

Psychological Empowerment and Employees' Administrative Creativity: New Evidence from Egyptian Public and Private Universities

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المستخلص

يهدف البحث إلى دراسة دور التمكين النفسي في تعزيز الإبداع الإداري لأعضاء هيئة التدريس من السيدات في عدد من الجامعات المصرية الحكومية والخاصة. ويعتمد العمل التحليلي والكمي في البحث على استطلاع آراء واتجاهات المستقصي منهم عبر الإنترنت، حيث تم استخدام العينات غير الاحتمالية للاختبار التجريبي، وقد تم استخدام تحليل الارتباط والانحدار المتعدد. وأظهرت النتائج التجريبية أن كيفية تمكين المرأة نفسياً تؤثر على إبداعها الإداري بشكل إيجابي. وقد تناولت معظم الدراسات الفوائد الإيجابية لتمكين المرأة وتجاهلت عواقبه على الإبداع الإداري للمرأة إلى جانب ذلك، لم يتم إجراء سوى القليل من الأبحاث تجريبياً حول التمكين النفسي للمرأة العاملة، وخاصة في مصر. وقد تم استنتاج أن أبعاد الكفاءة وحرية الإرادة والأثر هي الأبعاد الرئيسية الثلاثة للتمكين النفسي التي أثرت إيجاباً على إبداعهم الإداري. أما البعد الآخر (المعنى) فقد كان له تأثير ضئيل على الإبداع الإداري.

الكلمات الرئيسية: التمكين النفسي، الإبداع الإداري، أعضاء هيئة التدريس الإناث.

Abstract

Empowerment plays a crucial role in boosting the success of organizations, especially psychological empowerment, which acts as a driving force for employees' task initiation and

persistence. The argument that psychological empowerment and employee creativity are directly and positively linked has received great attention in the literature, especially recently. The main purpose of the research is to examine the role of psychological empowerment in promoting the administrative creativity of female employees in a number of Egyptian public and private universities. The analytical and quantitative work in the research is based on an online survey, where respondents are selected using the non-probability judgmental sampling method. For empirical testing, correlation and multiple regression analysis are used. Empirical results show that how women are psychologically empowered affects their administrative creativity positively. Most of the studies have tackled the positive benefits of women's empowerment and ignored its consequences on women's administrative creativity. Besides, little research has been empirically conducted on working women's psychological empowerment, especially in Egypt. It could be concluded that the competence, self-determination, and impact dimensions were the three main psychological empowerment dimensions that positively affected their administrative creativity. The other dimension, meaning, had an insignificant effect on administrative creativity.

Keywords: Psychological Empowerment, Administrative Creativity, female academic staff.

1. Introduction

The literature generally agrees that empowerment is critical for organizational performance (e.g., Zimmerman, 1995; Demirbilek and Türkan, 2008; Tanriverdi, 2018). Concentrating exclusively on psychological empowerment, it has been argued that it is directly related to organizational success (e.g., Khan, et al., 2020). It serves as a motivator for employees to initiate and complete tasks. In this regard, it's worth noting that the claim that psychological empowerment and employee creativity are inextricably related has garnered much attention in the literature, most recently (e.g., Sanger and Rangnekar, 2014; Stein A, qyvind LM,2015). The majority of research have focused on the positive outcomes of women empowerment while ignoring the impact on women's emotional and psychological well-being. In addition, few researches have been administered empirically on academic working women's psychological empowerment particularly in Egypt.

Women account for slightly more than half of the world's economic activity, growth, and well-being. According to the World Bank (2013), women currently account for around 40% of the global workforce and 50% of a country's human endowment. However, in the majority of countries, women outnumber males in the labour force. According to population projections made at the end of February 2022, Egypt's population inside reached (103 million people), with females accounting for 48.5 million and a

gender ratio of 106 percent (there are 106 males for every 100 females). According to the annual bulletin data on enrolled students and faculty members in higher education (2020/2021), females enrolled in higher education at a rate of 48.6 percent, compared to males at a rate of 51.4 percent. According to the National Agency for Public Mobilization and Statistics, women in decision-making positions secured eight ministerial portfolios within the Council of Ministers in the year (2020/2021); 24 percent of ministers in the government; and 162 seats in Parliament for women. This equates to 27% of the House of Representatives. As a result, this research focuses on establishing the value of empowerment for women in the workplace, with a specific emphasis on how psychological empowerment influences academic women's administrative creativity. This Research shed light on understanding how the psychological empowerment with its four dimensions (Competence, Self-determination, meaning and Impact) affects women administrative creativity in both public and private universities.

The rest of the research is organized as follows; next section gives an overview of empowerment and psychological empowerment; definition, importance and theoretical framework. Moreover, the theoretical framework of the relationship between psychological empowerment and administrative creativity. Subsequently the empirical approach and the data description followed by the results, interpretation, and analysis of the output.

The last section briefly provides conclusions as well as research implications and future area of research.

