Novice Faculty Members' Empowerment and Practicing Their Professional Roles in Light of the Administrative Methods in the Jordanian Universities

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Abstract

This study aimed to identify the level of novice faculty members' empowerment and practicing their professional roles in light of the administrative methods in the Jordanian universities based on some variables. The study sample consisted of (49) faculty members. The results showed that university management methods, novice faculty members' empowerment, and their professional roles were moderate. Furthermore, there were statistically significant differences in the level of faculty members' empowerment in light of gender, in favor of females, and in light of age, in favor of less than 30 years. The study results also showed a statistically significant difference in the level of faculty members' professional roles in light of age, in favor of 30 to less than 45 years. There was a statistically significant positive correlation between the democratic method and faculty members' empowerment and their professional roles and a statistically significant negative correlation between non-interference and autocratic methods and faculty members' empowerment and professional roles.

Keywords: faculty members' empowerment, professional roles, administrative methods, Jordanian universities

1. Introduction

The administration has become one of the important processes in the educational communities; its importance increases as humanitarian areas and activities increase in the educational environment. The administration develops and regenerates to suit the educational societies' circumstances and adapt to it through the daily interaction between officials, faculty members, and the surrounding environment, in addition to the psychological behaviors caused by this interactive process that affect the educational outcomes positively or negatively, and this requires defining the nature of officials' behavior while performing their administrative, humanitarian, and social tasks. The administrative methods have a significant role in the educational process within the educational environment, as it affects all workers, especially faculty members; it either activates efficient participation and takes responsibility to achieve the desired educational objectives. At the same time, it contributes to building and developing society or creating a comfortable climate among faculty members, thus failing to give the educational process its right.

The administration methods differ based on the university and the administration level; it also differs from one office to another. Therefore, the good official can adjust his administration method to suit the environment and the faculty members with different educational and cultural backgrounds. The administration consists of several planning, prioritization, and organizing work efforts to achieve the desired goals within the educational environment (Northouse, 2015). Furthermore, the administration can be defined as an educational management system that gathers between the human and financial resources to supervise and plan the structures, define its strategies, and implement them to implement the educational system (Connolly, James, & Fertig, 2017).

The officials' administration method consists of various factors, including the internal and external work environments and how officials look at the role of work in the lives of faculty members. The internal variables include the policies, priorities, environmental culture, faculty members' levels, skills and motivation, and administration structure (Jackson & Parry, 2011).

To ensure the administration's effectiveness, the official's method and his expectations must be consistent with the university organizational culture, and his method must adhere to the policies and procedures determined by

the university. Moreover, the official must be able to achieve the university objectives, hold the responsibility of building effective teamwork, and support the organizational beliefs among the team members (Jackson & Parry, 2011), while the external variables affect the administration methods and are out of the university control, such as civil society and the surrounding environment, in addition to the state's political, economic, and social aspects (Gold & Evans, 2005).

Moreover, the administration methods can be classified into several types, they are:

1.   The Authoritarian Method: This method is considered the most dominant. The authoritarian officials make all the decisions inside the university, top-down communication happens, faculty members' ideas and contributions are not encouraged and considered unnecessary. In this method, the roles and tasks are clearly defined; it is also expected that faculty members follow these instructions without any question while performing their tasks and continuously under supervision. Novice, unskilled, and not motivated faculty members may benefit from this method due to their need for continuous supervision and direction. Managers may also benefit from this method in a time of crises and difficult times. However, the low level of uncertainty characterizes this method, the clearly defined roles and expectations for faculty members, fast decision making, not encouraging or engaging faculty members with ideas, and the low level of satisfaction among faculty members (Mehrotra, 2005).

2.   Strict Method: In this method, trust is mutual between faculty members and the officials, the official dictates orders on them, and they are expected to follow these orders as they are; however, this method may require training and continuous supervision by the official for the novice faculty members as a result of being unskilled.

3.   The Persuasive Method: Officials take all decisions for the faculty members and convince them of these decisions, which may be taken for the benefit of the faculty members. This method also creates a stronger trust between management and the academic members.

4.   Patriarchy or Exploitative Method: Officials make all decisions and deal with the faculty members in a waiver or parental manner. Decisions are made in the best interest of the faculty members, as the officials explain these decisions and their importance for them, where the faculty members may feel cared for by the officials and may feel resentful for not being taken seriously. This approach makes faculty members highly dependable on others (Erçetin & Banerjee, 2015).

5.   The Democratic Method: This method includes officials who make decisions with the participation of faculty members. However, they are responsible for making the final decision. In this method, ideas and contributions of faculty members are encouraged, as communications between them are top-down and bottom-top, which make faculty members strongly connected and feel appreciated, which increases their motivation and enthusiasm at work, while when their opinions are not welcomed, their morale will be affected negatively. As a result, they will be less willing to work.

6.   The Consultative Method: Trust is the base of work between faculty members and the management, as the management actively seeks to take their opinions.

