The Degree of Administrative Empowerment Practice and its Relationship with Talent Management in Colleges' Administration of Kuwait University as Perceived by Faculty Members

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Abstract: This research aims to identify the degree of administrative empowerment practice and its relationship to talent management in colleges' administration of Kuwait University as perceived by faculty members. This research included a population of (1253) faculty members working in Kuwait University. The sample was chosen by stratified random method and consisted of (82) members. This research depends on the descriptive method by using a survey with (41) items. The study concluded a number of results, the most important of which are: The degree of administrative empowerment in colleges administration of Kuwait University as perceived by faculty members was medium and the fields means were arranged as follows (delegating authority, providing a culture of empowerment, motivation, and participation in decision-making) respectively. The degree of talent management practice in colleges of Kuwait University as perceived by faculty members was medium in all the fields examined and were ranked respectively (talent development, talent retention, and talent attraction).

Keywords: administrative empowerment; talent management; faculty members; Kuwait University.

1. Introduction

The concept of administrative empowerment is concerned with human resources and focuses on giving them freedom, trust, participation and initiative in making decisions. Human resources management focuses on how to obtain an efficient worker, develop their skills, and put them in the right place for them and workflow. Successful management is the one that is able to make optimal use of all production elements. The human resources department in any institution should exploit administrative empowerment as one of the entrances to continuous administrative improvement, and harnesses it to achieve the needs of the institution and create trust among all cadres, and their participation in decision-making and interest in instilling the principle of management democracy and support the concept of teamwork, improving the quality of service provided and achieving customer satisfaction, organizational effectiveness and optimal investment of energies inherent in all employees, motivating themselves, and improving their perceptions of their ability to perform their work (Youssef, 2015).

The efficient administration makes decisions that achieve its goals as little as possible, since the administrative ability and competencies are among the variables that contribute to drawing the parameters of administrative performance as well as the variables of role perception, situation variables, and motivation, which makes determining and possessing administrative and academic competencies a necessary matter. Administrative empowerment is considered one of the most important factors for the success of institutions, by easing the supervisory tasks of administrative officials in institutions by granting appropriate powers to workers and according to their business needs, and administrative officials focus on what is more important (Youssef 2015).

Administrative empowerment has been defined as giving individuals greater authority to exercise control, assume responsibility, and use their abilities, by encouraging them to take the appropriate decision in a timely manner to complete work within the specified period and to ensure the use of their skills, talents, and available

resources to carry out their job tasks (Afana, 2013). The researcher believes that empowering employees means improving their abilities to make decisions on their own without management guidance, by providing conditions that allow all employees to contribute fully of their energies in the efforts of creativity and continuous improvement, and providing an opportunity to empower employees to set goals for their work, take decisions related to their achievement, and solve problems that hinder the achievement of those goals.

The administration of colleges and heads of departments in the academic institutions in Kuwait University play administrative roles that are entrusted in other organizations with the management of human resources. The higher education institutions must pay attention to develop and build the talents of faculty members by delegating a set of administrative and academic powers, which helps them to carry out their job tasks easily and conveniently. Currently, the faculty member is the mainstay for the implementation of the university's functions of teaching, scientific research, and community service. Therefore, the administrative empowerment is one of the successful solutions that considered a mainstay for the implementation of the tasks and duties of faculty members at the university. If the size of the powers is reduced to the extent that does not suit the needs of the faculty, then the tasks of faculty members will lead to a state of tension, which affects how they perform their work, and focus on carrying out the duties assigned to them only. This may lead to curbing the talents of faculty members, and not revealing their latent talents and abilities. It also leads to an increase in faculty members' job turnover due to their dissatisfaction with how to carry out their work, which may affect the decrease in the university's ability to carry out its functions in the required manner. Therefore, this study came to answer the following questions:

- What is the degree of administrative empowerment practice by the colleges' administration in Kuwait University as perceived by faculty members?
- What is the degree of talent management practice by the colleges' administration in Kuwait University as perceived by faculty members?

2. Literature Review

Despite the many definitions of administrative empowerment, it stems from the linguistic meaning of the word, which is strengthening and enhancing the ability to achieve something (Arabic Language Academy, 2011). Ford & Fottler (2004) defined it as the re-delegation of authority and information within the organization that enables workers to participate in decision-making and perform their job tasks in a more efficient and effective manner. Pande & Dhar (2014) defined administrative empowerment as a management style where managers share with the rest of the organization's members their influence in the decision-making process. Darlington (2007) defined administrative empowerment as enabling the authority to make decisions between management and individuals in a way that encourages individuals to make decisions day after day from lower management to higher management.

2.1. Administrative Empowerment:

Institutions must develop their administrative performance. Empowerment is one of the forms of that development, as it is considered a quick response to the beneficiaries of the services provided by the institution, and contributes in reducing the number of administrative levels in the organizational structures of the organization, and focusing the attention of senior management on long-term strategic issues, and the need for those Institutions to the optimal investment of human resources available in order to maintain the development and improvement of the services they provide. Since service is an intangible activity that needs to rely on human power to provide different services and deal with customers according to their different desires and needs, the concept of administrative empowerment must be adopted (Amir, et al., 2019).