2. Literature Review

2.1 Empowerment: What Does It Mean?

“Empowerment” is a multidimensional concept with different measures. Therefore, there is no unique precise definition of this concept. It is a process, a channel with connected processes or/and a policy framework with linked producers through which people can control and manage factors which relate directly to their lives. Empowering humans is at the core of quality-work-life (Sibson, 1994; Lashley, 1999; Lee and Koh 2001; Goetzee, 2001; Malan, 2002; Demirbilek and Türkan, 2008; Tanriverdi, 2018). Conger and Kanungo (1988), see empowerment as a process of creating boosting power for individuals’ beliefs and feelings of their own efficacy within team-members in an organization. Zimmerman (1995), states that empowered individuals are characterized by high levels self-esteem, self-efficacy, and control over their lives. Following this logic, it can be argued that empowered individuals are also characterized by expanded critical awareness and boosted civic involvement (Perkins & Zimmerman, 1995; Zimmerman, 1995, 2000).

Lee (2005) has defined the concept as people having the capacity to control themselves and their environment with its social, economic, and political dimensions and circumstances.

This increases people capabilities, prospects and levels of successes and satisfaction. In consistent with these viewpoints and thoughts, Thomas and Velthouse, (1990) and Shapira-Lishchinsky and Tsemach, (2014), define the concept as the process of feeling empowered, both internally and externally of individuals. It should be highlighted that the multidimensional nature of the concept lends itself directly to many perspectives and approaches. The process approach focuses on the relationships between structural antecedents and subsequent psychological states (e.g., Mathieu, Gilson and Ruddy, 2006; Lee and Wei, 2011). In line with this, the structural approach considers management practices and behaviors which create sense of responsibility and authority within individuals (e.g., Özaralli, 2003; Mathieu, Gilson and Ruddy, 2006; Lee and Wei, 2011). In addition, the psychological approach focuses on the psychological state of underlings resulting from an organization's empowering procedures (e.g., Spreitzer, 1995a; Spreitzer, 1995b; Mishra and Spreitzer, 1998; Özaralli, 2003; Mathieu, Gilson and Ruddy, 2006; Lee and Wei, 2011).

At this point it must be stressed that empowerment does not give people power. Instead, it helps and encourages people to use the power which they already have in different forms. Empowerment is "the use of power to create opportunities and conditions through which actors can gain power, can make decisions, can use and expand their abilities and skills, can create

and accomplish organizational work in ways that are meaningful to them.” (Frost, 1987, p. 539). In this context, Rawland (1997), classifies forms of power to power-over (PO), power-to (PT), power-with (PW) and power-from-within (PFW). PO refers to the controlling power which may be responded to compliance, resistance or manipulation. PT may be seen as generative or productive power which occasionally incorporating or manifesting as forms of resistance or manipulation. This generates new opportunities and actions without domination. PW is a form of power identified when a group of people working together on some linked problems. In this context, the team efforts override in importance the individuals’ efforts. Finally, PFW is linked directly to certain specific characteristics of human beings (e.g., the spiritual strength and uniqueness).

In the light of the above discussion, it is very clear that, the concept of empowerment is of crucial importance to understand different mechanisms of redistribution of power and authority (Herrenkohl, Judson and Heffner 1999). Conceivably, this is required to understand the contribution of employees in boosting success of organizations (Walton, 1985); shared vision between employees and management (Senge, 1990); and self-motivation (Tracey, 1990). Most importantly, with the progressive waves of globalization and competition and the development of new innovations and technologies the concept of empowerment is recognized to be of great importance for the organizations’

effectiveness and success (Cunningham et al. 1996; Lashley 1999; Ergeneli, Ari and Metin, 2007; Knol et al. 2009; Kemal, 2010; Jose and Mampilly, 2014). Since the 1980s, the concept of empowerment witnessed heightened attention in various fields and research areas, especially psychology and management. The present paper focuses sharply on psychological empowerment and its interrelationships with job satisfaction, work effort, and innovation.

2.2 Psychological Empowerment: What Do We Know?

The concept of psychological empowerment refers to a process or/and linked processes of motivating employees psychologically to use their internal and external powers towards the success of organizations. The concept is defined on different grounds and lines of thought (Shapira-Lishchinsky and Tsemach, 2014). For example, Conger and Kanungo (1998) defined psychological empowerment as “the process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information” (Conger and Kanungo, 1998, p. 474). Conger, Kanungo and Menon (2000), defined psychological empowerment as a process of how employees perceive their own effectiveness compared to the others in organizations. This is linked or/and complemented with some formal and informal processes with interdependent procedures and techniques for fostering effectiveness. Boudrias,

Morin and Lajoie, (2014), define the concept as an operating motivational orientation in relation to individuals work roles and feelings of managing and controlling their work.