7.   Participatory Method: In this method, trust is base on the contrary of the consultative method. Also, the administration in this method completely trusts faculty members and seeks to take their opinions and ideas. However, it also involves faculty members in making decisions, which makes them feel appreciated and shows an increase in motivation and productivity. However, some faculty members are unwilling to participate in decision-making and feel resent from the officials.

8.   Authorization Method: This method allows faculty members to hold full responsibility for their work fields, officials assign tasks under limited direction, and faculty members are expected to achieve fruitful results by themselves, while officials maintain the responsibility for achieving goals. This method is characterized by a small amount of direction and counseling (Foskett, 2003).

Based on the literature review, it was noted that Arab and foreign studies related to administration were unanimous in classifying the administration methods into three styles: **(1) The Autocratic method:** it is called individualistic, dictatorial, or authoritarian (2) **The permissive method**: called permissive, neglected, or free (3) **The democratic method:** called participatory, humanitarian, cooperative, or Shura[1] (Al. Ajami, 2000).

McGregor introduced the theory of (X & Y), which specifies how an individual looks at human relations while identifying the university's administration method. X Theory suggests that individuals, by their nature, lack

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[1]) Shura: Refers to the democratic method, taking the opinion of the other and share information with another consultant to provide their opinion on a specific issue.

motivation and the willingness to take responsibility. Therefore, they need intensive supervision, direction, and control to achieve the required goals. At the same time, Y theory suggests that human nature is the motive behind achieving goals and gaining satisfaction through the completion of work. The followers of this theory believe that the responsibility of administration is to enhance the educational environments, where faculty members can develop their potential and use their skills to achieve the required objectives. This administration method allows faculty members to have more control over decision-making and provides less supervision (Gannon, Bougszak, Dave, & Anna, 2013).

The relationship between faculty members and the administration is affected by the method that officials adopt and how they deal with faculty members if this method is control and domination, or democratic and participatory as the official plays a vital role in leading the university, and in his relationship with faculty members, as it significantly affects the effectiveness of faculty members and their work satisfaction. Therefore, the administration's success is considered by itself as an educational task. Moreover, several determinants define faculty members' behavior, affect their effectiveness, and creates opportunities for proper relations with the officials; these determinants include: (1) The officials' behavior, as there is a group of officials who focus on the work itself, and their efforts focus on organizing work and distributing roles among the workers in the university to achieve the desired educational results. In contrast, a group of officials focuses their attention on strengthening social relations with the workers in the university to gain more consideration and responsiveness to organize the educational work within the university to reach the desired results. (2) Controlling the educational status by the official, this aspect is affected by the work effectively within the university. It can be measured by evaluating the relationship between the official and the employees, especially the faculty members. As the administration is based on friendship and mutual trust between the official and faculty members, teamwork and participation in decision-making are the best methods to achieve the desired goals (Dash & Dash, 2008).

Muijs and Harris (2007) indicate that faculty members' practice of their professional roles positively impacts the teaching process, their work commitment, and their relationship with students. Furthermore, attention for novice faculty members by the administration and involving them in the development process encourages upgrading and creativity and achieves improvements in the teaching process and better learning outcomes for students.

The most important modern roles required to be performed by faculty members to keep up with today's requirements involves focusing on students' acquisition of knowledge, facts, and the functional scientific concepts, developing students on all aspects, preparing students for the future requirements, achieving moral controls, develop students creative abilities, motivates students interest and desire to learn, and finally being a supreme model for the students (Farrell, 2013).

1.1 Problem and Questions of the Study

Faculty member practices several different roles during his academic career, which could be affected by several threatening his career and does not enable him to practice his role. Novice faculty members may get surprised by the inappropriate administration methods followed in dealing with faculty members, which leads to their unwillingness to perform their basic professional roles as a response to these methods; this makes the novice faculty member fall into a daze between continuing in this role as a faculty member or resignation. The university administrators' work nature imposes performing a leadership role for the team within the university, empowering faculty members and raising their competency and morale, which in turn affect students. This can be shown through the administrators' right understanding that stems from their awareness of their work aspects, methods, developing and implementing it, in addition to his ability to deal with everyone in proper educational method. Furthermore, the need to meet the twenty-first century's educational needs has required university administrators to play a dynamic role and become responsible for up-down rules and regulations.

Furthermore, the researcher noticed through her academic work experience in one of the private universities in the north of Jordan that novice faculty members are dissatisfied with the administration methods followed by some of the administrators, which makes them unwilling to participate in the matters relating to the university, in addition to the indifference concerning their roles in the university. Therefore, the problem of the study stems from this point, which is identifying the level of novice faculty members' empowerment and practice level of practice of their professional roles in light of the administrative methods in the Jordanian universities. Thus, the study attempts to answer the following questions:

1.   What is the practice level of the university administration for the administrative methods from novice faculty members' point of view?

2.   What is the level of novice faculty members' empowerment from their point of view?

3.   What is the practice level of novice faculty members' for their professional roles from their point of view?

4.   Are there statistically significant differences at ($\alpha = 0.05$) in the level of novice faculty members' empowerment in light of gender and age?

5.   Are there statistically significant differences at ($\alpha = 0.05$) in novice faculty members' practice level for their professional role in light of gender and age?

