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The Administrative Empowerment and Its Relation to Creativity among Staff in Youth Care Offices in Mansoura University.

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Abstract

The researcher (2013), conducted a study entitled (the administrative empowerment and its relation to creativity among staff in Youth Care offices in Mansoura University), to identify the relationship between the administrative empowerment and creativity among staff in youth care offices in faculties of Mansoura University, the descriptive method was used on a sample of (79) of the sports activity administrators in the General Administration of Youth Care and affiliated colleges at Mansoura University, with percentage (76.7%) of the total population, also the researcher used The administrative Empowerment and creativity Scale, prepared by the researcher as a tool to collect data.

Among the most important findings of the study: the existence of a statistically significant direct correlation at (0.05) between administrative empowerment and creativity among staff in Youth Care offices at Mansoura University, also results showed the absence of correlation at (0.05) between staff stimulation with axis of administrative empowerment and creativity among staff in youth care offices in Mansoura University, as well as the need to pay attention to the development of acceptable standards for motivation to encourage innovation and creativity, the results of the study showed the need for attention to the need for staff training programs in youth care offices in Mansoura University.

Key words: Administrative empowerment, administrative creativity, youth care, activity administrators.

Introduction:

At present competition has become the fundamental characteristic that caused the emergence of any development generally. the emergence of globalization forces, production technology, the change in economic power and the emergence of new organizational strategies was a legitimate product for this competition, which was focused in turn on the world of administration with what it owned now of modern trends to ensure the continuity of his donation on the list of priorities in the development strategies that will lead to the implementation of business in creative, unprecedented ways to ensure the continuity on the right track.

Competitive business environment will provide a product based on creative thinking helped its members to be distinguished in all phases from planning to the end results that were unthinkable for many people who think in a traditional way, the holders of creative thinking in an unconventional way of doing things non-traditional using in that all raw materials and tools that others have seen as traditional.

Development is no longer depends on who owns the technology and the money just as much as it has become dependent on who has the ability to think in creative ways, and the value of human brains has become the most expensive of the treasures of the earth in some disciplines that relate to the management of human beings, and therefore Finding ways and means that would be incentives to attract qualified leaders, managers and workers and create all the conditions and atmosphere that allows them to formulate their ideas in a more creative searching for this distance distinguishing between them and others has become the

main concern for most global organizations and international institutions.

Creativity requires availability of expertise for the individual also requires the ability to be converted into significant output, and most of the studies that have been in this area pointed out the need to search hard for ways to make the most of the ideas, knowledge and creative skills hidden in employees to show they possess the potential yet to be discovered.

And administrative creativity as indicated by **AlAnkari, Ghada. (2002)**, is the "The ability to produce in a new manner or a new idea, or a unique solution to a problem where this production done in as much intellectual fluency, mental flexibility, originality and the ability to analyze, connect, and sensitivity to the problems (p15).

All of this cannot be, unless you leave for the principles adopted and the decisions a few space to act freely through various positions to work in an organization framework of both types of formal and non-formal for those who we make sure that they certainly possess these capabilities, this is the plain meaning of the process of empowerment, which **Spreitzer, Gretchen, (2007)**, showed its important to point out that more than (70%) of organizations have adopted some type of empowerment initiatives in the part of its business at least, and sits in the interest of all levels of employees, prompting her to recommend the need to intensify research work in this regard in search behind the maximum interest that can derive from the empowerment process thoughtfully.

And empowerment is a word derived from the word (power) means strength, as defined by **AbuQahf, AbdulSalam. (2002)**, (p14) "The process of acquiring the power necessary to make

decisions and contribute in development plans, especially those that affect the function of the individual and the use of existing expertise to improve the performance of the organization", and we can look at empowerment in another angle as defined by **ALMaani, Ayman., & Rashida, Abdul Hakim. (2009)**, (p11) that "Providing workers with power and knowledge, and resources necessary to achieve the objectives of the organization", and **ALMaghrebi, Abdel-Hamid. (2007)**, (p15) mentions that the process of empowerment beyond just giving the employee the authority, as it includes a wider circle of knowledge and technical level and self-confidence, and these skills will resume if placed in the correct template to reap the best results from the employee at the level of his work.

