

**The Effect of Administrative Empowerment on Higher Education Service Quality
Case Study Yahya Fares University -Medea- Professors from the Faculty of
Economics, Commercial, and Management Sciences**

kedendel Hiba

University of Yahya Fares –Médea (Algeria), iyadehiba17@gmail.com

Received: 03/06/2022

Accepted: 10/10/2022

Published: 13/10/2022

Abstract:

The goal of this study was to determine the role of administrative empowerment in improving the quality of higher education service from the perspective of professors at Yahya Fares University in Medea's Faculty of SEGC. and to do so, the most important theoretical foundations associated with the concepts of administrative empowerment and the quality of higher education service were addressed. which are considered relatively modern administrative concepts that have a significant and direct impact on employee organisational behaviour and in a positive way that improves efficiency and effectiveness of performance, due to the positive and motivating principles of administrative empowerment that help create a healthy working climate that helps improve the level of work.

Keywords: Administrative Empowerment, Quality of Higher Education Service, Organization.

JEL Classification : D70, L20, P30.

1. Introduction:

With the current business environment characterised by constant and rapid change, it has become necessary for these organisations to seek out new approaches and resources in order to meet or even influence these challenges.

As organisations' resources start to decline as a result of their increased use, the only resource that can continue to grow is the knowledge resource of technological resources and intellectual capital that come together to produce and create technologies that can make them stronger, more environmentally resilient, or more competitive.

Higher education is also one of the most visible sectors that any society aspires to in order to achieve economic development, and because of the challenges and constant changes that this sector faces, which can negatively impact its services, most countries have sought to adopt a variety of management concepts to help them improve the quality of their educational services.

Administrative empowerment is the best strategic mechanism for unlocking individual and collective creative capabilities at work, especially since most studies in this area have found a positive and contradictory relationship between levels of administrative creativity and the adoption of management empowerment behaviours. Despite the fact that the term empowerment is a translation of the organisational trust exchanged between the leader and the employees. Administrative empowerment has multiple positive effects on the individual and the organisation, including increased levels of belonging and loyalty, a sense of organisational citizenship. and even a direct impact on the efficiency and effectiveness of performance, as well as on the individual through increased levels of belonging and loyalty, a sense of organisational citizenship, and even a direct impact on the efficiency and effectiveness of performance. where it will make the organisational climate a stimulating or encouraging environment for the use of all positive behaviours, thereby improving the quality of the organization's career and, as a result, the quality of its outputs.

Study problem:

Higher education institutions are among the organisations attempting to comprehend and adopt modern leadership patterns that focus on the field of concern for human resources within them. and the purpose of this study was to diagnose the nature of the relationship between administrative empowerment and educational service quality in one of the sector's institutions, with the main question of this research being:

From the perspective of a group of professors from the Faculty of Economics, Business, and Management Sciences at Yahya Fares University in Medea, how does administrative empowerment affect the quality of higher education service?

The following sub-questions fall under this problem:

- ❖ What is the nature of administrative empowerment, and what is its importance?
- ❖ What is the quality of the higher education service, and what is its importance?
- ❖ From the perspective of the sample, what is the reality of administrative empowerment and the quality of higher education service in the institution in question?
- ❖ From the perspective of the study sample, how does administrative empowerment affect the quality of higher education service?

Study Hypothesis:

- ❖ The first main hypothesis: There is a statistically significant impact on the dimensions of administrative empowerment (administrative dimension, skill dimension) on the quality of higher education service at the level ($0.05 = \alpha$) at the Faculty of Economics, Commerce and Management Sciences at Yahya Fares University in Mediya.
- ❖ The second main hypothesis: there is a statistically significant impact at the level of indication ($p \leq 0.05$) of administrative empowerment on the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences of Medea University.

Study objectives:

- ❖ From the perspective of the study sample, investigate the reality of administrative empowerment and the quality of higher education service.
- ❖ From the perspective of the study sample, determine the impact of administrative empowerment on the quality of higher education service.
- ❖ Reach results on the variables studied in the university, and make suggestions in their light to officials so that the role of administrative empowerment is activated more and pay more attention to the quality of the educational service within the strategic objectives of the university.