6.   Is there a statistically significant relationship at ($\alpha = 0.05$) between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other?

1.2 Study Objectives

This current study investigates the level of novice faculty members' empowerment and their practice level for their professional roles in light of the administrative methods in the Jordanian universities. The study also aims to identify the differences in the level of novice faculty members empowerment and their professional roles in light of age and gender, in addition to the relationship between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other.

1.3 Importance of the Study

The theoretical importance of this study stems from the importance of information that will be provided to the experts in the educational and administrational fields to draw the attention of the administrators in the Ministry of Higher Education to the importance of novice faculty members' empowerment in their universities and its impact on the performance and the educational outcomes. The theoretical framework in this study sheds light on the importance of using the university administrative methods as the main factor that affects faculty members' performance in general and novice faculty members in particular. Furthermore, the study aims to identify the positive university administrative methods that increase faculty members' morale and the negative ones that impede the achievement of the desired educational outcomes.

On the practical level, the study results can be used in defining the positive administrative methods and the negative ones from the novice faculty members' point of view. This study will also contribute to designing some educational programs that may help empower novice faculty members and provide a deeper understanding of university administrative methods. Accordingly, remedial programs will be developed so that administrators avoid the methods that impede education. Finally, this study might motivate other researchers to conduct similar studies addressing the study variables from the perspectives of other research samples and in other environments, as these variables play an important role in the life of the faculty members at present and in the future.

1.4 Theoretical and Operational Definitions

1.4.1 Administrative Methods: the methods that the administrators follow in achieving their universities' objectives; this includes methods of decisions making, planning and work organization methods, and the methods of practicing their administrative roles (Jackson & Parry, 2011).

1.4.2 Faculty Members Empowerment: Providing faculty members with the opportunity to participate in decision making within the university and to achieve sustainable professional development to develop their skills, and to achieve a prominent place of respect, appreciation, and support from whoever deals with them inside or outside the university, as well as independency and freedom in selecting the teaching methods, learning schedule, and the educational materials (Al. Asmar & Al. Hathalai, 2014). In the current study, faculty members' empowerment is defined by the respondent's level on the empowerment scale used in the current study.

1.4.3 Professional Roles: A set of different actions and practices carried out by faculty members within the university, including teaching, activities, works, and intentional actions to accomplish tasks or achieving goals (Jama' & Ali, 2019). In the current study, professional roles are defined by the level that the respondent gets on the scale of the professional role used in the current study.

1.5 Study Limitations

1.   Time Limits: First Semester of the academic year 2020/2021.

2.   Spatial Limits: Private Universities in the north of Jordan.

3.   Human Limits: New Academic members in the private universities.

2. Previous Studies

Al-Asmar and Al-Hathey (2014) aimed to identify the level of academic members' empowerment at Umm Al-Quraa University and King Abdulaziz University. The study sample consisted of (300) faculty members. The results of the study indicated that the level of faculty members' empowerment was high. As for the domains, the level of empowerment among the study sample was high in spatial and performance independence, moderate in participating in decision making, and professional growth. However, there are statistically significant differences between the means scores of the study sample responses in the level of empowerment in terms of participation in decision making, professional growth, and performance independence in favor of the faculty members at King Abdulaziz University and in terms of participation in decision making and professional growth in favor of the males. Also, a statistically significant difference between the means scores of the study sample responses in the level of empowerment in terms of spatial and performance independence favors the professors.

The study of Chang, Shen, and Liu (2014) investigated university faculty members' views concerning their online role-playing in Taiwan. The study sample consisted of (106) members. The results showed that educational content and design are the most important components in education and a gap between optimal practical roles. Moreover, the study results indicated statistically significant differences in faculty members' perceptions of roles and practices in light of gender, in favor of females, and in light of educational experience, in favor of 1-2 years of experience.

In Jordan, Wasswas, Jawarneh, and Al-Atyyat (2015) aimed to identify the practice level of faculty members at *Al-Hussein Bin Talal* University to their academic roles in light of some variables. The study sample consisted of (135) faculty members. Concerning the practice, the results found that the scientific research domain ranked first, followed by teaching, and finally, community service. There are no statistically significant differences between the means scores of the study sample responses in light of faculty, in favor of the scientific faculties, in light of the academic rank, in favor of assistant professor and associate professor, and in light of experience, in favor of 1-5 years of experience.

In another study, Al Hamidi (2016) aimed to investigate the level of career empowerment and organizational loyalty and reveal the nature of the relationship between career empowerment and organizational loyalty among faculty members in the Faculty of Education from their point of view. To achieve the study objectives, a descriptive-analytical survey design was used. The study included all faculty members in the Faculty of Education at *Al-Tayef University*. The study showed that faculty members' level of career empowerment was moderate (M = 3.94). According to career empowerment domains, faculty members' attitudes were high in terms of the meaning of work and moderated in terms of freedom of choice, influence, and self-efficacy. It was found that faculty members have a relatively high level of organizational loyalty (M = 3.56). There is a statistically significant strong positive correlation between the level of career empowerment and organizational loyalty. Statistically significant differences were found in the level of career empowerment and organizational loyalty among faculty members in light of gender, while no statistically significant differences were found in light of rank and experience.