The empowerment appears as one of the modern concepts in the third millennium as a natural consequence of the evolution of the humanities and its focus on the importance of creating a sense of participation among the human element of what can affect the stimulation of internal capacity for individuals and directing them towards work positively in pursuit keep this very important role for the continuity of their sense of their value and importance in team work , attention to the human element in the current time exceeds the interest in money , techniques and systems , we have to make sure that all these components can remain trapped in the bud what is not available the human element capable of investing and harvesting its interests.

And workers empowerment as **Bowen, D. & Laweler, E. (2003)** refer, is the cry of modern management that hesitate recently in the areas of development of management thought , after turning attention from the Organization of control and commands to the so-called possible organization, and the consequent change the multi-level structural organization to regulation flounder with few levels.

Administrative empowerment has a very important philosophy emphasize certainly individual subjective feelings, allowing an increase of the level of confidence that can play a role to call all internal capabilities inherent in the individual and transferred it to a significant output inferred from the results achieved on the ground , it is expected that performance will be different when an individual has these powers , and responsibilities , participation and initiative, and freedom, and trust that arise through the relationship that is between him and the others in frequency way and enhanced by what he owns.

Also, empowerment has an artistic vision cannot be waived , as **Abraham Lincoln** said , " You can empower people sometimes and you can empower some of the people at all times, but it is hard to empower all people in all times".

Hence , this study is an attempt to look at the role that could administrative empowerment play in creativity among staff in Youth Care offices at Mansoura University, by identifying the class that is given to these workers with respect to the dimensions of administrative empowerment, as well as the relationship between the size of administrative empowerment grants to employees and the size of administrative creativity they have, in pursuit of some recommendations that will emphasize the outcome of the results of this study that may be useful in the development of the current situation.

Problem of the study:

The researcher Note during the follow-up to the forms of administration that a lot of work on athlete in the Egyptian

universities , including the University of Mansoura done in a traditional duplicate way where there isn't any change or innovation , and this can be seen by repeating the map activities in carbon from year to year , as well as the recurrence of ways to organize and preparation for tournaments and meetings that take place within the university , as noted repeating the same old ways to join the student-athletes who are interested in activity sports in university , and repeating the same slogans that stand behind the goal of induces the activity of various forms, and out to the camps in the same old ways , as well as regulations on old financial transactions, and other images that show the repetition and lack of innovation which leads to a sense that there is a continuum of ideas for a number of individuals from dozens of years to think the same way and carry out the same way , repeating mankind models before them , which leads to the feeling that we are in front of a group imitators and photographers without creativity or change .

Prompting the researcher to question the forms of empowerment given to these workers searching for reasons not to change, can be traced back to the lack of workers empowerment and then not motivated creativity?, Or that workers do not have the capacity to innovate and thus they are not a source of confidence, which does not entitle them to take responsibility for empowerment?.

And so the problem of the current study limited in the search for the relationship between administrative empowerment and creativity in the offices of youth care at Mansoura University. The problem of the study can be formulated in the following main question:

What is the relationship between administrative empowerment and creativity among staff in the offices of youth care in Mansoura University? The main question raises the following sub-questions:

- What is the level of administrative empowerment given to the staff of youth care in Mansoura University, from their point of view?
- What is the level of administrative creativity of the staff at the offices of the Youth Care at Mansoura University from their point of view?
- Is there a statistically significant relationship between the dimensions of administrative empowerment and dimensions of creativity among youth care staff in Mansoura University?

The aim of the study:

The aim of this study was to investigate the relationship between administrative empowerment and creativity among staff in the offices of youth care in Mansoura University? Through the identification of the following sub-goals:

- Determine the level of administrative empowerment given to the staff in offices of Youth Care at Mansoura University from their point of view.
- Determine the level of administrative creativity among the staff at the offices of the Youth Care at Mansoura University, from their view.
- Determine the level of relationship between the dimensions of administrative empowerment and dimensions of creativity among youth care staff in Mansoura University.