Thomas and Velthouse (1990) argued that psychological empowerment is based on four domains, meaning, competence (self-efficacy), choice (self-determination), and impact. Based on these domains, Spreitzer (1995a, 1995b), developed a multidimensional measure of psychological empowerment. He defines "Meaning" as the value and importance of roles, duties, work, and purpose in life of individuals in relation to their standards or ideals. When employees believe that their work with its related requirements and procedures are meaningful, they will do their best to find optimal solutions for work-problems. "Competence" is defined as the degree to which an individual feels that he/she can perform various tasks skillfully in a way which reflects confidence in controlling own behavior, and social environment. Competence relates directly to the concept of self-efficacy, which in turn linked directly to work-commitments and effectiveness. In line with these, "Choice" is defined as the sense of autonomy in taking initiative, making decisions and reveals the degree of autonomy in work, relationships, behaviors, and processes. Self-determination creates flexibility and creative work-initiative. In addition, self-determination helps employees to think and act properly in stressful situations. Finally, "Impact" is the degree to which an individual feel that he/she can exert strategic influence on family, and social

circle, and perseverance in difficult situations. “Together, these four cognitions reflect an active, rather than a passive, orientation to a work role. By active orientation, I mean an orientation in which an individual wishes and feels able to shape his or her work role and context. The four dimensions are argued to combine additively to create an overall construct of psychological empowerment” (Spreitzer, 1995, p.1461).

Mishra and Spreitzer, (1998), Kirkman and Rosen, (1999) and Zhang, Song, Tsui and Fu, (2014) follow Spreitzer’s line of thought in defining psychological empowerment and its domains. Fostering an environment -inside an organization- of appreciation, praising, teamwork, continuous training, support and development, involvement in decision-making, promotion and feeling valued both internally and externally, indeed, boost employees’ efficiency and productivity. This is the core of psychological empowerment in relation to organizations’ success (Dust et al. 2018; Garc_1a-Juan et al. 2019). “Due to the direct association between psychological empowerment and project success.....managers should be mindful of employee’s psychological well-being and pay attention to practices that empower employees” (Khan, et al., 2020, p.1323).

Wang (2015) argued that psychological empowerment plays a central role in job satisfaction and its related factors. Undoubtedly, the last decades witnessed progressive changes in business environments. This requires organizations to review

their management policies to maintain revealed sustained competitive advantages. Empowering employees in general, and psychological empowerment specifically are at the core of modern management policies and practices (Navran, 1992; Schein, 1992; Cook et al. 1994; Thomas 1994; Amabile, 1996; Balzer et al. 1997; Spreitzer 1997; Liden et al. 2000; Jung et al., 2003; Dewettinck, 2003; Jo Ann Duffy, 2004; Ongori, 2007; Himmet and Karadal, 2008; Rawat, 2011; Özarallı, 2015; Annamalah et al., 2016; Gautam and Ghimire, 2017; Knezovic et al., 2018). Nortje (2001) shows that poor self-confidence, absence of personal vision and feeling of hopelessness create inner barriers that hinder the performance of employees. These hindering barriers also limit the growth potentials of employees and make them hesitant to accept responsibility or/and show reliable commitments. Failure to tackle these psychological barriers plays a crucial role in the failure of empowerment programs, policies, and efforts (Rainey, 2009).

Spreitzer (1995) suggests that psychological empowerment and employee creativity are directly and positively linked. Conger (1988) considers psychological empowerment as a driving force for employee's task initiation and persistence. Feelings of empowerment promotes reliable strong work-commitments, shapes the organizational system and encourages employees to put forth significant efforts in a way which promotes the organizations' success (Deci et al., 1989;

Greenberger et al., 2000; Doughty, 2004; Rawat, 2011). Yürür and Demir, (2011) argued that psychological empowerment and the perception of justice are interdependent with two-way relationship.

Empirically, Marius and Sebastian (2010), identified a statistically significant relationships between psychological empowerment, job insecurity and employee engagement. Tastan (2013), examined the relationship between psychological empowerment and psychological well-being, using responses from staff in six public primary schools in Turkey. The results revealed a strong positive significant impact of psychological empowerment -with its related dimensions- on psychological well-being. Degago (2014), examined the relationship between different dimensions of empowerment (i.e., meaning, competence, self-determination and impact) and employee's performance. The results confirm the positive association between every dimension of empowerment and employee's performance. Most importantly, the study showed although the dimensions of meaning, competence and self-determination affect employee's performance positively and significantly, the effect of the impact dimension was dominant. Irina et al., (2015) showed that psychological empowerment has a key role in influencing work outcomes (a survey of 258 respondents). (Cruz, A.P.C.D., Frare, A.B., Accadrolli, M.C. and Horz, V., 2021), examined the effect of psychological empowerment on the work

engagement of 162 university faculty members in a Chinese university. The results revealed a highly positive correlation between psychological empowerment and work engagement. (Bassant and Maha,2021.), examined the effect of Egyptian women's psychological empowerment dimensions on the work-life balance (sample size, 107 working women in different sectors). The results reveal that competence and self-determination are the two main dimensions with positive effects on the perceived work life balance. Effects of other dimensions are insignificant.