As for the study of Mirzaei-Alavijeh, Rajati, Hatamzadeh, Solaimanizadeh, and Jalilian (2019) in Iran, who have investigated the role of faculty members' empowerment on their performance at *Kermanshah University*, using a sample consisted of (165) members, they found that the level of empowerment was moderate.

While Jamaa' and Ali (2019) addressed the administrative and social problems at *Bahri University* and their impact on the professional performance from faculty members' point of view, the study sample consisted of (300) faculty members. The results indicated that one of the most important administrative problems is the low level of authority awarded to faculty administrators, the increase in the number of students admitted, university administration centralization in decision making, the professionalism of the regulations and acts, especially in promotions, and the insufficiency of the necessary services. The social problems were confined in: the distance from university to faculty members' accommodation and mobility difficulty, the disparity in university administration method in dealing with the faculty members, and the poor communication and cooperation between faculty members in different departments. Concerning the professional performance, the results showed poor scientific communication between faculty members and their peers in the other universities, low level of participation in seminars and conferences, the limited opportunities for scientific vacations, lack of scientific books and references in the university library. The study revealed no statistically significant differences in the level of problems in light of gender.

Andoh and Ghansah (2019) aimed to identify the impact of leadership styles on the faculty member's performance in the private universities in Ghana. The study sample consisted of (114) faculty members. The

results indicated that the leadership styles impact the academic members' performance, as the democratic style positively impacts the performance, while the autocratic style and non-inference style negatively impact the performance. Additionally, the study indicated that autocratic style and non-inference style led to a disposition to limit the overall performance in the university.

3. Methods and Procedures

3.1 Method of the Study

The researcher used the descriptive approach to achieve the study objectives.

3.2 The Population of the Study

The population of the study consisted of all the novice faculty members in the private universities in the north of Jordan in the academic year (2020/2021), which consist (118) faculty members (males = 53, females = 65).

3.3 Sample of the Study

The study sample consisted of (49) faculty members (males = 27, females = 22) from different departments selected randomly. Table 1 shows the distribution of the study sample based on the study variables.

Table 1. Distribution of the study sample based on the study variables

Variable		Frequency	%
Gender	Male	27	55.1
	Female	22	44.9
Age	Less than 30 years	10	20.4
	30 to less than 45 years	32	65.3
	45 Years and More	7	14.3
Total		49	100%

3.4 Study Instruments

To achieve the study objectives, the researcher used three instruments in data collection. The first one is the university administrative methods scale, the second is the faculty members' empowerment scale, and the last one is faculty members' professional roles, as follow:

3.4.1 The University Administrative Methods Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Al-Khasawneh & Futa (2013) study was an appropriate one to achieve the study objectives. The scale consisted of (12) items distributed on three domains: Democrat method (4 items), non-inference method (4 items), and autocratic method (4 items).

3.4.1.1 Validity of the Scale

Al-Khasawneh and Futa (2013) verified the scale validity by distributing it on a jury consisted of (13) arbitrators specialized in educational administration in several public universities in the North of Jordan. The researchers asked them to give their opinions and comments about the items of the scale suitability to the targeted sample. (60%) of the proposed amendments were taken into consideration.

Table 2. Correlation Coefficient Values between the Items and the Domains to which they Belong

Democratic Method		Non-Inference Method		Autocratic Method	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.56	5	0.75	9	0.83
2	0.67	6	0.53	10	0.62
3	0.64	7	0.58	11	0.69
4	0.71	8	0.64	12	0.71

In the present study, the researcher verified the scale validity by distributing the scale on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (71.6%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 2.

Table 2 indicates that correlation coefficients values for the items of the democratic method ranged between (0.56-0.71) and for the items of the non-intervention method (0.53-0.75), while for the Autocratic method, they ranged between (0.71-0.83). The values are considered statistically significant values, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.1.2 Reliability of the Scale

Al-Khasawneh and Futa (2013) verified the scale reliability by calculating Cronbach Alpha Coefficient for internal consistency reliabilities, as the values ranged between (0.74-0.79) and for the total instrument score (0.81).

While the current study verified the reliability of the scale by administrating it to a pilot sample consisted of (29) faculty members not included in the study sample, and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.71-0.78) and for the total instrument score (0.74). The researcher also used the test-retest method by administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.76-0.81), and for the total instrument score (0.79), and these values are considered appropriate for the study objectives, as shown in Table 3.

Table 3. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Democratic	0.68	0.74
Non-Inference	0.79	0.83
Autocratic	0.73	0.78
Total Score	0.73	0.78

3.4.1.3 Statistical Standard

The scale consisted of (12) items, corrected using Five-Point Likert scale (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never), and the following scale was adopted to analyze the results: From (1-2.33) a low level, (2.34-3.67) a moderate level, and (3.68-5) a high level.