Study Structure:

To address the problem and validate the hypotheses, the study will be divided into two parts, the first focusing on the study's conceptual framework, which includes both the concept of administrative empowerment and the quality of higher education service. and the second addressing the field study, which includes the reality of administrative empowerment and the level of quality of higher education service in the college.

2.The Study Conceptual Framework:

In this section, we will address the basic concepts of research variables by addressing the concept and importance of administrative empowerment, and then we will address the concept and importance of higher education service quality.

2.1The concept of administrative empowerment:**2.1.1. Defining administrative empowerment:**

Different people view administrative empowerment differently, but the majority agrees that it is about giving the employee more freedom of office, giving him or her the freedom to participate and express an opinion about his or her job or the organisation as a whole (Arab Group Experts, 2017).

Thus, the concept of empowerment is the process by which workers are given the authority to make important decisions and to be accountable for their outcomes. This is reflected when individuals have a strong desire to take full responsibility for the completion of their tasks while allowing leaders at the administrative level to complete these tasks at the micro level (Hassan , 2008).

2.1.2. The importance of administrative empowerment:

The importance of administrative empowerment can be summarized in the following table:

Table 01: The importance of administrative empowerment

For the individual	For the organization
<ul style="list-style-type: none"> ➤ Increase the individual's loyalty to the organization. ➤ Increased control over daily tasks. ➤ Increasing the self-confidence of workers ➤ Job creation ➤ Acquire new knowledge and skills. ➤ Increasing the motivation of employees. 	<ul style="list-style-type: none"> ➤ Raising the level of productivity. ➤ Increasing employees' awareness of the organization's needs. ➤ Low levels of absenteeism and work turnover ➤ Lower costs due to employee initiatives and creativity ➤ Improving the quality of goods and services.

Source: Prepared by the researcher based on (Raad Al-Tai, 2008, p. 58)

2.2The concept of higher education service quality:

2.2.1. Defining the quality of higher education service:

The quality of higher education services was defined as a set of characteristics or features that accurately and comprehensively express the essence of education and its states, including all dimensions of inputs, processes, outputs, and feedback. as well as continuous interactions that lead to the achievement of the desired and appropriate goals for a specific goal, and the levels of quality vary according to the extent of the substance's integrity (Abdel Razzaq , 2016, p. 229).

It is also a process of documenting programmes and procedures, as well as implementing regulations and directives, with the goal of achieving a qualitative shift in the education process and raising students' levels in all mental, physical, psychological, social, and cultural aspects, which can only be accomplished with business mastery and good management (Abdel Razzaq , 2016, p. 23).

2.2.2. The importance of quality of higher education service:

The quality of higher education services is important and required for a variety of reasons, including (Harnan, 2014, p. 29):

- ❖ Aids in identifying quality aspects of education, as well as mental and physical energies.
- ❖ Improves the quality of other services, as well as the production, confidence, and commitment of university management at all levels.
- ❖ Participates in work-related decisions, offering potential solutions and alternatives.

3.Field study:

The analytical descriptive approach will be used to study the research problem, analyse its dimensions, and test hypotheses because it is appropriate to describe the phenomenon in question of describing the contribution and importance of the role that administrative

empowerment plays in improving the quality of higher education service.

3.1 Study methodology:

3.1.1. Community and study sample:

One of the most important factors that any researcher should consider before beginning his studies is the study community, and thus the study community is represented by professors from the Faculty of Economics, Commercial and Management Sciences at Yahya Fares University in Medea. and a sample of 55 members of the study community was selected at random, and after the distribution of questionnaires, 35 questionnaires were retrieved and no questionnaire was excluded.

3.1.2. Natural Distribution Test:

The Kolmogorov-smirnov test (K-S) was used to determine whether the data had a normal distribution or not, and the results are shown in the table below.

