supported by  $F = 16.536$  at  $\alpha = 0.05$  and  $R^2 = 0.534$  ( $\approx 53\%$  explained variance). The regression coefficient = 0.239, reinforced by  $t = 6.537$  with  $df = (48, 1)$  at  $\alpha = 0.05$ , confirming the third sub-hypothesis.

D. Effect of commitment on strategic decision-making:

Table 9 shows a significant effect of commitment on strategic decision-making. Evidence includes  $F = 16.536$  at  $\alpha = 0.05$  and  $R^2 = 0.534$  ( $\approx 53\%$  explained variance). The regression coefficient = 0.182, further supported by  $t = 6.537$  with  $df = (48, 1)$  at  $\alpha = 0.05$ , confirming the fourth sub-hypothesis.

E. Effect of delegation on strategic decision-making:

Table 9 indicates a significant effect of delegation on strategic decision-making. This is supported by  $F = 16.536$  at  $\alpha = 0.05$  and  $R^2 = 0.534$  ( $\approx 53\%$  explained variance). The regression coefficient = 0.245, reinforced by  $t = 6.537$  with  $df = (48, 1)$  at  $\alpha = 0.05$ , confirming the fifth sub-hypothesis.

## 6. Conclusions and Recommendations

### A. Conclusions

- i. The level of administrative empowerment that people practice within various organizational entities confirms the value of embedding such practices as a means of ensuring their institutionalization .
- ii. The incorporation of concepts of strategic decision-making as a key driver within administrative paradigms integrates the functions of the leadership and focuses on the implementation of such practices with an emphasis on the accountability and openness of the processes .
- iii. The appropriate practice of administrative empowerment hinges upon the effectiveness of its foundational elements which include authorization, communication, autonomy, trust, and interdependence. These dimensions enhance the quality of the strategic choice and the institution's competence in tackling its challenges .
- iv. Challenges in the provision of continuous training highlight the need for training in the organizational context which assists in the diffusion of staff competencies and unbalanced adoption of staff empowerment practices throughout the administrative levels of the organization .
- v. It provides evidence that administrative empowerment is a modern, valid way to improve strategic decision-making and is an instrumental component in advancing the performance of higher education institutions.

### B. Recommendations

- i. Ensure that administrative empowerment is implemented under the guidance of competent and experienced leaders who recognize its strategic value and suitability for enhancing institutional governance.
- ii. Strengthen trust and open communication between leaders and staff to promote empowerment through delegation of authority, shared decision-making, and efficient execution of responsibilities.
- iii. Encourage senior management to actively involve all employees in decision-making and goal-setting processes to improve organizational performance, accountability, and commitment to strategic objectives.
- iv. Enhance the utilization of knowledge resources and systematically embed empowerment dimensions across all departments to fully capitalize on organizational knowledge and expertise.
- v. Provide continuous training and development programs for managers and staff to deepen understanding of empowerment dimensions and their impact on strategic decision-making, thereby fostering a culture of informed and effective decision-making.

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