3.4.2 Faculty Members' Empowerment Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Al-Asmar and Al-Hadhli (2014) study was an appropriate one to achieve the study objectives. The scale consisted of (31) items distributed on four domains: Participation in decision making (7 items), professional development (9 items), position (9 items), and performance autonomy (6 items).

3.4.2.1 Validity of the Scale

Al-Asmar and Al-Hadhli (2014) verified the scale's content validity by distributing it on a jury consisted of (10) arbitrators specialized in educational administration and Arabic Language at Umm Al Qura University and King Saud University, where the researchers asked them to give their opinions and comments about the suitability of the scale. In addition, the researchers took the notes of (9) arbitrators, which agreed on keeping the items as they are.

In the present study, the researcher verified the scale validity by distributing the scale on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (83.8%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 4.

Table 4. Correlation Coefficient Values between the Items and the Domains to which they Belong

Participation in Decision Making		Professional Development		Position		Performance Autonomy	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.52	8	0.61	17	0.63	26	0.74
2	0.63	9	0.67	18	0.81	27	0.57
3	0.60	10	0.55	19	0.58	28	0.69
4	0.52	11	0.71	20	0.64	29	0.63
5	0.58	12	0.59	21	0.57	30	0.60
6	0.81	13	0.54	22	0.82	31	0.70
7	0.75	14	0.53	23	0.59		
		15	0.76	24	0.66		
		16	0.67	25	0.75		

Table 4 indicates that correlation coefficients values for the items of participation in decision making ranged between (0.52-0.81), for the items of professional development (0.53-0.76), and for the position they ranged between (0.58-0.82), while performance autonomy they ranged between (0.57-0.74). The values are considered statistically significant, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.2.2 Reliability of the Scale

Al-Asmar and Al-Hadhli (2014) verified the scale reliability by administrating the scale on a pilot sample consisted of (30) faculty members and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities, as the values ranged between (0.81-0.83) for the domains, and for the total instrument score (0.92).

As for the current study, the reliability of the scale was verified by administrating it to a pilot sample consisted of (19) faculty members not included in the study sample and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.73-0.81) and for the total instrument score (0.77). The researcher also used the test-retest method by administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.79-0.86), and for the total instrument score (0.83), and these values are considered appropriate for the study objectives, as shown in Table 5.

Table 5. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Participation in Decision Making	0.76	0.81
Professional Development	0.73	0.79
Position	0.81	0.86
Performance Autonomy	0.79	0.84
Total Score	0.77	0.83

3.4.2.3 Statistical Standard

The scale consisted of (31) items, corrected using Five-Point Likert scale (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never), and the following scale was adopted to analyze the results: From (1-2.33) a low level, (2.34-3.67) a moderate level, and (3.68-5) a high level.

3.4.3 Professional Roles Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Wasswas, Jawarneh, and Al-Atyyat (2015) study was appropriate for achieving the study objectives. The scale consisted of (44) items distributed on three domains: Teaching (16 items), scientific research (14 items), and community service (14 items).

3.4.3.1 Validity of the Scale

Wasswas, Jawarneh, and Al-Atyyat (2015) verified the scale's content validity by distributing it on a jury consisted of (10) arbitrators in the faculty of education at the Jordanian universities; they were asked to provide their remarks about the scale's items suitability and meaning clarity and to provide any other remarks, where the scale's items remained the same.

In the present study, the researcher verified the scale content validity by distributing the scale in its preliminary format on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (88%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 6.

Table 6. Correlation Coefficient Values between the Items and the Domains to which they Belong

Teaching		Scientific Research		Community Service	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.81	17	0.84	31	0.64
2	0.70	18	0.53	32	0.49
3	0.55	19	0.50	33	0.60
4	0.47	20	0.68	34	0.58
5	0.55	21	0.57	35	0.64
6	0.51	22	0.69	36	0.71
7	0.46	23	0.52	37	0.77
8	0.69	24	0.58	38	0.74
9	0.50	25	0.66	39	0.69
10	0.82	26	0.79	40	0.58
11	0.58	27	0.57	41	0.72
12	0.64	28	0.64	42	0.61
13	0.59	29	0.70	43	0.57
14	0.52	30	0.56	44	0.65
15	0.67				
16	0.71				

Table 6 indicates that correlation coefficients values for the items of teaching ranged between (0.46-0.82), for the items of scientific research (0.50-0.84), and community service, they ranged between (0.49-0.77). The values are considered statistically significant, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.3.2 Reliability of the Scale

Wasswas, Jawarneh, and Al-Atyyat (2015) verified the scale reliability by administrating the scale on a pilot sample consisted of (22) faculty members, where the reliability value was (0.88) and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities (0.91).

As for the current study, the reliability of the scale was verified by administrating it to a pilot sample consisted of (19) faculty members not included in the study sample and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.81-0.86) and for the total instrument score (0.83). The researcher used the test-retest method by also administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.76-0.80), and for the total instrument score (0.78), and these values are considered appropriate for the study objectives, as shown in Table 7.