Table 02: Kolmogorov-smirnov test

Data			Kolmogorov-smirnov test		
			Statistical value	freedom Degree	Indication level
Administrative Empowerment	1St dimension	skill dimension	0.606	35	0.856
	2end dimension	administrative dimension	0.529	35	0.942
The total score for the administrative empowerment variable			0.563	35	0.909
Quality of educational service in universities	1St dimension	office services Quality	1.035	35	0.235
	2end dimension	scientific research quality	0.8	35	0.544
	3rd dimension	educational service Quality	0.766	35	0.6
	4th dimension	Teaching service quality	1.208	35	0.108
The total score for the variable of quality of higher education service			0.614	35	0.846

Source: Prepared by the researcher based on Spss outputs

Table No. (02) shows that the value of the Kilgrove-Smirnov test for the independent variable (administrative empowerment) and its dimensions, as well as the dependent variable (quality of higher education service) and its dimensions, were not statistically significant ($P > 0.05$), indicating that the data follow a normal distribution and indicating the possibility of using statistical parametric tests for this study.

3.1.2. Study tool stability:

Table 03: Stability Coefficient Alpha Cronbach

Data			Stability Coefficient Alpha Cronbach
Administrative Empowerment	1St dimension	skill dimension	0.819
	2end dimension	administrative dimension	0.786
The total score for the administrative empowerment variable			0.88
Quality of educational service in universities	1St dimension	office services Quality	0.689
	2end dimension	scientific research quality	0.705
	3rd dimension	educational service Quality	0.746
	4th dimension	Teaching service quality	0.705
The total score for the variable of quality of higher education service			0.891

Source: Prepared by the researcher based on Spss outputs

We can see from Table No. 03 that the Cronbach's alpha stability coefficient for the total score of the questionnaire was ($\alpha=0.917$), indicating that the study tool has a high and appropriate degree of stability, and thus it meets the study's objectives.

3.2 Data display and analysis:

3.2.1. Analyzing data related to the sample's answers to the expressions of the dimensions of the administrative empowerment variable:

The table displays the administrative empowerment variable's arithmetic means, standard deviations, and degree of agreement:

Table 04: Arithmetic averages and standard deviations of the administrative empowerment variable

Administrative Empowerment	Arithmetic averages	standard deviations	degree of approval
Total value	3.427	0.27	Agree

Source: Prepared by the researcher based on Spss outputs

According to the results in Table No. 04, the general average of the administrative empowerment variable came with an agreeable degree according to the Likert scale, with an arithmetic mean of ($M = 3.427$) and a standard deviation of ($0.27 = SD$), indicating homogeneity in the opinions of the study sample's professors towards this variable.

As for the dimensions of the administrative empowerment variable, the results were as follows:

❖ The Administrative Dimension:

The following table shows the arithmetic averages, standard deviations, and the degree of approval for the administrative dimension.

Table 05: Arithmetic averages, standard deviations, and degree of approval for the administrative dimension

Code	Phrase	A	SD	P.O	A.R
X1	I get the important information at the right time to get my job done right.	3.91	0.78	3	Agree
X2	I am constantly being provided with new information regarding the work.	3.63	1	7	Agree
X3	I participate in providing the information requested of me to others quickly and accurately.	3.86	0.77	5	Agree
X4	The management system in place allows me to participate in decision-making.	3.03	1.2	13	Agree
X5	I can participate in decision-making and make suggestions during the work.	3.2	1.16	11	Agree
X6	Management gives me sufficient authority to carry out the tasks assigned to me.	3.54	1.07	8	Agree
X7	Managers respect the limits of authority delegated to me.	3.54	0.78	9	Agree
X8	My managers accept the changes built through my ideas and creativity at work.	3.2	1.04	12	Agree
X9	My boss gives me a measure of confidence and freedom to act on matters related to my work.	3.66	0.52	6	Agree
X10	There is a variety of tasks and duties that I perform.	3.51	1.37	10	Agree
X11	I am free to choose the most appropriate method of teaching (within the framework of applicable labor laws).	4.05	0.53	1	Agree
X12	I have sufficient authority and authority to complete my work.	3.91	0.38	4	Agree
X13	Controlling decisions about my students.	3.97	0.97	2	Agree
X14	I have the freedom to program work times.	2.91	1.37	14	Neutral
Total score		3.67	0.28	-	Agree

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (05) show that the general average of the administrative dimension was in agreement with the Likert scale, with an arithmetic mean of ($M = 3.67$) and a standard deviation of ($0.28 = SD$), indicating homogeneity in the opinions of the study sample's professors toward this variable.