There are many models that explain administrative empowerment, and they are categorized into three models as follows:

Congre & Kanungo (1988) adopted the model of administrative empowerment as an administrative process and called it administrative empowerment as a motivational concept of self-efficacy. The model is based on five steps (motivation and insistence on completing the task, empowering workers, providing information on self-efficacy, having administrative policies aimed at empowerment, and identifying the factors that affect the loss of power).

The cognitive or perceptual model was developed by (Tomas & Velthouse, 1990), it believes that empowerment is a cognitive component that increases the motivation of the individual, and must start from the self and move to the sensory or cognitive influence that makes a difference in achieving the goal and affects the work of others. It develops the merit or competence that is felt by the individual, which leads to the individual's sense of the meaning and value of his work and allows him to freely choose between alternatives and self-determination.

There is another model for (Ford & Fottler, 2004), that is based on the fact that empowerment is the work of management as a means of communicating management expectations to employees and effecting change, which is the best method for change; after determining the need for change, determining the decisions in which subordinates participate, forming work teams, sharing information, selecting the appropriate individuals, and providing training to clarify expectations and goals for empowerment.

It was found that the administrative empowerment is based on the method of building systems and processes that unlock the capabilities of workers, in order to be fully empowered, a number of stages and steps must be implemented as follows (Abdel-Raouf & Al-Iman, 2020):

- Providing an opportunity to measure the capabilities of others and focus on the behavior desired by the institution.
- Work to build trust between management and employees by presenting a practical model and explaining how to perform the tasks entrusted with these responsibilities and providing them with a practical example that helps them quickly and successfully empower employees.
- Opening channels of communication, motivating success and creating hope with full faith in the capabilities of others, which increases the expectations of success for them, and the disclosure of expectations and assistance in reaching goals, will increase the effectiveness of empowering workers and develop their skills and abilities.
- Supporting the participation of others and activating the mechanisms of delegation of tasks and powers.
- Dealing with organizational conflict effectively and efficiently, by opening channels for receiving feedback, which requires evaluating the empowerment experience and conveying the shortcomings to the workers, and praising their success.
- Independence, as the ultimate goal of empowerment must be independent in making decisions.

Since the human element is one of the most important resources of institutions, where the efficiency and effectiveness of the institution depends on the efficiency of this resource, the management of these institutions is keen to invest this resource, and benefit from it. On the integration and participation of everyone at all administrative levels in order to achieve success, and this is done by building a common vision, setting priorities, and keen to develop and build relationships with co-workers and expand the network of participation of all employees in the activities of the institution. (Al-Khalifa, 2020).

There are many methods of empowerment that can be activated in institutions (Al-Harahsha & Al-Sharafat, 2019), including:

1. Leadership empowerment method: It includes granting broader powers to the lower administrative levels in the organization, and this method focuses specifically on delegating powers from the top to the bottom.
2. The method of empowering individuals: This method revolves around the individual with what is called self-empowerment and found that empowered workers have greater levels of control over job requirements, and a greater ability to invest information and resources.
3. Team empowerment method: this method contributes to increase cooperation between team members and improve individual skills by motivating them to provide qualitative contributions that add something new to the collective decision instead of relying on individual opinion.

The dimensions of administrative empowerment are variable; it is found that most employees desire to work independently and without direct supervision. The role of the administration in empowering these employees with knowledge and skills in order to carry out their work more efficiently and independently. From here emerged several dimensions of the administrative empowerment process, including: Trust and believing in employee's competence or honesty and interest in his benefit. Communication and sharing of information necessary for decision-making that expresses the confidence of managers in their workers. Team building, which is one of the elements of strength in the application of empowerment because of the important role of teamwork in confronting problems effectively and efficiently. Motivating the employees that increase the employees' motivation, satisfaction and job affiliation. Expanding the delegation of powers and granting the authority for subordinates to carry out work within the jurisdiction of higher administrative levels, and attempting to find solutions to the problems that they encounter while carrying out their work (Al-Khalifa, 2020; Adel & Abdel Nasser, 2015).

2.2. Talent Management:

Talent management is technically defined as a thought that emerged and developed from human resource management. It is an integrated process that includes attracting individuals with outstanding performance, then supporting and developing them in order to maintain their presence in the organization and benefit from their talent within clear plans that seek to achieve the goals of the institution (Siam, 2013).

Human resources development has become part of the institutions' strategy and aims to achieve the goals of these institutions. Since human resources management in the higher education sector is constantly changing and is complex, these institutions are keen to find people with skills, abilities and talents in management positions in a timely manner, so they resort to talent management. This behavior is considered a tool for the development and progress of the university community and a means to achieve the goals and higher educational institutions and to exploit the resources that are keen to direct them in the right direction, in order to raise the performance of universities (Ahmed, 2011).