Table 7. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Teaching	0.86	0.78
Scientific Research	0.82	0.80
Community Service	0.81	0.76
Total Score	0.83	0.78

3.4.3.3 Statistical Standard

Professional roles scale consisted of (44) items, corrected using 5 point Likert scale (5 = very high, 4 = high, 3 = moderate, 2 = weak, 1 = very weak). The following scale was adopted to analyze the results: (1-2.33) low level, (2.34-3.67) medium level, and (3.68-5) high level.

3.5 Study procedures

1.   The scales were distributed on the study sample in December of the academic year 2020/2021.

2.   A description of the study's objectives and importance was provided for the study sample. The researcher also described the guidelines related to the used scales.

3.   It was emphasized that the participant was voluntary.

4.   The researcher emphasized that the participation is voluntary and that the collected data will be treated confidentiality.

5.   The study sample needed about (30-40) minutes to respond to the scales.

3.6 Statistical Analysis

To define the practicing level of the administration methods, the level of faculty members' empowerment, and the practice level of the professional roles, means, and standard deviations were calculated. In contrast, Two Way ANOVA and Scheffe Test were calculated to identify the differences based on the study variables.

3.7 Study Variables

The study included the following variables:

> 3.7.1   Independent Variables
>
> 3.7.1.1 Gender: Male and female.
>
> 3.7.1.2 Age: (less than 30 years, 30-less than 45 years, 45 years, and more).
>
> 3.7.2   Dependent Variables
>
> 3.7.2.1 University administration methods: (Democratic, non-inference, and autocratic).
>
> 3.7.2.2 Empowerment of the academic members: (Participation in decision making, professional development, position, and performance autonomy).
>
> 3.7.2.3 Professional roles: (Teaching, scientific research, and community service).

4. Study Results

The following section shows the results of the study questions.

Question One: What is the practice level of the university administration for the administrative methods from novice faculty members' point of view?

To answer this question, means and standard deviations were calculated for the practice level of the university administration for the administrative methods on the whole scale and each domain, as shown in Table 8.

Table 8. Means and SD for the Practice Level of University Officials for the Administrative Methods on the whole scale and each domain

Domain	Mean	SD	Rank	Level
Democratic	3.62	0.51	1	Moderate
Non-inference	3.27	0.67	3	Moderate
Autocratic	3.53	0.57	2	Moderate
Total Score	3.47	0.53		Moderate

Table 8 indicates that the practice level of university administration for the administrative methods from novice faculty members' point of view is moderate (M = 3.47, SD = 0.53). As for the domains, democratic method ranked first (M = 3.62, SD = 0.51) with a moderate level, followed by autocratic method (M = 3.53, SD = 0.57) with a moderate level, and finally non-inference method (M = 3.27, SD 0.67) with moderate level.

Question Two: What is the level of novice faculty members' empowerment from their point of view?

To answer this question, means and standard deviations were calculated for novice faculty members' responses on the whole scale and on each domain, as shown in Table 9.

Table 9. Means and SD for Novice Faculty Members Responses on the whole scale and on each domain

Domains	Mean	SD	Rank	Level
Participation in Decision Making	3.13	0.69	4	Moderate
Professional Development	3.68	0.60	2	High
Position	3.42	0.63	3	Moderate
Performance Autonomy	3.71	0.53	1	High
Total Score	3.48	0.61		Moderate

Table 9 indicates that the level of novice faculty members' empowerment is moderate (M = 3.48, SD = 0.61). As for the domains, performance autonomy ranked first (M = 3.71, SD = 0.53) with a high level, followed by professional development (M = 3.68, SD = 0.60) with a high level, position (M = 3.42, SD = 0.63) with a moderate level, and finally participation in decision making (M = 3.13, SD = 0.69) with a moderate level.

Question three: What is the practice level of novice faculty members for their professional roles from their point of view?

To answer this question, means and standard deviations were calculated for the novice faculty members' responses on the whole scale, and on each domain as shown in Table 10.

Table 10. Means and SD for Novice Faculty Members Responses on the whole scale, and on each domain

Domain	Mean	SD	Rank	Level
Teaching	3.72	0.68	1	High
Scientific Research	3.61	0.70	2	Moderate
Community Service	3.47	0.76	3	Moderate
Total Score	3.60	0.71		Moderate

Table 10 indicates that the practice level of novice faculty members for their professional roles is moderate (M = 3.60, SD = 0.71). As for the domains, teaching ranked first (M = 3.72, SD = 0.68) with a high level, followed by scientific research (M = 3.60, SD = 0.70) with a moderate level, and finally community service (M = 3.47, SD = 0.76) with a moderate level.

Question Four: Are there statistically significant differences at (α = 0.05) in the level of novice faculty members' empowerment in light of gender and age?

To answer this question, means and standard deviation were calculated for the novice faculty members' responses on the novice faculty members' empowerment scale as a whole and each domain, as shown in Table 11.

Table 11. Means and SD for Novice Faculty Members' Empowerment Scale as a whole based on the Study Variables

Variable	Level	Mean	SD	Variable	Level	Mean	SD
Gender	Male	3.57	0.49	Age	Less than 30 years	3.72	0.51
	Female	3.69	0.58		30 to Less than 45 years	3.66	0.56
					45 Years and More	3.65	0.60
	Total	3.63	0.51		Total	3.68	0.62

Table 11 indicates that there are apparent differences in novice faculty members' empowerment in light of the study variables. Two Way ANOVA was used to define the significance of the differences, as shown in Table 12.