❖ Skill Dimension:

The following table shows the arithmetic averages, standard deviations, and the degree of approval for Skill dimension.

Table 06: Arithmetic averages, standard deviations, and degree of approval for the Skill dimension

Code	Phrase	A	SD	P.O	A.R
X15	It gives you the opportunity to express your opinion regarding the management of the college.	2.74	1.67	9	Neutral
X16	There is a compatibility between my specialization between my specialization and the scale that I teach.	4	0.94	2	agree
X17	I have a feeling of security and job stability as I belong to this college.	3.54	0.9	3	agree
X18	The general atmosphere of work helps me to constantly develop my skills and expand my knowledge and perceptions.	3.34	0.82	4	Neutral
X19	I receive material and moral rewards for my creativity in accomplishing tasks.	2.31	1.22	10	disagree
X20	The college in which I work seeks to develop the human cadre by conducting training courses and constantly improving the level.	2.77	0.95	8	Neutral
X21	The college administration encourages teamwork.	3	1.41	7	Neutral
X22	I am not thinking of changing and transferring to another college.	3.34	1.76	5	Neutral
X23	There are professional relationships that have turned into friendship at work.	4.11	0.46	1	agree
X24	I receive encouragement for my ideas and efforts in developing the work.	3.14	1.3	6	Neutral
Total score		3.23	0.39	-	Neutral

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (06) Show that the general average of the skill dimension was neutral on the Likert scale, with an arithmetic mean of (M = 3.23) and a standard deviation of (0.39 = SD), indicating homogeneity in the opinions of the study sample's professors towards this variable.

3.2.2. Data analysis related to sample responses to the expressions of the variable dimensions of higher education service quality:

The table below displays the arithmetic averages, standard deviations, and degree of agreement for the variable of higher education service quality.

Table 07: Arithmetic averages and standard deviations of the administrative higher education service quality variable

Higher Education Service Quality	Arithmetic averages	standard deviations	degree of approval
Total Value	3.51	0.22	Agree

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (07) show that the general average of the variable of higher education service quality received a neutral degree on the Likert scale, with an arithmetic mean of ($M = 3.51$) and a standard deviation of ($SD = 0.22$), indicating homogeneity in the opinions of the study sample's professors towards this variable. The dimensions of the educational service quality variable in universities gave the following:

❖ **Quality of office services:**

The following table shows the arithmetic averages, standard deviations, and the degree of approval for the Quality of office services.

Table 08: Arithmetic averages, standard deviations, and degree of approval for the Quality of office services

Code	Phrase	A	SD	P.O	A.R
Y1	The college employs use the best library software to ensure that the library is run in accordance with the most recent methods.	3.37	0.73	2	Neutral
Y2	The library is equipped with cutting-edge technology to aid in scientific research.	3.46	0.76	1	agree
Y3	Digitization services have been developed, and it is simple to download references from the college website.	3.34	0.99	3	Neutral
Total score		3.37	0.71	-	Neutral

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (07) Show that the general average of the dimension of the quality of office services was neutral on the Likert scale, with an arithmetic mean of ($M = 3.37$) and a standard deviation of ($SD = 0.71$) indicating homogeneity in the opinions of the study sample's professors towards this variable.

❖ **Scientific Research Quality:**

The following table shows the arithmetic averages, standard deviations, and the degree of approval for the scientific research quality.

Table 09: Arithmetic averages, standard deviations, and degree of approval for scientific research quality

Code	Phrase	A	SD	P.O	A.R
Y4	The college has an extensive and appropriate collection of references, theses, and scientific research.	3.82	0.91	1	agree
Y5	The college provides all necessary materials and technological equipment for conducting scientific research.	3.29	1.15	3	Neutral
Y6	Your university's research is posted on the college's website.	3.23	1.18	4	Neutral
Y7	In carrying out scientific research, the college encourages innovations, modern methods, and new approaches.	3.46	0.84	2	agree
Y8	The college spends a significant amount of money on scientific research, forums, and study days.	3.14	1.06	5	Neutral
Total score		3.39	0.47	-	Neutral

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (09) Show that the general average of the quality dimension of scientific research was neutral on the Likert scale, with an arithmetic mean of (M = 3.39) and a standard deviation of (0.47 = SD), indicating homogeneity in the study sample employees' opinions on this variable.