The quantitative and qualitative expansion of the talent management sector has led to the emergence of several challenges, including the migration of competencies and talents, because of the emergence of a group of expulsive factors, thus the migration of large numbers of faculty members in various disciplines out of the country and the

emptying of talents from universities. Therefore, attention must be paid to talent management, which is considered as one of the most prominent modern administrative and organizational trends. This can be achieved by seeking to form a job base in accordance with standards that achieve the highest levels of quality in performance, and the search for an integrated strategy, to predict the extent of the need for workers and attract them to work in it or appoint and motivate them, manage their affairs and develop their skills. Therefore, talent management is considered an indispensable part of the administrative process in universities, whether as an independent system that interacts with other systems, or as a group of processes within the departments of human resources management. Given that employees and competencies within the university are a source knowledge and creativity, and they are the ones on whom the success and development of the university depends (Koketso & Rust, 2012).

The talent management system has become a system that is applied in economic and educational institutions as a strategy of change and development strategies. This system depends on performance management, training and continuous development and influence through it on others to (retaining talents), developing and motivating them in order to achieve the goals of the institution. Talent management can be considered as the set of capabilities owned by the individual and includes knowledge, experience, skill and all the capabilities that he provides in order to contribute to the development of work and make performance higher and in the interest of the institution. Talent equals competence in terms of possessing the skills and knowledge necessary for the present and the future, the commitment of individuals, their pursuit of success and excellence (Al-Sharman, et al., 2018).

According to Siam (2013), the talent management is an approach that contributes in making the talent the focus of the institution's success as a real value. It contributes in creating an environment that enables and encourages the retention of talents within the organization. It stems from the definition of talent management as an emerging thought, through the adoption of mechanisms consistent processes related to attracting individuals with distinguished skills, and then supporting and developing them, and thus employing them in order to benefit from their talent within well-defined strategic plans that seek to achieve the objectives of the institution.

Many researchers in the field of human resources management (Al-Sharman, et al., 2018; Al-Jarrah & Abu Dawla, 2015; Rowland, 2011; Ahmed, 2011) set out to determine the foundations and criteria that contribute to dealing with the talent management system in institutions as follows:

1. Attraction Talent Strategy: This strategy stems from the fact that the organization, which is an environment that attracts talents and does not expel them, invites talents to compete to join them. Therefore, they must develop strategies to attract talent, who must provide multiple elements of attraction such as continuous training opportunities associated with promotions and incentives. This ensures the career advancement of employees and their retention, which is a competitive advantage for the company (Rowland, 2011).

2. Talent Development Strategy: This strategy contributes to achieving quality and excellence in organizations and achieving higher and more distinguished performance levels that are commensurate with the intended goals to be achieved in the future. In addition to identifying the gaps in the knowledge to those individuals who possess and who should possess, while ensuring the implementation of initiatives strengthening their competencies, and retaining them, setting plans for training and developing these human talents, implementing strategies related to development and evaluation processes. That lead to identifying opportunities, to raise their levels according to their needs, establishing internal training and exposing them to real situations in the work environment with the aim of developing their talents, taking into account the establishment of objective criteria to measure the performance of talented people. On comparing their performance with those standards, setting up a system of material and moral incentives according to achievements and professional progress, linking progress, promotion, and moving from one level to another with building the capabilities and talents they possess (Al-Jarrah & Abu Dawla, 2015).

3. Talent retention strategy stems from the organization: this strategy is based on developing plans to bring the vision closer between the talented and the goals of the organization. It aimed at helping the talented at the beginning of their work in the organization to integrate into the organizational climate and reduce the negative effects that can result from the absence of friction Initial at the beginning of work (Ahmed, 2011). Hence, the importance of developing programs to preserve talents such as reward programs, training strategies, talent development and spreading the spirit of competition among individuals with the aim of working on self-development. This strategy seeks to activate the mechanisms of personal creativity, gain knowledge and experience, and provide the appropriate climate for serious scientific research, to achieve the required quality, to link training outputs to the needs of society, and to involve talented workers in decision-making, as partners in developing plans for human resources management within the institution, and strive to make the work environment more conducive to showing talents and their refinement and attention to the career path of talented people as a means to improve their performance (Al-Sharman, et al., 2018).

2.3. Previous Studies:

- **A Study of Abdul Salam & Omran (2017)** aimed to identify the impact of administrative empowerment in improving organizational performance levels in higher education institutions. It is an analytical study of the

opinions of a sample of employees at the Faculty of Economics and Accounting. It relied on the descriptive and analytical approach to describe the population and sample of the study and used the questionnaire to collect data. The study reached several results, including that there is a good level of interest in the issue of administrative empowerment in the institution in question, which would have a positive impact on the level of organizational performance improvement.

- **A study of Al-Amri & Al-Fayhan (2016)** aimed to know the reality of administrative empowerment as an independent variable with its sub-dimensions (training, development, incentives, information sharing, trust and delegation), and the performance of the service institution as a dependent variable with its sub-dimensions (improving work efficiency, building core capabilities, focusing on the service beneficiary, increasing feelings of work satisfaction, supporting organizational commitment). This study relied on the analytical descriptive approach and used SPSS to process this data. The study reached a number of results, the most important of which is that the level of information participation in the Directorate is good, but this level contains some points that need to be upgraded. In addition, the level of training and development in general in the Directorate is weak.