Importance of the study :

The importance of the current study being addressed is discussing one of the most modern concepts in the administrative field and seek to find the relationship between administrative empowerment and creativity among staff in the offices of youth care at Mansoura University.

The importance of the study also lies of being the first study to the knowledge of the researcher that is studying the relationship between the dimensions of administrative empowerment and dimensions of creativity among staff offices Youth Care at the University of Mansoura, which could have a role in the outset of recommendations may be likely to affect the way in which various activities presented for university students, who represent a human element as concern in the university.

Procedural Terminology of the study:

Empowerment: "Process based on the relationship of the individual with others and aims to equip them with the necessary authority to make decisions and provide them with the support and strength as prepare them to assume full responsibility in all phases of work ranging from the development of the plan and to bear the consequences of the end for the method of execution".

Administrative Creativity: "People think in an unconventional way of doing business in a non-traditional way using in that all the potential that is seen by others as being traditional".

Reference Studies:

1. **Jaber, Zakia. Study (2012)**, entitled "The Reality of administrative empowerment for secondary schools headmistress in Jeddah", this study aimed to identify the reality of administrative empowerment for secondary schools headmistress in Jeddah, and identify the most important constraints and benefits of empowerment. Descriptive approach was used, and the study sample reached (864) school principals and educational superintendent, and to achieve the objectives of the study she prepared a measure of the reality of administrative empowerment for headmistress, the most important findings of the study were: that the reality of administrative empowerment for headmistress in Jeddah from the sample view was high in general. also came up in each of the following dimensions: self-efficacy, influence, prestige, training of human resources (professional growth), independence, development of team spirit, communication and information flow, while it was average in: delegation of authority and powers, participation in decision-making, and incentives.

2. **Badrani, Zaar. Study (2011)**, entitled "administrative creativity Obstacles for governmental elementary school principals in Buraidah from the viewpoint of its managers and agents", in order to identify the impediments to creativity among elementary school managers and agents in Buraidah, and the descriptive survey method was used to address the problem of his research, the study sample consisted of (265) of school managers and agents, in Buraidah, also he used a questionnaire of his preparation for data collection, and the most important findings were: that the lack of funding and lack of equipment, lack of matching school facilities, and the increase number of students ,were the most important impediments to creativity among managers, and the functional frequent burdens, poor preparation and rehabilitation through training of administrative staff, and the absence of an atmosphere of freedom , and lack of interest in administrative creativity were the most important regulatory barriers to the creativity process.

3. **Da'dae, Dalal. Study (2011)**, entitled "The relationship between empowerment and creative administration from the view point of administrative leaders at the University of Umm Al-Qura", The aim of the study was to identify the relationship between empowerment and administrative creativity for the administrative leaderships in the university , and a descriptive method was used to address the problem of the study, the study sample consisted of (359) leaders in university, the researcher used a questionnaire for the collection of data, and the most important results of this study : that the level of administrative empowerment for university leaders came moderately, while creativity with a high degree, also show a positive correlation between the overall degree of empowerment and the overall degree of administrative creativity for administrative Leaders in Umm Al-Qura University.

4. **AlHazali, Rajwa. Study (2010)**, entitled "Self-management and its relationship to administrative creativity for secondary school managers aids and teachers in Mecca", in order to identify the degree of administrative creativity practice for secondary school executives, aid and teachers in Mecca, the descriptive survey approach was used to address the problem of the study, The study sample consisted of (53) of school principals, (92) of aids in addition to (214) teachers, and a questionnaire of researcher's preparation was used, and the most important findings of the study: school principals and directors aid in Mecca schools practice administrative creativity highly.