❖ Educational Service Quality:

The following table shows the arithmetic averages, standard deviations, and the degree of approval for educational service quality.

Table 10: Arithmetic averages, standard deviations, and degree of approval for educational service quality

Code	Phrase	A	SD	P.O	A.R
Y9	In order to improve the quality of educational services, the university administration implements new teaching methods.	3	1.12	4	Neutral
Y10	The administration and the university students are in constant contact.	3.54	0.28	2	agree
Y11	There are specific instructions and guidelines in place to ensure that the service is delivered on time.	3.65	0.88	1	agree
Y12	The college strives to use the best educational programmes in order to develop and improve educational standards.	3.29	0.98	3	Neutral
Total score		3,37	0,52	-	Neutral

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results contained in Table No. (10) indicate that the general average of the educational service quality dimension was neutral according to the Likert scale, where the arithmetic mean was (M = 3.37) and with a standard deviation of (SD = 0.52) indicating homogeneity in the opinions of the professors of the study sample towards this variable.

❖ Teaching Service Quality:

The following table shows the arithmetic averages, standard deviations, and the degree of approval for teaching service quality.

Table 11: Arithmetic averages, standard deviations, and degree of approval for teaching service quality

Code	Phrase	A	SD	P.O	A.R
Y13	To make the professor's job easier, the college uses modern methods for lectures.	3.8	0.28	3	agree
Y14	The college website contains lectures for all levels and disciplines.	3.82	0.44	2	agree
Y15	The university administration strives to have access to cutting-edge technology in order to improve and expand the educational services offered at the college.	3.66	0.35	4	agree
Y16	The college allows the professor to choose how he teaches classes.	3.91	0.67	1	agree
Total score		3.8	0.23	-	agree

* SD= standard deviations * A= Arithmetic averages * PO= Phrase Order * AR= Approval Rate

Source: Prepared by the researcher based on Spss outputs

The results in Table No. (11) show that the general average of the dimension of teaching quality came with an agreeable degree on the Likert scale, with an arithmetic mean of ($M = 3.80$) and a standard deviation of ($0.23 = SD$), indicating homogeneity in the opinions of the study sample's professors on this variable.

3.3. Study Hypotheses Test:

After we have finished discussing the results of the descriptive analysis of the study sample members' responses, we will proceed to testing the field study hypotheses using multiple regression analysis to test the effect and one-way analysis of variance to test for differences.

3.3.1. First Main Hypothesis:

It states that the dimensions of administrative empowerment (the administrative dimension, the skill dimension) have a statistically significant effect on the quality of higher education service at the level ($\alpha = 0.05$) in the Faculty of Economic, Commercial, and Management Sciences at Yahya Fares University in Medea. Using simple regression analysis, we divide this hypothesis into the following sub-hypotheses:

3.3.1.1. First Sub-Hypothesis Test:

- ❖ **The null hypothesis (H1):** There is no statistically significant effect of the administrative dimension on the quality of higher education service at the level of significance ($p \leq 0.05$) in the University of Medea's Faculty of Economics, Commercial, and Management Sciences.
- ❖ **The alternative hypothesis (H2):** There is a statistically significant effect of the administrative dimension on the quality of higher education service in the Faculty of Economic, Commercial, and Management Sciences of the University of Medea at the level of significance ($p \leq 0.05$).

Table 12: Simple Regression Analysis Model

Model	Dependent variable (Y)		
	(Quality of higher education service)		
independent variable	regression coefficient	standard error	Indication level
Administrative Dimension(X1)	0.511	0,462	0,001
constant (i)	1,683	0,128	0,000
R ² = 0.326			
F(1,34)= 15,938, P<0.000			
Statistical significance level	*:P<0.01***:P<0.001		

Source: Prepared by the researcher based on Spss outputs

- ❖ The value of the correlation coefficient, $R=0.571a$, between the administrative dimension and the quality of higher education service in the Faculty of Economic and Commercial and Management Sciences at the University of Medea, and from it becomes clear that there is a relationship between the two variables.
- ❖ The coefficient of determination was $R^2 = 0.326$, meaning that the value of 32.6% of the discrepancy in the quality of the higher education service of the Faculty of Economic and Commercial and Management Sciences of the University of Medea is due to the administrative dimension.
- ❖ The value of the regression coefficient $B = 0.511$, which means a one-degree increase in the administrative dimension, leads to an increase in educational quality at the Faculty of Economics, Commercial and Management Sciences at the University of Medea, with a value of 0.511, which is a function at the level of 0.05.