- **A study of Al-Jarrah & Abu Dawla (2015)** aimed to reveal the effect of applying talent management strategies in enhancing organizational affiliation among faculty members in Jordanian universities. The researchers used the descriptive analytical approach, and a sample of (300) members of the teaching staff in the faculties of medicine, pharmacy and economics in three Jordanian universities was selected. The study reached a number of results, including: The effect of applying talent management strategies in Jordanian universities came to a medium degree. As for the level of organizational affiliation, it was medium in general. There is a strong direct and positive correlation between the application of talent management strategies and the organizational affiliation of faculty members.

- **A study of Al-Ferjani (2014)** aimed to identify the nature of the impact of transformational leadership on talent management at the University of Benghazi. A questionnaire was used to collect the study information. The study concluded a number of results, the most important of which are: The degree of transformational leadership practice came to a medium degree on all dimensions of the study according to the viewpoint of the faculty members; it did not reach the level that requires work in a competitive life. The existing courses to activate talent management came in a low gradation, did not live up to the appropriate level, and did not achieve the aspirations of university faculty members. The results also showed that the degree of application of the dimensions of talent management arranged in descending order as follows (talent attraction, talent identification, and talent development).

- **A study of Sarafidof & Chatziioanidis (2013)** aimed to find out the level of faculty members' participation in enabling them to make school decisions, and its impact on students' academic performance. The study sample consisted of (143) faculty members from the education directorates in Greek primary schools and concluded that the active participation of teachers in Schools' decisions related to students have a positive relationship with their job performance, which was positively reflected on the students' academic performance, and low with regard to administrative aspects.

After reviewing previous studies, it is noted that the majority of research studies focused on administrative empowerment coupled with another variable such as organizational performance, and job performance, as in the studies of (Abdul Salam, 2017; Al-Amri, 2016). There are some studies dealt with the issue of participation in decision-making as a study (Sarafidof, & Chatziioanidis, 2013). Some previous studies have focused on talent management linked to organizational affiliation as a study (Al-Jarrah & Abu Dawla, 2015) or talent management, talent management and its relationship to transformational leadership, as a study (Al-Ferjani, 2014). It can be said that the current study converges with previous studies in a number of aspects, the most important of which are: its use of a scientific methodology similar to the methodologies followed by some previous studies in reaching and analyzing data and its focus on some basic variables. While emphasizing that the current study benefited from previous studies in adopting the construction of the study tool, presenting its problems, defining its terminology, application procedures, and accessing references related to the study.

Based on the foregoing, this study attempted to identify the degree of administrative empowerment practice and its relationship to talent management in the administration of academic colleges from the point of view of faculty members in Kuwait University.

3. Study Methodology and Procedures

In this study, the researcher followed the descriptive survey method due to its relevance to the nature and objectives of the study.

3.1. Study Population and Sample:

The study population consisted of all (1253) faculty members in Kuwait University for the first semester of the year (2020-2021), and a random sample of (82) faculty members was selected. Table (1) shows that.

Table (1): Distribution of the study sample according to the independent study variables

Variables		No	%
Faculty	Humanities	63	77%
	Scientific	19	23%
Gender	Male	49	60%
	Female	33	40%
Years of experience in managerial works	< 10 years	42	51%
	10-20 years	18	22%
	> 20 years	22	27%
Total		82	100%

Table (1) shows that (77%) of the study sample work as a faculty member in the humanities colleges, and 23% of the study sample work as a faculty member in scientific colleges. It shows that 51% of the study sample had experiences ranging from 1-10 years, 22% of the study sample had 10-20 years of experience, and 27% of the study sample had 20 years or more of experience. It is noted from the previous ratios that a large percentage of workers have appropriate practical experience, which may contribute strongly to the formation of a reliable opinion on the subject of the study .Table (1) also shows that 60% of the study sample is male, 40% of the study sample is female.

3.2. Study Instrument

To answer the questions of the study, the researcher adopted the study tool used in the study of (Munira, et al., 2018; Al-Khalifa, 2020; Al-Harahsha & Al-Sharafat, 2019). In preparing this questionnaire, the researcher relied on reviewing the previous studies related to the problem of the study, where a number of previous Arab and foreign studies were reviewed, and some researches related to the areas of talent management and administrative empowerment were reviewed, and a questionnaire was developed as a tool for the study, which included (41) items, and was given to each of the items a weight listed according to a five-legged card scale, to assess the degree of college administration practice of administrative empowerment and talent management from the point of view of the faculty members, and represented in order (1,2,3,4,5) in which these items covered seven areas: the field of providing the culture of empowerment, motivation, participation in decision-making, delegation of authority, talent development, talent retention, and talent attraction.

3.3. Validity

The internal consistency of the questionnaire items was calculated on the pilot study sample, which included (30) of faculty members outside the study sample. The correlation coefficients between each item and the total score of its domain were calculated. It was found that the correlation coefficients are significant at (0.05), as the significance level for each item is less than (0.05), and the calculated r-value is greater than the tabular value of r, which is (0.39).

Table (2) shows the correlation coefficients between the average of each domain of the study were compared with the total average of the questionnaire items, which shows that the indicated correlation coefficients are significant in the level of significance (0.05), the calculated r value is greater than the tabular r value, as the significance level for each paragraph is less than (0.05), and the tabular r value is equal to (3.96).