empowering employees requires giving them power, but under the creative method, empowerment requires trusting employees and allowing them to make errors (Jena et al., 2019). Structural or extrinsic empowerment may be compared with psychological or intrinsic empowerment in some studies. Providing employees with the tools, methods, and backgrounds they need to feel empowered has received a lot of attention from structural perspectives known as communicative and mechanical empowerment. A method to motivation called organic empowerment, on the other hand, emphasizes empowerment's impact on the individual's inner life. Empowerment is a critical factor in enhancing and expanding an organization's operations, according to these research (Ahmadi, 2010). According to Spreitzer, psychology encourages employees to think about their work, gain experience, and believe in their role and impact in

their organization (1995). Furthermore, it increases employee self-esteem and achievement." There are four components of psychological empowerment: competence, meaning, influence and autonomy (Spreitzer 1995) (Zhang et al., 2018). According to Thomas and Velthouse (1990), employees' active involvement in the organization is well-defined as psychological empowerment. Structural empowerment has evident psychological benefits for employees. Employees who have access to the firm's resources and information, for example, feel more empowered, which in turn benefits the company (Al-Bsheish et al., 2019). Psychological empowerment also boosts the self-esteem and productivity of employees by providing them with a sense of purpose and direction (Zhang et al., 2018). Employees who are engaged are motivated and content. It also strengthens their commitment to the organization, motivating them to stick around and help it reach its full potential (Ghorbanizadeh and Aghaverdi, 2013).

2.3 Creativity in Workplace

To be creative is a choice (Sternberg, 2003). People who have the ability and traits to be creative are not likely to exhibit creative behavior if they lack the desire or motivation to be creative. Both early pioneers in the psychology of creativity and more recent approaches to the topic support this theoretical claim. Noller (cited in Isaksen, Dorval and Treffinger, 1994) defined creativity

as a function of knowledge, imagination/idea generation and evaluation ability, all of which are dependent on a positive attitude toward creative endeavors. A recent theoretical model of creativity as an agentic action places the desire to engage in creativity on a mixture of creative potential, creative confidence, and the value of creativity (Karwowski & Beghetto, 2019). It is our goal in this research to examine how psychological empowerment enhance people to view creativity and the emotional and social benefits of coming up with new ideas or taking an unconventional approach to solving problems. The ability to be creative has primarily been studied by looking at personality traits that can be applied in a variety of settings. Many have named this trait the "personality disposition for creativity" because it has been found to be the trait most consistently linked to creative thinking in various contexts (Feist, 1998; Ivcevic & Mayer, 2009). (Ivcevic & Brackett, 2015; McCrae, 1996; Oleynick et al., 2017). Creativity attitudes differ from personality traits because they are specific to the context in which they are expressed whether in work or any other field. rather than universal. In this research, we developed a conceptual model from the theoretical back group including the two main variables in this research and their dimensions. This is to measure the effect of psychological empowerment that influence a person's willingness and ability to be creative administratively in their workplace.

Technology and social media have paved the way for one of the most dramatic human revolutions (Goldstein, 2014). Creativity is important in driving firms on this route (Rocha & Wechsler, 2016). (Gomes et al., 2016). In this situation, the individual is tasked with creating products, services, and procedures, integrating creativity, innovation, and changes, to improve the organization's quality and ensure its existence (de Alencar, 1995). Creativity is described as the development of fresh and beneficial ideas (Amabile, 1988; Marchiano & Banzato, 2017), while creativity is an individual trait. Accordingly, creativity has acquired prominence in businesses as a 21st century ability (Nakano & Wechsler, 2018). Despite the importance of creativity for global corporate competitiveness (Alberton & Carvalho, 2017), few research have attempted to explain how organizations can sustain the talents required for creativity (de Vasconcellos et al., 2019). Human or intellectual capital is recognized as the source of most creativity in enterprises (Alberton & Carvalho, 2017). Therefore, creative people are valued in Preparation, Gathering essential data and Refinement and implementation of the idea. In addition to these variables, many studies have sought to understand creative people and how creativity might be assimilated into a business's surroundings (Alberton & Carvalho, 2017; Marion, 2012).

2.4 Factors affecting creativity in Workplace

The creative process is multifaceted and difficult to study scientifically (de Alencar, 1995). Perhaps this is why creative people's personality attributes are constantly debated (Pinheiro, 2009). Creativity is a trait of the human characteristics; however, it is not readily obtained due to the obstacles and difficulties that everyone must overcome (Kazanjian & Drazin, 2012). So, assuming that certain individuals still have superior creativeness, the literature has tried to explain the kind of behavior that can deal with these obstacles (Predebon, 2013).

Several research have already been conducted to identify personality factors that could explain sources of inspiration (de Alencar, 1995). These investigations show that the creative individual's qualities fluctuate based on the place in which they are inserted. Figure 2 outlines the personality features assigned to creative people by Wechsler (1998), Eysenk (1999), and Byrd and Brown (2007), mentioned by Monteiro Jr. (2011). Independence, self-acceptance, and flexibility are three attributes shared by all authors.

Previous research shows that a lot of things can affect how creative workers are at work. Between those things, the following are found in this review. The right to do what you want. It can be thought of as autonomy or freedom, in terms of one's will or how one does things. What it is about is how much power an

employee has to do their job and how much control they have. Autonomy is thought to be a factor in employees' creativity and job performance. The more control an employee has over the tasks of their job, the more likely they are to be creative at work (ekmecelioglu & Günsel, 2011). It lets employees make the decisions about what to do and how to do it, which makes them more creative at work (Hassan et al., 2013). Role ambiguity is when there isn't a lot of clarity and expectations about the role, responsibility, and accountability of workers. The employee will be stressed and frustrated because he doesn't know what his job is at work (Tang & Chang, 2010) Role conflict is the strangeness and incompatibility of the expectations that come with a certain job or job title.

