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## **A study of the relationship between empowerment functional and organizational loyalty: A field study at AL- Kunooze University College, Iraq**

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### **Abstract**

In such a wide variety of education, technology is marked by intense rivalry. This challenge is based on the amount of functionality provided, the effectiveness and capacities of the persons engaged, and the quantity they can compete at the specific stage. Due to the apparent efficient human capital, which is one of the pillars of higher education institutions, teaching cadres in many scientific fields and other sectors contribute considerably to the development process. This study focused on the degree of such impact of organizational loyalty on the level and abilities of the individuals in their job and the effect of the reflection and a study of the relationship between functional empowerment and organizational loyalty at Al-Kunooze university collage.

As a result, two primary variables were selected in this research: functional empowerment and organizational loyalty. The questionnaire was used extensively to obtain data from a random sample of teaching cadres at Al-Kunooze University College.

The Statistical Program evaluated the data using the SPSS version 21. The findings indicate a statistically significant link between empathy and active loyalty. Functional Empowerment also has a statistically significant effect on organizational loyalty.

**Keywords:** Functional empowerment, organizational loyalty, SPSS statistical

### **1. Introductions**

The education system must be highlighted. Implementing evidence-based practice programming supports learning, like human resources and high development potential and skills, leading to multiple research areas and theory's education and success. The institution's position depends entirely on how well its personnel handles its responsibilities and duties, which is why the type of employment was essential. Loyalty is regarded as a combination of individuals to their job and the trustworthiness that motivates them to perform at a high level. Loyalty may also refer to any element that encourages staff to contribute to the objectives. A good attitude can be reversed by strengthening the team's skills and promoting the growth of their job for the benefit of the organization. Organizational loyalty is a crucial aspect in the organization since it actively or passively leads to the advancement of the employees' endeavours into accomplishing the objective of the business one of the essential factors in the success of institutions of higher learning is the active and sustainable participation of committed staffs. This paper intends to explore a relationship between functional empowerment and organizational loyalty at Al-Kunooze University College.

### **2. Literature Review**

Each functional empowerment and organizational loyalty are discussed in depth within that section which can be seen:

#### **2.1 Functional Empowerment**

Functional Empowerment is defined by Hales and Klidas (1998) as the process through which coworkers are given the information and authority they need to do their jobs more accurately Abualoush SH, Obeidat AM, Tarhini A, Al-Badi A. (2018) <sup>[1]</sup>.

Allowing employees the flexibility to exercise respective working lives to conclude their knowledge/knowledge/skills component of functional empowerment Perkins, G, Gilmore S, Guttormsen DS, Taylor S. (2022) <sup>[37]</sup>.

One way to empower the mission innovator who's already continually desired autonomy and

One way to empower the mission innovator who's already continually desired autonomy and control is to discuss combining two aspects of jobs in a single specific process Alkhaleel, S., & Berglund, K. (2018) [2].

Although (Akinyemi, B., George, B., & Ogundele, A. 2022) [3] stated the norm has been to increase the type and job satisfaction.

Many studies have indicated that perhaps one of the most significant aspects of motivating employees is providing the resources they need to succeed academically. This has already been identified as an essential vital element in motivating staff (Kok MC, *et al.*, 2018) [24]. Alternatively, it might be argued that functional empowerment results from employees in an acceptable or alternative platform (Kozinets RV, Ferreira DA, Chimenti P. 2021) [25].

Functional empowerment in the successful employee has been proven or recognized as a significant factor in various researches (Kong, X. T. *et al.*, 2019) [26].

Empowerment aims to provide employees more control over their job and a more significant stake in the institution's ruling processes (Abualoush, S. H. *et al.*, 2018) [1]. People are empowered when given the confidence to create decisions about their own lives and careers (Higgins, A. *et al.*, 2019) [22]. Empowerment has already been proved in earlier research to be a stimulus for employees in the performance of the job more effectively.

## 2.2 Functional Empowerment Dimensions

Functional empowerment as a set of four cognitions (task assessments) indicating a member's orientations to their job role: relevancy, influence, ability, and option Gençer, G., & Gençer, K. (2020) [19]. A closer examination of such thoughts and feelings is in order.