Based on these findings, we reject the null hypothesis and accept the alternative, concluding that the administrative dimension has a statistically significant effect on the quality of higher education service in the University of Medea's Faculty of Economic, Commercial, and Management Sciences ($p \leq 0.05$).

3.3.1.2. Second Sub-Hypothesis Test

- ❖ **The null hypothesis (H1):** There is no statistically significant effect at the level of significance ($p \leq 0.05$) for the skill dimension on the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences of the University of Medea.
- ❖ **The alternative hypothesis (H2):** There is a statistically significant effect at the level of significance ($p \leq 0.05$) for the skill dimension on the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences of the University of Medea.

Table 13: Simple Regression Analysis Model

Model	Dependent variable (Y)		
	(Higher Education Service Quality)		
independent variable	regression coefficient	standard error	Indication level
Skill Dimension(X2)	0,494	0,327	0,000
constant (i)	1,912	0,099	0,000
R =0.654		R ² = 0.428	
F(1,34)= 24,706, P<0.000			
Statistical significance level	*:P<0.01***:P<0.001		

Source: Prepared by the researcher based on Spss outputs

- ❖ The value of the correlation coefficient $R=0.654a$ between the skill dimension and the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences at the University of Medea, and it is clear that there is a relationship between the two variables.
- ❖ The coefficient of determination was $R^2 = 0.428$, meaning that 42.8% of the variance in the quality of higher education service of the Faculty of Economics, Commercial Sciences and Management Sciences of the University of Medea is due to the skill dimension.
- ❖ The value of the regression coefficient $B = 0.494$, which means an increase of one degree in the skill dimension, leads to an increase in the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences at the University of Medea, with a value of 0.494, a function at the level of 0.05.

Based on the above, we reject the null hypothesis and accept the alternative hypothesis, which states that: There is a statistically significant effect (the skill dimension) on the quality of higher education service at the level ($\alpha = 0.05$) in the Faculty of Economics, Commercial Sciences, and Management Sciences at Yahya Fares University of Medea.

3.3.2. The Second Main Hypothesis Test:

- ❖ **The null hypothesis (H1):** There is no statistically significant effect at the significance level ($p \leq 0.05$) for administrative empowerment on the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences of the University of Medea.
- ❖ **The alternative hypothesis (H2):** There is a statistically significant effect at the level of significance ($p \leq 0.05$) for administrative empowerment on the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences of the University of Medea.

Table 14: Simple Regression Analysis Model

Model	Dependent variable (Y)		
	(Quality of educational service)		
independent variable	regression coefficient	standard error	Indication level
Skill Dimension(X2)	0,602	0,409	0,000
constant (i)	1,444	0,118	0,000
R =0,664a		R ² =0,441	
F(1,34)= 26,044, P<0.000			
Statistical significance level	*:P<0.01***:P<0.001		

Source: Prepared by the researcher based on Spss outputs

- ❖ The value of the correlation coefficient, $R = 0.664a$, between administrative empowerment and the quality of higher education service in the Faculty of Economics, Commercial and Management Sciences at the University of Medea, and it is clear that there is a relationship between the two variables.
- ❖ The coefficient of determination was $R^2 = 0.441$, meaning that a value of 44.1% of the discrepancy in the quality of higher education service of the Faculty of Economic and Commercial Sciences and Management Sciences of the University of Medea is a result of administrative empowerment.
- ❖ The value of the regression coefficient $B = 0.602$, which means a one-degree increase in administrative empowerment leads to an increase in educational quality in the Faculty of Economics, Commercial and Management Sciences at the University of Medea, with a value of 0.602 and a function at the level of 0.05

Based on the above, we reject the null hypothesis and accept the alternative hypothesis, which states that: There is a statistically significant effect of administrative empowerment on the quality of higher education service at the level ($\alpha = 0.05$) in the Faculty of Economics, Commercial Sciences and Management Sciences at Yahya Fares University in Medea.