To encourage workers to be more creative and innovative, their jobs at work should be made clear. It is good for workers to deal with stress, to lessen employee dissatisfaction, and to improve their performance. ekmececioglu and Günsel (2011) stated that directors should do everything they can to help workers understand their roles in the workplace. This will help more creative people work for the company. The ability to do things on your own. According to the definition of self-efficacy in the social cognitive theory, it is important for people to be able to do things and reach their goals and to think about barriers (Agu, 2015; Jaiswal & Dhar, 2015; Hassan et al., 2013).

It can also predict how workers, people, and the community will act (Su et al., 2017). Self-efficacy is a piece of employees' efficiency that is important for the daily functions (Hashim, 2020). It helps workers keep customers with high-level contact and improve problem-solving skills and enhancing their creativity of their work place (Tang & Chang, 2010).

Workers who think they can do a good job have a positive effect on the creativity of their organizations (Purnama et al., 2020). It has a big impact on the people in charge of the company, and it encourages people to be more innovative and creative at work (Hakimian et al., 2016) 5. The job is hard. There are many things that make a job (complexity) unique, such as variety (how many different things the job makes the person do), identity, significance, autonomy, and feedback (Hassan et al., 2013). Identities are about how well a person can do the job from start to finish with a visible outcome; significance is how much how much a job has an impact on people both inside and outside the organization; autonomy is how much freedom and independence an do the employee own and deciding how to do the job; feedback is how well the job gives the employee clear and direct information about how well they did (Rizzo et al., 1970; An et al., 2015) Supervisors help each other Results from the previous study show that the supervisor's support plays a big role in employees' creativity at work. When managers are able to give employees feedback on a regular basis, it will improve their skills

and help the company be more creative. the bosses need to be aware that there are new methods and procedures for being creative, so they should look for them (Hassan et al., 2013).

2.5 Psychological Empowerment & Creativity

The concept of creativity includes two core components; originality/novelty and task appropriateness/usefulness (Guilford, 1950; Barron, 1955; Cropley, 2015; Diedrich et al., 2015; Kaufman, 2016). Along with these two components, it is widely accepted to consider something as creative if it is new, appropriate for its purpose, useful or/and task applicable (Amabile et al., 1996; Plucker et al., 2004; Simonton, 2012). Many studies highlight the prominent role of creativity in boosting organization's effectiveness and competitiveness (Amabile, 1996; Hitt et al., 1997; Madjar, Oldham and Pratt, 2002; Shalley, Zhou and Oldham, 2004, Amabile and Conti, 1999; Klijn and Tomic, 2010; Kremer et al., 2019; Khan, et al., 2020).

Creativity develops novel management ideas and practices. This is to solve persistent and potential administrative problems and enhance quality standards. Formally, creativity can be defined as the creation of innovative and practical ideas, explanations or/and solutions (Amabile, 1983; Sternberg, 1988; Woodman et al., 1993; Amabile et al., 1996; Burleson and Selker, 2002; Gaspersz, 2005). In line with this formal definition, creativity can be considered as systematic mental procedure that

helps people to think up new and useful ideas (Mayer, 1999; Gaspersz, 2005;). In the light of these two definitions, Woodman et al., (1993) considers creativity as a process/procedure through which valuable ideas and innovations are created in a complex work-system.

The main line of thought of the present paper has four cornerstones. *First*, creativity is a psychological phenomenon (Klijn and Tomic, 2010). *Second*, recall that the concept of psychological empowerment refers to a process or/and linked processes of motivating employees psychologically to use their internal and external powers towards the success of organizations. and psychological empowerment promotes creativity. *Third*, psychological empowerment is a catalyst for creativity. *Fourth*, in turn, creativity -as a mental process creates innovations- sustains psychological empowerment. Accordingly, it can be argued that psychological-empowerment-creativity is a two-way interdependent relationship. Psychological empowerment is crucial in motivating and stimulating employees to search for novel solutions and utilize the available resources and information rationally. Following this, successful outcomes of creativity strengthen impacts of psychological empowerment.

“Nearly every organization admits that they need employees who are psychologically empowered, who have authority to take decisions immediately without having to take permission from supervisors and who consider their job as a

personal job and as a consequence turn up with creative ways of solving the issues” (Sanger and Rangnekar, 2014, p.119). The crucial role of creativity and innovations in boosting success of organizations is unquestionable. The present paper tests the role of psychological empowerment in boosting creativity, which in turn strengthens outcomes of psychological empowerment.