This is particularly the employees part of a particular mission, concerned with some worthy of the mission purpose evaluated in terms of the interaction special norms, goals, or criteria. A sense of specific reason is created when a person's attitudes, opinions, and behaviors align with the demands of their jobs (Leidner, S. *et al.*, 2019) [28]. Workplace productivity and performance suffer when people are denied a sense of purpose in their work Al-dalameh, M., Khalaf, R., & Obeidat, B. (2018) [5]. Ability is defined as "the extent to which employees can accomplish work effectiveness competently when attempting Alzyoud, A. A. Y. (2018) [6]. It can be thought of as job-specific self-efficacy (Fogel, Y., & Lamash, L. 2021) [17], and it should be separated from self-esteem, as the former is confined to a particular position, whilst the latter is regarded as global efficacy (Brady, G. *et al.*, 2020) [13]. Indeed, self-efficacy, the central variable in social cognitive theory (Brady, G. M. *et al.*, 2020) [13], has established itself as "one of the most central concepts in contemporary psychology research, as evidenced by the fact that it would be the subject of almost 10,000 studies times over the past 25 years (Barnett, M. D., Reed, C. M., & Adams, C. M. 2021) [14]. A growing body of evidence suggests a strong association between self-efficacy and job success (HOOD, S. *et al.* 202, 1) [21]. Consciousness, a vital motivational capacity that also serves as the foundation for a newly developed whole contrivance of psychological empowerment (Ngo. 2021) [35], could be improved and supported in four distinct ways: mission skill, modelling, encouragement, psychological alertness and health and wellbeing (Wullenkord, M. C., & Hamann, K. R. 2021) [44]. In summary, the ability is equivalent to power

attitudes, achievement, or behavioral intention, as defined by LI, Hui, *et al.* (2021) [29].

Influence. Is the polar opposite of effect, which could be defined as one's ability to "influence tactical, administration, or operational results at the workplace" (Mushtaq, Rabia, *et al.*, 2021) [32] and (Urquhart-Stewart, *et al.* 2021). Various psychiatric philosophically with self-efficacy seeing as how the earlier is affected by such job environment, but also it is seen as a universal individual difference which survives under challenging contexts Johnson, L. 2021). Moreover (Demir, E. K. 2021) [16] found that motivation might benefit such a recruiter to provide staffers freedom in commitment or mission selections.

The option refers to entails "logical trust and confidence for one's actions" (WANG, Dawei, *et al.*, 2021) and is characterized- by confidence over through the beginning and maintenance of workplace behaviors (e.g., determining workplace procedures, pace, and effort) (Liang, B., van Knippenberg, D., & Gu Q. 2021) [30]. It's worth noting that influence and option represent two distinct viewpoints on the concept of responsibility; it pertains to managing one's work team, though it regulates a person's world. (Arzeen, S., Khan, M. J., & Arzeen, N. 2021).

Several beneficial implications of option have been shown in the literature; for example, Kurdi, V., Joussemet, M., & Mageau, G. A. (2021) discover that autonomy is favourably associated with a psychological fellow human. Earlier studies have revealed that commitment has a substantially detrimental influence on objective supplier effectiveness. In an attempt to optimize the optimize except "intellectual empowerment," " (MUSHTAQ, Rabia, *et al.*, 2021) relies on the scientific approach developed by (WANG, Dawei, *et al.*, 2021) to create multiple measures for determining relevancy.

Influence, ability, and option are all terms that are used interchangeably. (Bhupla, S. K. 2022) reinvents relevancy as purpose and option as a personality in their widely cited job. Therefore, these four aspects should never be viewed as mere results of work motivation (Panda, A., & Sahoo, C. K. 2021) because a nature of it (MUSHTAQ, Rabia, *et al.*, 2021) represents person's purposeful personality in connection to their professional function (Arzeen, S., Khan, M. J., & Arzeen, N. 2021) [8].

LIM [31], Sang Gon Edward, *et al.*, 2021, all take a "perception-based" strategy, observing empowerment as the "psychological process of an underling" caused by their advisor's empowerment and organizational empowerment frameworks, guidelines, and practices.

The four dimensions reified are regarded as "important precondition for the likelihood of engaging in empowering behavior of employees" (Stavrinoudis, T., & Psimoulis, M. 2021), and equip employees with the willingness to situate characterized in goal-achievement behaviours (OPARA, Ijeomet *et al.* 2021). Assumed to be adversely related to weakness (Uztosun, *et al.*, 2021) [43], the four distinct components of organizational empowerment interact to provide an entire totality of occupational empowerment experiences.