5. **Attia, Abdo. Study (2008)**, entitled: "The impact of the staff empowerment on job satisfaction in Youth and Sports directorates in upper Egypt", in order to identify the relationship between the empowerment of employees and job satisfaction, and the descriptive survey method has been used to address the problem of the study, and the study sample was (338) directors of departments and heads of Forums and specialists and administrative staff working in Youth and Sports directorates in Upper Egypt chosen randomly, and used the personal interviews, analysis of documents, and the questionnaire to collect data, and the most important findings of the study: the existence of a correlation between the empowerment of employees and job satisfaction among employees.

6. **AlLaithi, Mohammed. Study (2008)**, entitled "organizational culture to the school director and its role in administrative creativity from the perspective of primary schools directors in the Holy Capital", in order to identify the degree of the relationship between organizational culture and administrative creativity for the elementary school principals in the Holy Capital, and the descriptive analytical method was used , the study sample was (115) of elementary school principals in the Holy Capital, and he has used a questionnaire of his preparation for the collection of data, and the most important findings: that the degree of practicing originality was of the elements of administrative creativity and was very much from the point of view of elementary school principals in the Holy Capital, as well as the presence of statistically significant differences between the responses of the sample about the elements of administrative creativity for school directors, according to the number of experience years, and there are statistically significant differences between the responses of the sample about the elements of administrative creativity for school directors, according to the variable of supervision center, as that creative culture and culture of the role and the culture of

the job is the organizational cultures that explain administrative creativity for the sample.

7. **AlTiti, Muhammad. Study (2007)**, entitled "Management by empowering workers in sports institutions and its relationship with achievement motivation of the work", in order to identify the relationship between management by empowering workers in sports institutions and achievement motivation to work, descriptive survey method was used to address the problem of the study, and the study sample was the administrative staff in Youth and Sports directorates in South Egypt, the researcher used a questionnaire to collect data, and the most important findings of the study: a high degree of empowerment for workers in Youth and Sports directorates, a high degree of achievement motivation among workers in these directorates, and the existence of a correlation between the empowerment of workers and achievement motivation among workers.

8. **AlFarra, Majid. Study (2007)**, entitled "The level of innovation among managers in Palestinian ministries", in order to identify the level of creativity among managers in the Palestinian ministries, and descriptive survey approach was used to address the problem of the study, and the sample was administrative sectors managers of Palestinian governmental ministries, and a questionnaire was used to collect data, and the most important findings of the study: the presence of convincing level of creativity among workers in Palestinian ministries, there is disruption to the flow of ideas between the staff, the organizational structures in its present state does not support the creativity or decision-making, the need for more authority and strengthen the position of workers in the ministries as one of the important dimensions necessary for the empowerment process.

9. **AlOwfi, Fawzia. Study (2006)**, entitled "The extent of applying administrative creativity methods in dealing with the crisis for the heads of academic and administrative departments in Umm Al Qura University", in order to identify the extent of applying administrative creativity methods in dealing with the crisis for the heads of academic and administrative departments in Umm Al Qura University from their point of view, the descriptive survey approach was used to address the problem of the study, the sample included all members of the faculty heads of academic and administrative departments in Umm Al Qura University from (20) colleges, and the questionnaire was used as a means of data collection, and the most important findings: that the degree of practicing administrative creativity methods applied in the study was high for the most part, and that the identification of administrative creativity methods has played a prominent role in the development of good administrative capacity.

10. **Mohammed, Samia. Study (2006)**, entitled "The impact of organizational culture on empowering workers in the Egyptian union for volleyball", to identify the availability of organizational culture dimensions for empowering workers in the Egyptian union for volleyball, and the descriptive survey approach was used to address the problem of the study, and the study sample was the administrative staff in the Egyptian Union for volleyball, and the researcher used a questionnaire to collect data, and the most important findings of the study: the lack of attention with educational and cultural level for the applicants to work in the Union administrative work, non- participation of workers in setting targets and drawing plans in the Union, the lack of periodical training for workers.

Study Procedures:

Approach Used:

The descriptive approach (surveys) has been used with its steps and procedures to achieve the objective of the study.