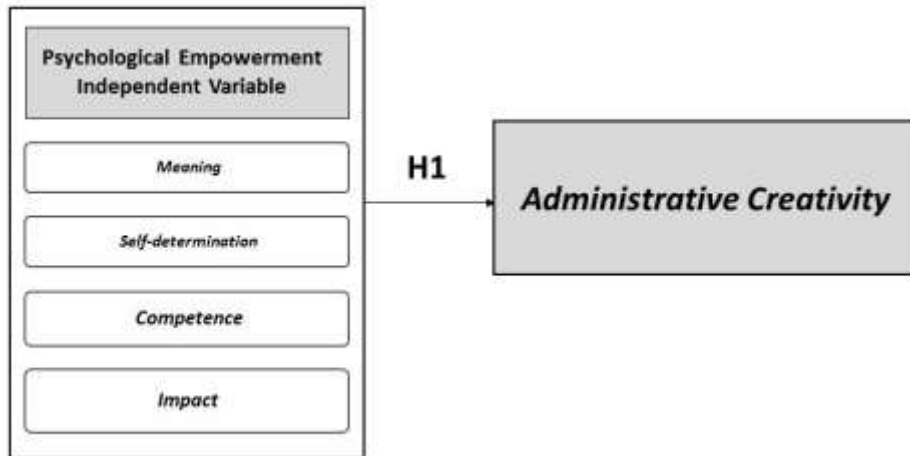
Max (2001) argued that feeling empowered stimulates employees to be creative, which in turn improves effectiveness of an organization. Following Woodman et al. (1993), Redmond et al. (1993), and Amabile (1988), Spreitzer (1995) identified a strong positive relationship between psychological empowerment and innovation. Empowered innovative employees are more effective in their work, have significant impact and highly motivated in seeking new ideas and practices. These characteristics shape the strong link between empowerment and creativity. This argument received widespread agreement in the literature (Mumford, and Teach, 1993; Simons, 1995; Amabile, et al., 1996; Kirkman and Rosen, 1999; Amabile et al., 2004; Karakoc and Yilmaz, 2009; Zhang & Bartol, 2010; Ayob, 2011; Fernandez and Moldogaziev, 2013; Özaralli, 2015; Knezovic and Musrati, 2018). Moreover, employees who receive enough support in an organization are usually characterized with strong self-leadership. This is a direct revealed outcome of successful empowerment policies and efforts. Undoubtedly, this class of employees will show strong signs of creativity (DiLiello and

Houghton, 2006). Furthermore, Gaspersz (2005) argues that open transparent communications, sharing knowledge, facilitate an environment -within an organization- with tolerance for failure enhance creativity. The subject-specific character of the teaching and learning environment presents a unique challenge for those working in academic institutions. According to (Lucas, 2016), a five-dimensional model of creativity is as follows: (1) Curious. It is evident that creative people are adept at identifying and pursuing important and desirable questions within their respective fields of expertise. Imaginative, too. The ability to come up with inventive ideas and possibilities is at the heart of a wide range of assessments of the creative personality. Intensely devoted. When it comes to creativity, people don't give up lightly. (4) Teamwork. Complex problems, such as deciphering the DNA or understanding climate change, now necessitate multidisciplinary approaches. The creative process has a social component, which is recognized by those who are creative. (5) Well-ordered and well-trained in discipline. In order to counteract the more intuitive side of creativity, it is necessary to establish experience and knowledge in order to shape the creative outcome.

Working in academic positions at the moment exposes us to numerous changes and rapid advances in a variety of sectors; therefore, change is a requirement in the times we live in, and as a result Administrative work in academics and the procedures that

accompany it must be considered in order to avoid complications and advance. In terms of performance, and how to create appropriate environment and contribute to achieving not only an appropriate environment but also the psychological empowerment necessary to achieve the best results, administrative creativity is critical at work because of the positive outcomes that benefit solutions, eliminate conventional thinking, and improve the climate for decision-making while stimulating new creative ideas. Thus, it is critical to investigate if administrative and management innovation has a role to play in academic staff performance at both public and private universities in Egypt. As a result, administrative innovation is viewed as a critical component of academic roles. The research problem is on the role of psychological empowerment and administrative creativity in academic staff performance in Egypt's public and private universities. from a female academics perspective. The research challenge is exacerbated by the fact that, to the researcher's knowledge, existing literature has not specifically addressed such a study in one of the developing countries. Similarly, to Egypt and from the perspective of female academic employees as well. Psychological empowerment motivates employees to contribute new ideas and enhances their creativity (Wong, 2012; Aslam, 2017), since individuals make an effort to empower themselves in order to demonstrate their potential of outperforming their colleagues through the application of their creativity (Mojgan Afshari, 2011; Aslam, 2017).

Clearly, people who are encouraged and empowered by their managers are more motivated to think creatively and achieve creative achievements. Employees who believe in their competence, autonomy, and influence can contribute novel and helpful ideas to the organisation while also demonstrating devotion to it (Hwang, 2012; Aslam, 2017). Liu et al. (2007) stated that empowerment comes before commitment. The more individuals' perceptions of empowerment improve, the more innovative ideas they contribute and the more committed they become to the organisation. Nowadays, firms require efficient personnel to accomplish their complete development goals. Generally, an organization's efficiency is determined by the efficiency of its employees. Thus, empowering a creative workforce is a critical duty for firms, as it enables them to leverage the staff's capacity for creativity to perform better (Zang, 2010). Webster (2006, 2010), Azlin et al. (2011), Ozbiligin (2005), and several other researchers demonstrated in their research that psychological empowerment can boost employees' creativity. Psychological empowerment appears to have a good and significant effect on employees' organizational creativity, as empowerment stimulates employees' creativity. As a result, the research hypothesis is as follows:



(Figure 1, Research Model)

H.1: There is a significant effect of Psychological empowerment and Employees' administrative creativity.