## 2.3 Organizational Loyalty

When employees have a strong sense of organizational commitment and loyalty, this is "organizational loyalty" (AHMED, Adeel, *et al.*, 2021). Organizational Loyalty can also be seen in the persistence of personnel in their current

roles, even if they are willing to look for new opportunities elsewhere (AHMED, Adeel, *et al.*, 2021). As a result of this phenomenon, employees value intention to maintain employment by the company (Tende, F. B., & Amah, E. 2021) <sup>[41]</sup>; performance structures necessitate great learning from employees (Alnidawi, A. A. *et al.*, 2021) <sup>[10]</sup>, or even working overtime. (Wijayanti, P., & Mustika, M. D. (2021) <sup>[47]</sup>. Embrace and embody the company's beliefs and objectives (FALLON, Victoria, *et al.*, 2021). In general, enterprises are pleased because they realize that staff members who put in a lot of effort at work tend to be loyal. (Phuong, T. T., & Le Ha, N. T. 2022) <sup>[39]</sup>. Commitment to the organization is one of the company's strategies (AHMED, Adeel, *et al.*, 2021). Increasing productivity, increasing wealth, and decreasing employee turnover are the only ways to accomplish this. (Meschke, S. 2021) <sup>[34]</sup>.

**2.4 Dimensions of Organizational Loyalty**

Numerous research has attempted to analyses the phenomena of organizational loyalty, either in terms of its causes, consequences, participants, or a combined effect of most of these; however, these researches have been unable to create a particular framework for the analysis of organizational loyalty. The researcher used (Waramontri, R. 2021) concept, dubbed the three components model of organizational loyalty, as it is built on three dimensions:

**Emotional or persuasive:** organizational loyalty is affected by a participant's understanding of such unique aspects of their work in terms of level flexibility, responsibility, necessary abilities, and the ease of creating and developing the individual. It is often affected by loyalty to the organization's level of loyalty. The atmosphere where it functions enables direct involvement in a selection regarding either job or personal matters.

**Ethics loyalty (social norms):** This refers to a worker's manner of organizational loyalty, which is frequently improved by the organization's real encouragement for its

staff members, which enables each other to take part and good companionship and the circumstance in which guidelines are implemented, as well as in the analysis along with organizational goals, planning, and strategic thinking.

**Continuing loyalty:** In this scenario, the level of loyalty of the member is determined by the invested capital that could be realized through remaining with the organization and invested capital that will be lost if the person decides to follow the competing organization. According to (AHMED, Umair, *et al.*, 2021), these three elements of organizational loyalty influence the sensitivity of commonality among them, which is defined by developing organizational loyalty as a cognitive aspect that represents the connection between the organization and employees that continues to work and differs depending on the nature of the loyalty, in which the worker who has optional loyalty remains in the organization inspired by willingness but has organizational loyalty leaves the organization inspired by obligation. Individuals must gain a good handle on their relationship with the organization.