Table (2): Correlation factors between study domains and questionnaire averages

Variable	Domains	Correlation factor	Sig.
Degree of administrative empowerment	Providing a culture of empowerment	0.930	0.00
	Motivation	0.823	0.00
	Participation in decision making	0.833	0.00
	Delegation of authority	0.823	0.00
Degree of talent management practice	Talent development	0.926	0.00
	Talent retention	0.931	0.00
	Talent attraction	0.831	0.00

3.4. Reliability:

The Pearson correlation coefficient was found between the average of odd-ranked questions and the rate of even-ranked questions. The correlation coefficients were corrected using the Spearman-Brown Correction Coefficient according to the following equation:

The reliability coefficient $R2 = /1+R$ where R is the correlation coefficient.

It was found that there is a relatively large reliability coefficient for the questionnaire items, as shown in Table No. (3).

Table (3): Reliability using split-half coefficient method

Domain	Split half coefficient			
	No. of Items	Correlation factor	Corrected correlation factor	Sig.
Providing a culture of empowerment	6	0.7954	0.8860	0.000
Motivation	6	0.8262	0.9049	0.000
Participation in decision making	6	0.7597	0.8635	0.000
Delegation of authority	6	0.7224	0.8402	0.000
Talent development	5	0.7954	0.8861	0.000
Talent retention	6	0.8224	0.8602	0.000
Talent attraction	6	0.7324	0.8710	0.000

3.5. Statistics and Procedure:

After verifying the validity and reliability of the study tool, and defining the sample, the researcher distributed the questionnaire to a number of members of the study community, where the recovered sample amounted to (60%) and some of the questionnaires were excluded for a lack of completion.

The following is a set of statistical methods used in data analysis:

1. Encoding and entering statistical data according to a gradual scale divided into (5) points, where the value (1) means the lowest approval of the content of the item, and the value (5) means the highest approval of the item.
2. Frequencies and percentages were calculated to identify the personal characteristics of the study vocabulary and to determine the responses of its members towards the main domains' expressions included in the study tool.
3. The mean was calculated to find out the extent of the high or low responses of the study members to each of the expressions of the basic study variables, knowing that it is useful for arranging the expressions according to the highest mean.
4. Pearson correlation coefficient test to measure the item's validity.
5. The researcher relied on the averages to be an indicator of the degree of administrative empowerment practice and its relationship to talent management in the management of colleges from the faculty members' point of view.
   By relying on the correction criterion equation, the following estimates were adopted:
   - Less than or equal to (2.33) low indicator.
   - Greater than or equal to (2.34) and less than or equal to (3.67) average indicators.
   - Greater than or equal to (3.68) a high indicator indicating the degree of application (high).
6. Spearman-Brown reliability equation.
7. Kolmogorov-Smirnov test to find out the type of data, and whether it follows a normal distribution or not (1- Sample K-S).
8. To find out the difference between the means of one or two samples, (t-test) and (ANOVA) were used.

4. Results

4.1. The first question: What is the degree of administrative empowerment practice by the colleges' administration in Kuwait University as perceived by faculty members?

To answer this question, the averages and the relative weight of the answers of the study sample members for each domain of study related to administrative empowerment were extracted.

Since there are four main domains in the study that help answer its questions, the researcher tackled these domains, each separately, as follows:

• Delegation of Authority Domain:

Table (4) shows that the degree of estimation of the reality of the management of academic colleges' practice of administrative empowerment in (Kuwait University) from the faculty members' point of view, through the degree of their application of the domain of delegation of authority is great, as the relative weight of the domain reached (57.96%) and the average of the domain (3.78).

Table (4): Averages and the relative weight of the responses of faculty members on the delegation of authority domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
1	The college administration delegates the authority to administer colleges in accordance with the regulations and laws.	4.10	%62	1	High
4	The administration of colleges exercises the powers that have been delegated during work.	3.96	%59.2	2	High
3	The administration of the college delegates to the administration of colleges sufficient powers to accomplish the tasks.	3.91	%58	3	High
2	The college administration supports the independence of the academic departments by limiting administrative oversight.	3.89	%57.8	4	High
6	The college administration determines the work delegated to manage the colleges orally.	3.86	%57.2	5	High
5	The additional tasks that are delegated to the individual are equivalent to the incentives given to him.	3.00	%53.6	6	Average
Total score for delegation of authority requirements domain		**3.78**	**%57.96**		**High**

Here the averages for the degree of response of the study sample indicated that item (1) - which stipulated (the college administration delegates the authority to administer colleges according to regulations and laws), ranked first among the items of the domain, and at the highest average, which reached (4.1), and the degree of estimation of the reality of the practice of the item in general is great, as the relative weight of the paragraph reached (62%).

Item (5) received the least recurrence and an average, as it reached (3). The frequency of the answer for the study sample indicated an average degree, where the percentage reached (53.6%) and the degree of appreciation of the reality of the practice of the item was average, as the relative weight of the paragraph reached (53.6%).