H1a: There is a significant effect of psychological Empowerment-**meaning** on Employees' administrative creativity.

H1b: There is a significant effect of psychological Empowerment-**self-determination** on Employees' administrative creativity.

H1c: There is a significant effect of psychological Empowerment-**Competence** on Employees' administrative creativity.

H1d: There is a significant effect of psychological Empowerment-**impact** on Employees' administrative creativity.

3. Empirical Testing Methodology

3.1 Sample

This research implements the quantitative approach to investigate the relationship between Psychological Empowerment and employees' administrative creativity in this relation. A questionnaire was developed and distributed on academic female working in Egyptian both public and private universities to fulfill what the researcher aim to measure. Consequently, the sampling technique is convenient sampling where the sample is selected according to the easy access to respondents. According to Saunders et al. (2016), the sample size is calculated according to the 95% confidence level for a large population size, where 385 respondents are selected for the sample. Therefore, 385 questionnaires were distributed and collected 180 valid complete questionnaires for the analysis.

3.2 Measurement

The questionnaire design is divided into three sections; The first section assessed the demographics of female academic staff (university type, academic rank and experience)

the second section covers the Independent Variable : Psychological Empowerment with its four dimensions (Self-determination, mean , competence and Impact) developed by Spreitzer's (1995) psychological empowerment scale with a reliability of 0.72, the 12-items, On each item's responses were provided scores ranging from 1-5 (1-Strongly disagree, 2- disagree, 3-Neutral, 4- Agree, 5-Strongly agree)

The last section covers the Dependent Variable: Administrative Creativity developed by The Zhou and George (2001) with 13-item scale On each item's responses were provided scores ranging from 1-5 (1-Strongly disagree, 2- disagree, 3-Neutral, 4- Agree, 5-Strongly agree) that was initially used or designed to be rated by employees' administrative creativity at workplace.

3.3 Data Analysis

The Pearson correlation coefficient was originally used to represent the strength in the relationship between Psychological Empowerment and Employees' Administrative creativity.

Research hypotheses were tested by a regression analysis to determine how much the independent variable (Psychological Empowerment) effects the dependent variable (Employees' Administrative creativity) using SPSS software version 26.

4. Empirical Results

This section will summarize the field study's findings and the outcomes of the data analysis.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.960	29

The psychological empowerment was measured using 12-item and The Administrative Creativity with 13-item was measured; the Cronbach's alpha coefficient was .960 for the total scale.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.898
Bartlett's Test of Sphericity	Approx. Chi-Square	2852.736
	df	406
	Sig.	.000

A Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy statistic was conducted with a value of.857. The high number implies that the correlation pattern between items for both Psychological Empowerment and Administrative Creativity and Bartlett's sphericity test were statistically significant, indicating that the data were suitable for factor analysis.

Table 3. Means and Standard Deviation

Research Variables	Mean	Std. Deviation
PE	3.5167	0.94411
Meaning	3.7404	1.08523
Competence	3.7509	1.03824
Self-determination	3.4070	1.14873
Impact	3.1684	1.10327
AC	3.3311	0.93699

According to Table 3, psychological empowerment was assessed to be relatively high (mean=3.51). Respondents provide high scores to all four dimensions of psychological empowerment, with mean values exceeding three. The competence component had the highest mean score (3.75) among the four dimensions, followed by meaning (3.74), self-determination (3.40), and impact (3.16)

Table 4. Correlation test between PE and AC

Research Variables	Pearson Correlation	P-Value
PE	0.759	0.001
Meaning	0.525	0.001
Competence	0.719	0.001
Self-determination	0.713	0.001
Impact	0.663	0.001

*Correlation is significant at $p \leq 0.05$ (two-tailed).

Table 4 displays that a correlation test revealed a significant positive relationship between psychological empowerment and administrative creativity. with a correlation coefficient of 0.759, indicating that respondents who are more empowered psychologically have a positive effect on their administrative creativity; additionally, table (5) demonstrates that among the four dimensions of Psychological Empowerment, the competence dimension has a significant positive correlation with Administrative Creativity, with a correlation coefficient of .400 at $p 0.05$; additionally, the self-determination dimension has a significant positive correlation with Administrative Creativity, with a correlation coefficient of .400 at $p 0.05$ Additionally, the other two dimensions are correlated with Administrative Creativity in a negligible way. This demonstrates that competence and self-determination are more influential than the other two factors in terms of administrative creativity among employees.

Table 5. Multiple Linear Regression Model for the effect of PE and AC

Model	Unstandardized Coefficients		Standardized Coefficients	t		F	
	B	Std. Error	Beta	Value	Sig.	Value	Sig.
(Constant)	.770	.237		3.252	.002		
Meaning	-.118	.093	-.137	-1.269	.208		
Competence	.400	.121	.443	3.299	.001	37.59	0.001
Self-determination	.250	.082	.306	3.033	.003		
Impact	.206	.078	.243	2.646	.010		

a. Dependent Variable: Administrative Creativity

Since multiple independent factors can be utilized to account for the variation in the dependent variable, a multidimensional regression analysis was carried out (Malhotra et. al., 2017).