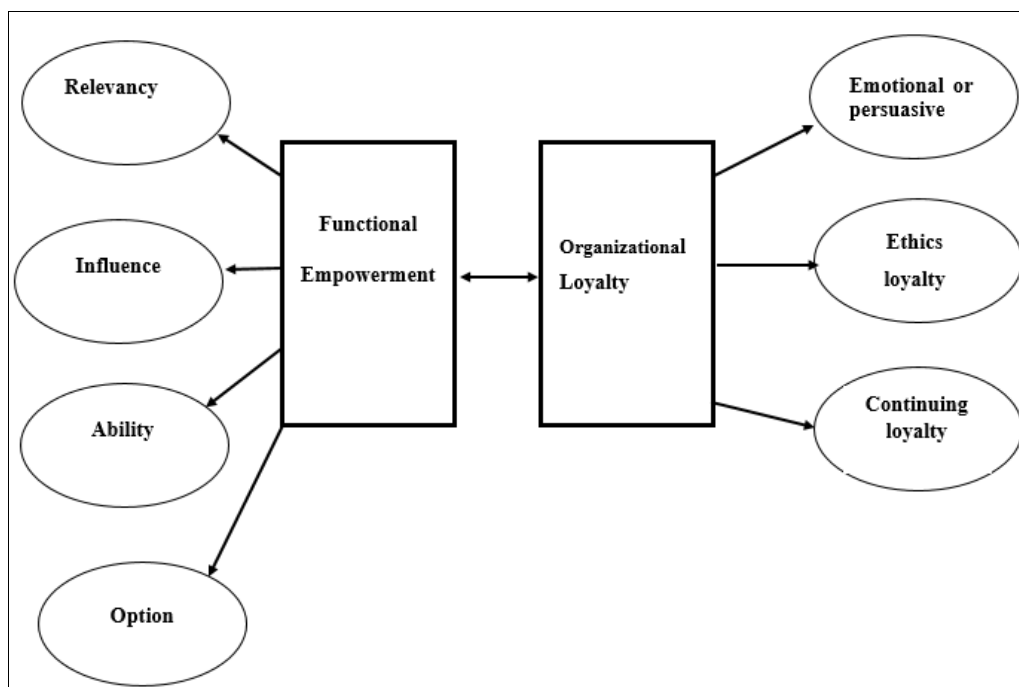
**2.5 Statement of the problem**

Beyond optimizing human potential, higher education plays a vital role in society's overall progress. Specific research subjects are likewise able to compete effectively in particular sector academia.

Such a district depends on its employees and the knowledge and experience they bring to the table, which allows workers to impact the direction an educational take significantly take. Since functional empowerment is a core motivation, this is why. This research aimed d functional empowerment and organizational loyalty college at al-kunooze University College.

**3. Hypothesis and Objectives of Study**

The following are the significant hypotheses that informed this investigation:



**Fig 1:** The Research Analytical Model

- H0:** There is no significant relationship between Functional Empowerment and Organizational Loyalty at Al-Kunooze University College.
- H1:** There is a relationship between functional empowerment and organizational loyalty.
- H1a:** There is a relationship between relevancy and organizational loyalty.
- H1b:** There is a relationship between influence and organizational loyalty.
- H1c:** There is a relationship between ability and organizational loyalty.
- H1d:** There is a relationship between an option and organizational loyalty.

The research or study's primary aim is to accomplish the following:

- To study the relationship between functional empowerment and organizational loyalty at Al-Kunooze university college of Iraq.
- To examine the effects of functional empowerment on organizational loyalty at Al-Kunooze university college of Iraq.

**4. Research Methodology**

The purpose of this research is Applied Study, and the questionnaire is Descriptive-Analytic, which is done in the research format. The study's primary objective is a revolutionary model for functional empowerment and organizational loyalty that is incredibly helpful and adaptable to education. This model depicts the established relationship between the research variables and provides insightful information for research scientists and area workers.

**5. Instrument and Measures**

In a qualitative research study of Al-Kunooze university collage of Iraq employees, questionnaires were issued adapted to previous literature and adjusted. The element of the questionnaire on the functional empowerment measured was by (4) items whi (3) factors measured the organizational loyalty or. Respondents could rate each question on a five-point Likert scale (ranging from 1 for "strongly disagree" to 5 for "strongly agree"). The questionnaire was issued to several sorts of staff at Al - Kunooze University College of Iraq to elicit responses. The questionnaires were sent to the team working, and (119) valid data points were gathered and analyzed. The questionnaire tables 1, and 2 below describe the survey's sample.

**6. Reliability of the Research**

Table 1 shows the results for the reliability test for each variate test. As mentioned in table 1, the questionnaire for each variable is reliable. The Alpha Cronbach for these hypotheses is 0.833.

**Table 1:** Reliability test results

Variables	Number of questions	Alpha Cronbach
functional Empowerment	16	0.79
Relevancy	4	0.85
Option	4	0.77
Ability	4	0.91
Influence	4	0.82
Organizational loyalty	6	0.86
#	$\Sigma = 22$	Average = 0.833

**7. Statistical Analysis**

This part of the study investigates and presents the statistical analysis for sample research and testing the research hypotheses.

**8. Sample Analysis**

Our sample analysis used descriptive statistics (frequencies, percent, mean, standard deviation).

**Table 2:** Gender

Gender	Frequency	Percent
Male	78	65.55
Female	41	34.45
Total	119	100

As shown in Table 2, the Al-Kunooze university college workforce is majority male.