Table 12. Two Way ANOVA for the Differences in Novice Faculty Members' Empowerment in Light of the Study Variables

Source of Variance	Sum of Squares	DF	Mean Squares	F	Sig.
Gender	70.31	1	70.31	12.34	0.000
Age	51.30	2	25.65	16.86	0.000
Gender x Age	9.28	2	4.64	1.24	0.872
Error	106.65	43	2.48		
Total	953.35	49			

Table 12 indicates statistically significant differences at (α=0.05) on the novice faculty members' empowerment in light of gender, in favor of females, and in light of age. To identify the difference in the age, Scheffe Test was used, as shown in Table 13.

Table 13. Post Comparisons based on Scheffe Test for the Level of Academic Members' Empowerment in Light of Age

		Less than 30	30 to Less than 45 years	45 Years and More
	Mean	3.72	3.66	3.65
Less than 30	3.72			
30 to Less than 45 years	3.66	0.09		
45 Years and More	3.65	0.27*	0.11	

*Sig. at (α=0.05)

Table 13 indicates that there are statistically significant differences at (α – 0.05) between the age group (less than 30) from one hand and the age group (45 years and more) from the other hand, in favor of the age group (less than 30 years).

Question Five: Are there statistically significant differences at (α = 0.05) in novice faculty members' practice level for their professional role in light of gender and age?

To answer this question, means and standard deviations were calculated for the professional roles total score based on the study variables, and Table 14 shows that.

Table 14. Means and SD of the Professional Roles Total Score based on the Study Variables

Variable	Level	Mean	SD	Variable	Level	Mean	SD
Gender	Male	3.46	0.67		Less than 30	3.11	0.70
	Female	3.67	0.52	Age	30 to Less than 45 years	3.74	0.51
					45 Years and More	3.52	0.66
	Total	3.57	0.58		Total	3.46	0.57

Table 14 indicates statistically significant differences in the professional roles' total score in light of the study variables. To reveal the significance of this difference, Two Way ANOVA was used, as shown in Table 15.

Table 15. Two Way ANOVA for the Differences in the Professional Roles in Light of the Study Variables

Source of Variance	Sum of Squares	DF	Mean Squares	F	Sig.
Gender	67.45	1	67.45	7.648	0.000
Age	49.62	2	24.81	6.197	0.000
Gender x Age	11.48	2	5.74	0.176	0.462
Error	98.95	43	2.30		
Total	843.67	49			

Table 15 indicates statistically significant differences at (α = 0.05) on the professional roles in light of the educational level, while there are no statically significant differences in light of gender. To identify the differences on the educational level, a post comparison was used using Scheffe Test, as shown in Table 16.

Table 16. Post Comparisons based on Scheffe Test for the Professional Roles in Light of Age

		Less than 30	30 to Less than 45 years	45 Years and More
	Mean	3.11	3.74	3.52
Less than 30	3.11			
30 to Less than 45 years	3.74	*0.34		
45 Years and More	3.52	0.10	0.07	

*Sig. at (α=0.05)

Table 16 indicates that there are statistically significant differences at (α = 0.05) between the age group (less than 30) from one hand, and the age group (30 to less than 45 years) on the other hand, in favor of the age group (30 to less than 45 years).

Question Six: Is there a statistically significant relationship at (α = 0.05) between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other?

To answer this question, the researcher calculated Pearson Correlation Coefficients between novice faculty members' responses on the university administrative methods scale from one hand, and their responses on novice faculty members' empowerment scale and the scale of the professional role from the other, as shown in Table 17.

Table 17. Correlation Coefficients Between Faculty Members' Responses on University Administrative Methods and their Responses on the Novice Faculty Academic Members' Empowerment and Professional Roles

	Democratic method	Non-inference method	Autocratic method	Z Value
Faculty Members Empowerment	**0.41	**0.38-	*0.29-	*2.76
Professional Roles	*0.36	**0.42-	**0.33-	*2.47

0.01 > P**; 0.05 > P*

Table 17 indicates a statistically significant positive correlation between the democratic method and novice faculty members' empowerment and professional roles. In addition to a statistically significant negative correlation between the non-inference and autocratic methods, the novice faculty members' empowerment and professional roles are on the other.

4.1 Results Discussion

The study results showed that the practice level of the university administration for the administrative methods, the level of novice faculty members' empowerment, and the practice level of novice faculty members for their professional roles were moderate from novice faculty members' point of view. The researcher attributes this result to the unsuitability of the criteria of selecting the administrators, in addition to the poor training of faculty members and their preoccupation with the administrative and office roles at the expense of the educational tasks; due to the heavy loads that the faculty members have from one side, and due to the simplicity of the administrative roles comparing to the educational roles on the other.