We can also extract and write the regression equation as follows:

$$Y=1.444+0.602X$$

Where X represents administrative empowerment in the Faculty of Economics, Commercial Sciences and Management Sciences at Yahya Fares University in Medea. Y represents the quality of higher education service in the Faculty of Economics, Commercial Sciences and Management Sciences at Yahya Fares University in Medea

5. Conclusion:

Administrative empowerment is one of the concepts that has a large impact on the performance of human resources in organisations because it increases employees' actual participation in decision-making and gives workers the opportunity to act in situations that their organisations face and control the results they have reached after enabling them to participate effectively in its management.

Because the university is a centre of civilised and scientific radiation that seeks to develop society economically, scientifically, and culturally through its basic functions. attention to the quality of higher education service is one of the topics that requires great attention by researchers and specialists due to the importance of this topic that affects the life of society in all respects. Because any development process is primarily dependent on the human resources available in the community, sector institutions seek to implement modern administrative methods that will improve the quality of their educational outputs; as a result, empowerment is regarded as a successful and effective means for this type of educational organisation, particularly for secondary schools. Empowering professors helps to improve their level of creativity and efficiency in teaching, which in turn affects the quality of the sector because the professor and the student are the main elements in the university system.

a. Suggestions and recommendations:

- 1) The university must have a policy, a guide, and broad guidelines for implementation. The senior management team deals with the organization's vision, mission, and goals, as well as long-term goals and long-term plans. The middle management is concerned with analysing and building the organisational structure, each in its field, whereas the supervisory administration is in charge of running jobs and examining how its actual work and technical relationship with the overall mission of the organisation.
- 2) Applying modern administrative concepts to the university and all of its faculties, such as activating the principle of participation, forming work teams, teamwork, and administrative decision-making in a creative manner.
- 3) Creating a work environment that promotes cooperation and coordination among departments, sections, groups, and individuals, as well as the exchange of information and the improvement of communications, in order to avoid individual conflicts and competitions.
- 4) Work on decentralisation, delegation of authority, and subordinate participation in decision-making.
- 5) Work on developing an effective system for material and moral incentives, ensuring that the given incentives are commensurate with the effort expended, are linked to workplace performance and creativity rates, and are presented at the appropriate time.

6. References:

a. Book :

Arab Group Experts. (2017). *Administrative Empowerment and Creating Future Leaders*. Egypt: Experts of the Arab Group for Training and Publishing.

b. Journal article:

Abdel Razzaq , H. (2016). The quality of higher education services and methods of measurement. *Journal of Financial and Accounting Studies*.

c. Conferences:

Hassan , A.-A. (2008). Empowerment as an approach to improving crisis management. *International Conference on Crisis Management in the Light of the Knowledge Economy*. Skikda : Skikda University.

d. Thesis:

Harnan, N. (2014). The contribution of knowledge management to improving the quality of higher education. *A thesis for obtaining a doctorate degree in management sciences*. Biskra, Biskra, Algeria: Muhammad Khider University.

7. Appendices:

a. Liste of table's:

Table 01: The importance of administrative empowerment

Table 02: Kolmogorov-smirnov test

Table 03: Stability Coefficient Alpha Cronbach

Table 04: Arithmetic averages and standard deviations of the administrative empowerment variable

Table 05: Arithmetic averages, standard deviations, and degree of approval for the administrative dimension

Table 06: Arithmetic averages, standard deviations, and degree of approval for the Skill dimension

Table 07: Arithmetic averages and standard deviations of the administrative higher education service quality variable

Table 08: Arithmetic averages, standard deviations, and degree of approval for the Quality of office services

Table 09: Arithmetic averages, standard deviations, and degree of approval for scientific research quality

Table 10: Arithmetic averages, standard deviations, and degree of approval for educational service quality

Table 11: Arithmetic averages, standard deviations, and degree of approval for teaching service quality

Table 12: Simple Regression Analysis Model

Table 13: Simple Regression Analysis Model

Table 14: Simple Regression Analysis Model