**Table 3:** Age

Age	Frequency	Percent
25 or less	27	22.69
26 – 35	42	35.29
36 – 45	22	18.48
46 – 55	13	10.93
56 or more	15	12.61
total	119	100

Table 3 shows that most of the workforce is between 26 and 35, as seen in the Age column.

**Table 4:** Qualification

Qualification	Frequency	Percent
PhD.	56	47.06
Master	59	49.58
Diploma	1	0.84
Bachelor's	3	2.52
Total	119	100

Using the data in table 4, it is evident that most of the sampled employees have a master's degree.

**Table 5:** Descriptive Statistics for the independent variable (Functional Empowerment)

Variable	Mean	Standard Deviation
Functional Empowerment	3.96	0.69
Relevancy	4.26	0.39
Influence	4.13	0.72
Ability	3.45	0.84
Option	4.23	0.62
Organizational Loyalty	3.86	0.71

**9. Correlation between Functional Empowerment and Organizational Loyalty**

A statistical study of teaching cadre data has been carried out at Al- Kunooze University College /Iraq. The Pearson correlation coefficient of the independent variables (functional empowerment) and the dependent variable. (Organizational loyalty) was estimated between the dimensions of the independent and dependent variables



**Table 6:** The Correlation

	Relevancy	Influence	Ability	Option	Emotional	Ethics	Continuing	EMPW	Loyalty
Relevancy	1								
Influence	.627	1							
Ability	.745	.785	1						
Option	.735	.682	.646	1					
Emotional	.530	.514	.602	.662	1				
Ethics	.602	.625	.520	.596	.616	1			
Continuing	.530	.569	.685	.507	.750	.680	1		
EMPW	.726	.711	.647	.732	.501	.670	.736	1	
Loyalty	.673	.748	.693	.733	.692	.722	.603	.647	1

$\alpha=0.05$

From the above table and given the values of the Pearson correlation coefficient, it was observed that all of them were a statistical function where the Pearson correlation coefficient was estimated between the independent variable (functional empowerment) and the dependent variable (organizational loyalty), with the total degree of the questionnaire (0.603) where we create a direct relationship between the independent and independent variables.

For the dimensions of the two variables, it was observed that the values of the Pearson correlation factor were all a statistical function, with values of the Pearson correlation factor (0.507) ranging from continuity, option and (0.685) between ability and continuity.

Also (0.569) between influence and continuity, (0.530) between continuity and connection.

There was a strong Pearson correlation between the dimensions of independent and dependent variables, being (0.530) between emotion and connection and (0.514) between emotion and affect.

(0.602) There is a strong correlation between emotion and ability and (0.662) between emotional and option.

In addition, there is a correlation between the very strong and the strong of the ethical dimension and the dimensions of the independent variable, where (0.602) was between the ethics and the relevancy (very strong). (0.625) between ethics and influence is very strong. (0.520) between ethics and ability is strong, (0.596) between ethics and option is strong.

We conclude from the values of the Pearson correlation coefficient that there is a direct correlation between the dimensions of the independent and dependent variables and between the two variables themselves.

**10. Concluding remarks and Recommendations**

Education policy and cultural reform are made possible when humans' inherent abilities, social support networks, and attitude measures are combined into a single idea known as empowerment. Empowerment, one on either hand, establishes a relationship between a participant's well-being and the larger social context wherein they operate. From a mental standpoint, empowerment connects general well-being and is well with one another and with the development of a sensitive group. A variety of strategies of empowerment play a significant role in psychosocial improvement.

In faIn, building organizational loyalty is critical and necessary in today's dynamic organizational climate. At al-kunooze University College, this article examines the effect of employee empowerment on organizational loyalty.

The four primary characteristics of employee empowerment were considered in this study as and relationship of these factors on organizational loyalty.

These four main dimensions included: relevancy, influence, ability, option.

Data analysis at Al-Kunooze University College revealed a strong statistical relationship between functional empowerment (relevancy, influence, ability, option) and organizational loyalty (emotional, ethical, and ongoing) and a strong relationship among these dimensions.

It is highly recommended that Al-Kunooze University College, specifically interested in the high education sector for quality, focus on the functional empowerment of employees in a suitable form. People who are empowered in their jobs have a greater sense of loyalty since they have access to new information and empowerment.

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