- **Decisions Making Domain:**

Table (5): Averages and the relative weight of the responses of faculty members on the decisions making domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
7	The college administration involves faculty members in making decisions.	3.98	%67.6	1	High
12	The college administration shall involve the faculty members in determining the future plans of the college.	3.95	%56.4	2	High
8	The college administration encourages faculty members to come up with solutions to problems.	3.82	%53	3	High
11	The head of the department participates with me in making decisions about the department.	2.57	%51.4	4	Average
10	The head of the department encourages me to participate with others in making decisions and creative ideas.	2.53	%50.6	5	Average
9	The head of the department encourages me to participate with others in making decisions and creative ideas.	2.50	%50	6	Average
Total score for delegation of authority requirements domain		**3.22**	**%54.83**		**Average**

It is clear by reading Table (5) that the degree of estimation of the reality of the practice of the total degree of the practice of the decision-making field according to the responses of the study sample was at (average) degree.

It also indicated that item (7) ranked first in this domain, and had the highest average, which amounted to (3.98), and the degree of estimation of reality through the relative weight of the item was large and amounted to (67.6%). It points out that a large percentage of college administrations involve faculty members in making decisions.

Item (9) had the lowest rank and average, which amounted to (2.50), and the frequency of the answer for the study sample indicated an average response degree, as the percentage reached (50%); meaning that there is an average percentage of department heads who encourage faculty members to participate with others in making creative decisions and ideas; this is evidenced by the reality of the average degree of practice.

• Motivation Domain:

Table (6): Averages and the relative weight of the responses of faculty members on the motivation domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
15	The college administration encourages faculty members to take personal responsibility.	3.88	%67.6	1	High
18	The college administration helps the faculty members to accomplish their tasks efficiently and effectively.	3.70	%54	2	High
8	The college administration is keen to appreciate the efforts made by the faculty members.	3.68	%53.6	3	High
14	The college administration motivates the faculty members to participate actively in achieving the college goals.	3.66	%53.2	4	High
16	The college administration provides the facilities and resources necessary to achieve outstanding performance.	3.16	%53.2	5	Average
17	The college administration sets a clear system for rewarding outstanding faculty members.	3.11	%51	6	Average
Total score for motivation requirements domain		3.53	%55.83		Average

It is clear by reading table 6) that the total degree of reality estimation of the practice of the motivation domain was (average), and with regard to the total degree of the total repetitions and the percentage of the total sample of the study to the degree of the reality of the practice of the motivation domain according to the responses of the study sample, it obtained an average (3.53), where the relative weight of all items of the domain was (55.8%).

The averages related to the degree of response of the study sample to the items of the domain of motivation indicated that item (15) ranked first in this domain, and had the highest average, which amounted to (3.88), and the degree of estimation was average, as the relative weight of the item reached (67.6%) of the sample. It believes that the college administration encourages faculty members to take personal responsibility.

Item (17) received the lowest rank and average, as it reached (3.11). The percentage of repeat response for the study sample indicated an average response degree, as the relative weight of the paragraph reached (51%) of the study sample, according to the view that the college administration establishes a clear system for rewarding distinguished faculty members.

• Empowerment Culture Domain:

Table (7): Averages and the relative weight of the responses of faculty members on the empowerment culture domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
22	The college administration works to build trust among its employees.	3.80	% 56	1	High
24	The organizational structure of the college provides clarity of tasks and competencies within the departments.	3.79	%55.8	2	High
20	The college administration adopts an institutional culture that supports the administrative empowerment of college management.	3.62	%52.4	3	Average
19	The college administration is interested in making appropriate administrative changes.	3.60	% 52	4	Average
21	The college administration holds periodic meetings to spread the culture of empowerment among faculty members.	3.57	%51.4	5	Average
23	The college administration holds training courses to introduce the nature of administrative work.	2.98	%47.6	6	Average
Total score for empowerment culture requirements domain		3.56	%52.5		Average

It is evident by reading table (7) that the overall practice degree (average) for the domain of empowerment culture according to the responses of the study sample received an average (3.56), and the response percentage reached (52.5%). This indicates the existence of an average degree of empowerment culture practice in the administration of academic colleges in Kuwait University.

The averages for the degree of response of the study sample to the items of the domain of empowerment culture indicated that item (22) ranked first in this domain, and had the highest average, which reached (3.80), and the degree of estimating the practice of reality through the relative weight of the item was large and amounted to (56%). According to the study, the college administration works to enhance trust among its employees.

Item (23) had the lowest rank and average, as it reached (2.98), but the reality of the practical practice of this item is average, as the relative weight of the item reached (47.6%), which indicates that an average percentage of the study sample considers that the college administration conducts training courses for the definition the nature of its administrative work.