Moreover, the officials follow the central administration method while ignoring the authorization and teamwork, while some officials might delegate their assistants to pursue several tasks. This could be attributed to the low satisfaction level concerning the roles of the faculty members resulting from officials sticking with the traditional methods and not following the developments, which may contribute to developing their leadership performance, in addition to the poor and absence of scientific and professional planning for the university among officials.

Aside from that, novice faculty members' disempowerment may be due to the lack of interest in them by the university administration and the absence of moral incentives within their work and activities, in addition to the administration concern in the formal administrative aspects on the account of the educational process, without concerning in the affairs of the novice faculty members and the absence of support to enable them to overcome

the difficulties they face at the beginning of their career, as well as the absence of living models that faculty members can follow, the absence of an administration providing the correct directions and supervision related to the educational process.

The moderate practice level of novice faculty members' for their professional roles can be attributed to the fact that they don't get the adequate space to expect through the theoretical aspect of these roles, while the practical role required from pre-service faculty members focuses on writing researches and reports which do not include the practical aspect that makes novice faculty members able to identify their roles within the university, and the weakness in equipping faculty members with the skills that enable them to practice their roles in the future.

The results also indicated that the level of empowerment among females' novice faculty members was higher than males, which can be attributed to the females' nature and their desire to prove that they are worthy of working, that they can take responsibility in front of senior educational leaders, so we find that females self-effectiveness in the educational work higher than males. Also, females' nature through which they seek to achieve their goals and achieve administrative and leadership roles make them work harder, accomplish more, and be more involved in decision making. Females also show higher level of understanding for the finer executive matters, regulation and instruction, for this they practice and participate in decision making in light of the administrative matters, regulations and instructions. This also can be attributed to the fact that females are eager to activate their roles in the university and improve the educational practices in their universities to achieve effectiveness. In addition, females make concrete efforts to save time for shared planning to promote students' academic success and enhance professional dialogue to improve work to achieve the common goals. They also work within teams, uses discussion groups to find the most effective methods, and promote dialogue related to the best educational practices. They also work on creating a permanent incentive for them to move toward the university vision. This may be due to the full freedom that universities give for females regarding practicing the roles that suit the age group that they teach.

The study results also indicated that faculty members in the age group less than 30 years outperformed in the level of empowerment. This could be attributed to the university's nature, the simplicity of its system, the limited number of novice faculty members, and the paucity of problems that they may face. It allows the university administrators to empower the novice faculty members in general and including them in decision making in particular, furthermore, giving them some powers regarding some tasks without supervision and follow-up, offering the opportunities by the university for the faculty members to achieve continuous learning. Consequently, this affects their professional growth and development, increasing cooperation with the administration to achieve university works.

The results showed that faculty members in the age group (30 to less than 45 years) outperformed in the level of professional roles. This may be attributed to faculty members' continuous attempts to prove their academic competency to get tenure, get a promotion in the university, and advance to their future goals. It can also be attributed to the years of experience that faculty members have gained by working in the same university or in another one, which made them gain knowledge about the role that faculty members play at the university, whether teaching or scientific research roles.

The results found a positive correlation between the democratic method from one side and novice faculty members' empowerment and practicing their professional roles from the other. It also can be attributed to what the democratic method significantly achieves in the minds of the faculty members, promotes their morale, increases positive energy, and meet their needs. It also considers human relations in the work environment, which are built on understanding the factors that motivate the faculty members and raise their achievement motivation. Moreover, the democratic method creates mutual respect between the official and faculty members, considering him as an individual of great importance in running the university and achieving its goals. Additionally, the democratic method respects faculty members' privacy as long as it does not affect the educational process, adopts equality in rights and privileges of the faculty members, provides professional growth opportunities, and follows the self-directedness method with workers through creating trust.

The results also indicated a negative correlation between non-interference and autocratic methods, and each of novice faculty members' empowerment and the practicing their professional roles. This result might be because faculty members are influenced by the bossy previous officials (old administrators) who don't know delegation culture and the idea of delegation authority to faculty members. In addition to the weak ability of officials to accomplish their asks except through direct supervision of faculty members, beside the pursuit of personal goals by some officials through gaining the satisfaction of faculty members at the expense of the educational objectives as well as the officials' lack of awareness concerning the importance of practicing the democratic role

with faculty members and its positive effect on them.

As well as dogmatism and directing the educational processing besides orders, instructions and interfering in faculty members' work details, which creates a climate fraught with problems and complications, their negative effects appear once the fear and domination factors disappear.

As for the Non-inference method, it appears when the officials do not show interest in what happens at the university, inability to manage faculty members' affairs, and lack of capacity to define the university's goals, as they act based on the surrounding circumstances and individuals. Also, this type of official uses faculty members' potentials, committed to rules, regulations, and procedures imposed by the higher administration.

5. Conclusion

The study recommends enhancing the university administrators' awareness concerning the importance of faculty members' empowerment and enabling them to practice their professional roles as intended. The study will also create an environment free of stress and negative conflicts in the university, adopt the democratic methods by the university administrators in the university, and allow the novice faculty members to benefit from the university administration and the senior faculty members in the university practicing their professional roles.

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