Administrative creativity was examined in relation to four psychological empowerment characteristics. According to the findings in Table 5, employees' administrative creativity is most strongly affected by the Competence ($t(3.299)$, $p.05$) and Self-Determination ($t(3.033)$) dimensions, respectively. Impact and meaning dimensions, on the other hand, have little predictive power.

5. Discussion and Conclusion

The objective of this research was to determine the effect of Psychological Empowerment factors on professed administrative creativity. At a 95% confidence level, it is possible to conclude

that the main hypothesis suggested a significant positive association. After examining the relationship between psychological empowerment aspects and administrative creativity, hypothesis H1a proposed that psychological empowerment has a considerable effect on administrative creativity. According to the findings in Table 5, the meaning dimension of psychological empowerment has a negligible effect on employees' administrative creativity, with a coefficient of $-.137$; thus, H1a is rejected.

In H1b, it was argued that psychological empowering self-determination had a considerable favorable effect on employees' administrative inventiveness. According to the findings in Table (5), the psychological empowerment factor of self-determination has a considerable favorable effect on employees' administrative inventiveness. 306. with the coefficient of. As a result, H1b is approved.

In H1c, it was argued that psychological empowerment – competence had a considerable favorable effect on employees' administrative creativity. According to the results in Table (5), the competence factor has a strong beneficial effect on administrative creativity among employees. 443 with the coefficient. As a result, H1c is acceptable.

In H1d, psychological empowerment has a considerable positive influence on employees' administrative creativity; nevertheless,

Table (5) indicates that the impact component of PE has a negligible effect on perceived WLB, with a coefficient of .243.

As a result, H1d is denied. As a result, Hypothesis 1, which suggested that psychological empowerment and employees' administrative creativity have a major effect, is partially accepted. This finding is congruent with the findings of (Safari, A., Adelpnah, A., Soleimani, R., Aqagoli, P.H., Eidizadeh, R., and Salehzadeh, R., 2020.), who established a favourable association between psychological empowerment and creativity. Additionally, the data corroborates (Al Ghamdi, A.M., 2016), who concludes that psychological empowerment has a significant effect on administrative creativity.

6. Research Implications and Recommendations

The study's most noteworthy finding is that psychological empowerment has a considerable effect on academic women's administrative creativity in both public and private Egyptian universities. This is may well support the decision makers in the universities to focus on boosting women's self-esteem and provide them with flexibility and empowerment in their workplace.

Therefore, it is worthwhile to examine ideas to enhance the situation for females in academic career. Because of its great impact not only on their university but also on the female students they teach and influence all gain from this.

It is recommended According to the findings; to increase job

security for academic females in order to give them the freedom in performing their administrative responsibilities to the fullest extent possible, as well as to provide them with the chance to learn from their mistakes and apply what they've learned in their positions. Also, it's recommended to the Universities to embrace and modify training programs and incentives, both physical and psychological, in order to incorporate academic females, suit their unique requirements, and foster their creativity at workplace. also, managers are encouraged to give their employees a great deal of discretion and autonomy about how much time and effort they spend on the job. Increasing employee participation in decision-making, delegating authority and control, and creating more challenging work roles through job redesign are all ways that organizations and their employees can benefit from empowerment practices. Leaders can also help empower their employees by providing more coaching and mentoring opportunities. Furthermore, Executives must foster staff competences such as self-management, interpersonal skills, mutual learning, and adaptability in decision making. Employees must have a clear understanding of their job and function in order to develop their accomplishment. Moreover, the involvement of individuals at all levels in the decision-making process and in the utilization of information enables the company to achieve its objectives. By delegating duties and aiding subordinates when they encounter difficulties, managers empower their subordinates. This increases subordinates'

satisfaction with their supervisors, and in exchange, they perform to the manager's expectations. Finally, directors have to foster entrepreneurial characteristics and motivate employees to participate and develop their belief in their ability to control their own existences. Above and beyond that, employees should be supported and encouraged to employ their abilities, skills, and creativity through affirmation.

6. Limitations and Future Research

Some limitations of this research should be mentioned in order to provide future research opportunities. First, this research was limited to females in Egyptian public and private universities; Second, using convenience sampling may introduce bias, therefore for future research the sampling technique has to Employ a longitudinal study design that includes larger and more representative samples of all staff not only in academic career but also, in all managerial levels.

third limitation of this research is that the research questionnaire has been done in both public and private universities in Egypt. The future research may extend to different sectors and different socio-economic factors. Furthermore, in the future research employing mediators or moderators in the relationship between psychological empowerment and administrative creativity such as job burnout, organizational commitment, employee performance, job satisfaction and work engagement.

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Notes

Survey links:

English version Survey:

https://docs.google.com/forms/d/1F2aeyetJbS_SE3YkYOohLzFuOLolyCrF11ahrjG6HcQ/edit

Arabic version Survey:

<https://docs.google.com/forms/d/1U8W9q93OyKhf9fgoN5hHZWZx551kfqCoVgMgaL9RXo/edit>