• Summary of Administration Empowerment Results:

Table (8): Summary of the results of the total degree of the requirements of the degree of administrative empowerment in the departments of colleges from the faculty members' point of view in Kuwait University

Rank	Domain	Average	Relative Weight	Degree of Practice
1	Delegation of Authority Domain	3.78	%57.96	High
2	Empowerment Culture Domain	3.56	%52.5	Average
3	Motivation Domain	3.53	%55.83	Average
4	Decisions Making Domain	3.22	%54.83	Average
	Total score for all domains	**3.52**	**%55.28**	**Average**

It is clear from the study of the previous table (9) that the degree of estimation in the domain of delegation of authority ranked highest among the rest of the domains, and its percentage reached (57.96%), and the average response of the study sample was (3.78), this indicates the estimation of the sample members to the extent of the presence of a pattern of delegation of authority as an indication of the college principals' roles of administrative empowerment and its practice in their university. Then followed in order by the field of empowerment culture (52.5%), average (3.78), motivation (55.83%), average (3,53), decision-making (54.83%) and average (3.22).

As for the total degree of the answers of the study sample to the questions related to the total degree of the requirements of the degree of administrative empowerment in the college administrations from the point of view of the faculty members in Kuwait University, when estimating the total sum of the requirements, it reached a percentage of (55.28%), and an average of (3.52), and this indicates that the average degree of estimation of the reality of the degree of practice of the areas of activating the supervisory roles of the manager as a resident supervisor and its requirements.

It becomes clear to us from reading table (8) that the differences that appeared among the study sample about the degree of their estimation of the extent to which the requirements of the degree of administrative empowerment in college administrations from the faculty members' point of view in Kuwait University are not essential, and this emerged from the value of the average response of the study sample to the studied domains, which ranged between (3.78 - 3.22), at the total level of all requirements, according to the answers of the study sample members, and this indicates that the sample members' estimation of the requirements to meet the requirements are close, despite the different variables between them.

4.2. The second question: What is the degree of talent management practice by the colleges' administration in Kuwait University as perceived by faculty members?

To answer this question, the averages and the relative weight of the answers of the study sample members for each domain of study related to talent management were extracted.

Since there are three main domains in the study that help answer its questions, the researcher tackled these domains, each separately, as follows:

• Talent Development Domain:

Table (9): Averages and the relative weight of the responses of faculty members on the talent development domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
26	The department's management sets plans to train and develop human talents and raise their level according to their needs.	3.11	%62.2	1	Average
28	The department administration is developing a system to motivate the morally talented faculty members.	3.09	%61.8	2	Average
25	The department's administration sets objective criteria to measure the performance of talented faculty members based on comparing their performance to those criteria.	3.03	%60.6	3	Average
27	The department's administration develops and refines the skills of talented faculty members through highly efficient specialized programs.	2.88	%57.6	4	Average
29	The administration places distinguished competencies in important leadership positions appropriate to their capabilities.	2.87	%57.54	5	Average
	Total score for talent development requirements domain	**2.63**	**%52.5**		**Average**

It is clear by reading table (9) that the total degree of estimation of reality in the domain of talent development came to average according to the responses of the study sample, where it scored an average of (2.63), and the relative weight of the domain reached (52.5).

The averages for the degree of response of the study sample for the items of the domain of talent development indicated that item (26) ranked first in this domain, it had the highest average, which amounted to (3.11), and the degree of response was average, and the relative weight of the paragraph was (62.2%), where the sample indicates that the department's management, to an average degree, develops plans to train and develop human talents and raise their level according to their needs.

Item (29) had the lowest rank and average, as it reached (2.87), and indicated that the administration's placing of distinguished competencies in important leadership positions appropriate to their abilities is practiced to a moderate degree. The relative weight of the item reached (57,54%).

• Talent Retention Domain:

Table (10): Averages and the relative weight of the responses of faculty members on the talent retention domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
31	The department management pays attention to the personal development of the faculty members to achieve career adjustment.	3.11	%62.2	1	Average
33	The department's management provides the appropriate atmosphere for serious scientific research to achieve the required quality to link its outputs with the needs of society.	3.09	%61.8	2	Average
34	The administration of the department instills the spirit of competition among faculty members in order to work on self-development.	3.03	%60.6	3	Average
32	The department's management provides a suitable atmosphere for the work of talented people that allows the application of their ideas and the realization of their initiatives.	2.88	%57.6	4	Low
35	The department management pays attention to the career path of talented faculty members as a way to improve their performance.	2.87	%57.54	5	Low
30	The department's management is striving hard to make the work environment more conducive to showing and refining talents.	2.79	%55.8	6	Low
	Total score for talent retention requirements domain	**2.96**	**%59.2**		**Average**

It is clear by reading table (10) that the degree of reality estimation in the domain of talent retention is average according to the responses of the study sample, as it obtained an average (2.96). The relative weight of all items of the field (59.2%).

The averages for the degree of response of the study sample to the items of the estimation domain indicated that item (26) ranked first in this domain, and had the highest average, which amounted to (3.11), and the degree of estimation of reality through the relative weight of the item was average and amounted to (62.2%). This means that the department's management pays a moderate degree of attention to the personal development of the faculty members to achieve career adjustment.

Item (30) received the lowest rank and average, which amounted to (2.79). The response rate for the sample of the study indicated a low response degree, meaning that the department's management does, to a small degree, seriously striving to make the work environment more suitable for showing and refining talents. This is evidenced by the fact the low degree of practice, the relative weight of the item reached (55.8%).

• Talent Attraction Domain:

It is clear by reading table (11) that the degree of reality estimation in the domain of talent attraction is average according to the responses of the study sample, as it obtained an average (3.01). The relative weight of all items of the domain was (56.55%).

The averages for the degree of response of the study sample to the items of the estimation domain indicated that item no. (37) ranked first in this domain, and had the highest average, which amounted to (3.91), and the degree of estimation of reality through the relative weight of the paragraph was average and amounted to (59.3%). This means that the department's management pays a moderate degree of attention to the personal development of the faculty members to achieve career adjustment.

Table (11): Averages and the relative weight of the responses of faculty members on the talent attraction domain

No.	Item	Average	Relative Weight	Rank	Degree of Practice
37	The administration of colleges focuses on determining their needs for faculty members based on the efficiency criterion.	3.91	%59.3	1	Average
39	The college administration supports the faculty members to raise the level of the talented among them.	3.49	%58.3	2	Average
40	The college administration uses all available means to attract the largest possible number of talented applicants.	3.37	%57.6	3	Average
38	The college administration identifies specific mechanisms for the detection of talents and outstanding capabilities from within the university.	2.68	%55.1	4	Average
41	The college administration focuses on selection on talent and real experience, not just on years of experience.	2.32	%55.34	5	Low
36	The college administration is seeking to find talented and qualified members of the faculty.	2,30	%53.7	6	Low
	Total score for talent attraction requirements domain	**3.01**	**%56.55**		**Average**

Item (36) received the lowest rank and average, which amounted to (2.30). The response rate for the sample of the study indicated a low response degree, meaning that the department's management does, to a small degree, seriously striving to seek the talented and qualified members. This is evidenced by the fact the low degree of practice, the relative weight of the paragraph reached (53.7%).

- **Summary of Talent Management Results:**

Table (12): Summary of the results of the total degree of the requirements of the degree of talent management in the departments of colleges from the faculty members' point of view in Kuwait University

Rank	Domain	Average	Relative Weight	Degree of Practice
1	Talent Attraction Domain	3.01	%56.55	Average
2	Talent Retention Domain	2.96	%59.2	Average
3	Talent Development Domain	2.63	%52.5	Average
	Total score for all domains	**2.86**	**%55.96**	**Average**

It becomes clear to us from reading table (12) that the differences that appeared among the study sample about the degree of their estimation of the extent to which the requirements of the degree of talent management in college administrations from the faculty members point of view in Kuwait University are not essential, and this emerged from the value of the average response of the study sample to the domains studied, which it ranged between (2.63 - 3.01), at the total level of all requirements according to the answers of the members of the study sample, and this indicates that the sample members' estimate of the requirements to be met are close despite the difference in the variables between them, and that the degree of talent management in the colleges administration is average.

5. Conclusions

1. The degree of estimation of (delegation of authority) domain ranked the highest among the rest of domains, this indicates the estimation of the sample members to the extent of the existence of a style of delegation of authority as an indication that colleges' managers in the roles of administrative empowerment and its applications in their university.
2. The degree of estimation in the domain of talent development ranked the lowest among the rest of the domains of administration empowerment and talent management, this indicates the estimation of the sample members to the extent of the need of more talent development as an indication that administration's placing of distinguished competencies in important leadership positions appropriate to their abilities.
3. The overall level of the administration empowerment and talent management in Kuwait University is "average" from the faculty members' point of view, which indicates the need of more interest and activation of administration empowerment roles and practice talent management among faculty members.

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درجة ممارسة التمكين الإداري وعلاقته بإدارة المواهب لدى إدارة الكليات الأكاديمية من وجهة نظر أعضاء هيئة التدريس في الجامعات الكويتية

ناصر منصور العجمي

دكتوراه في الإدارة التربوية والقيادة- الكويت

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الملخص:

يهدف هذا البحث إلى التعرف على درجة ممارسة التمكين الإداري وعلاقته بإدارة المواهب لدى إدارة كليات جامعة الكويت من وجهة نظر أعضاء هيئة التدريس. وشمل هذا البحث (1253) من أعضاء هيئة التدريس العاملين في جامعة الكويت. تم اختيار العينة بالطريقة العشوائية الطبقية وتكونت من (82) عضوًا. اعتمد هذا البحث على المنهج الوصفي باستخدام استبانة مكونة من (41) فقرة. وخلصت الدراسة إلى عدد من النتائج أهمها: كانت درجة التمكين الإداري في إدارة كليات جامعة الكويت من وجهة نظر أعضاء هيئة التدريس متوسطة وتم ترتيب وسائل المجالات على النحو التالي: (تفويض السلطة، توفير ثقافة التمكين، التحفيز، والمشاركة في صنع القرار) على التوالي، كانت درجة ممارسة إدارة المواهب في كليات جامعة الكويت من وجهة نظر أعضاء هيئة التدريس متوسطة في جميع المجالات التي تم فحصها وتم تصنيفها على التوالي (تنمية المواهب، الاحتفاظ بالموهبة، جذب المواهب).

الكلمات المفتاحية: التمكين الإداري؛ إدارة المواهب؛ أعضاء هيئة التدريس؛ جامعة الكويت.