Research sample and population:

The current study population was identified in the administrative staff physical activity supervisors at youth care offices in Mansoura colleges, and the total number was (123) divided between the public administration and (17) colleges in the academic year 2013 / 2014.

The researcher has chosen the sample in an intentional manner from administrative staff sports activity supervisors in Youth care offices at Mansoura University, (24) was excluded because the researcher was not able to access to their questionnaires, or some did not complete answers of the scale, and the pilot study was on (20) of the supervisors and were excluded from the core sample, which included (79) supervisors with percentage (76.7 %) of the total population divided between public administration and the offices of youth care with (14) Colleges of the University.

Data collection tools:

The researcher used the administrative empowerment and creativity scale from his design in order to obtain data relating to each of the administrative empowerment and creativity forms for workers, The researcher has to prepare the scale following the following steps:

- Access to data collection tools in the research and studies that could be reached and associated with administrative empowerment, as well as administrative creativity, and studies related to human resources management.
- Determine (2) axes for the scale as follows:
 - **The first axis for administrative empowerment forms:** Researcher depends in determining its dimensions on what he could reached from the survey of the administrative empowerment dimensions in which these dimensions varied as **Saadi (2006)**, indicated by analyzing the dimensions of administrative empowerment: **Brown (1996)**, generosity, authority, resources, information, **Gregorey (1996)**, team work, delegation, **Ivancevich (1997)**, teamwork, share information, structure, **Choi (1997)**, freedom, responsibility, **Argyris (1998)**, support the organization, discretion, **Rubbins (1998)**, organizational structure, control, **Griffin (1999)**, rehabilitation of workers, censorship, **Lloyd (1999)**, team work, organizational structure, **Ugboro (2000)**, support organizations, rewards, and what **Afendi (2003)**, said quoting Spector skill dimension, management dimension, as well as what reported by each of **Daft (2001)**, freedom, power, sharing information, **Hellrieg et al (2001)**, power, skills, freedom, **Blanchard et. al. (2001)**, share information, freedom, team work.

Based on the above analysis of the content and meaning of each dimension, the researcher was able to identify five dimensions for the first axis "administrative empowerment", namely:

(delegation of authority, work teams, training, effective communication, and motivating employees).

- **The second axis of administrative creativity forms:** the researcher depends in determining its dimensions on a reference survey for the studies and scientific references in this regard, including: **AbuZeid (2010), Suweti (2009), ELmaani and Rashida (2009), Foot (2008), Kissler (2008), Redman (2008), Torrington (2008), Titi (2007), Maghreby (2007), Armstrong (2006), Mavriance (2005), Suwaidan and Alalony (2004), Nigel and Neil (2004), Dissler (2003), Jerwan (2002), syphilis (2002), Alzahry (2002), AlSoror (2002), Hawari (2002).**

Based on the above analysis of the content and meaning of each dimension , the researcher identified four dimensions for the second axis " administrative creativity" namely: (risk-taking, flexibility, persuasion, scientific methodology in thinking and problem solving).

- Axes have been displayed with its dimensions on (7) experts in the field of sports management and human resources, and approved by (100%), with determining the relative importance of each axis and each of its dimensions , on that was determining the number of phrases falling under each of which, the first axis (the dimensions of administrative empowerment) contained (41) phrases, the second axis (the dimensions of administrative creativity) contained (41) phrases in the light of the relative importance for experts opinions table (1).
- Experts agreed on phrases falling under the first axis by (100%) and the approval of (38) of the phrases in the second axis by (92.68%), with the exclusion of three phrases.
- And by this the total number of the scale phrases was (79), including (41) to the first axis and was distributed as follows: (delegation of authority (9), work teams (8), training (8), effective communication (9) , motivate staff (7), and (38) to the second axis was distributed as follows (risk-taking (8), flexibility (11), persuasion (7), scientific methodology in thinking and problem solving (12).

- The weighted average of the trend of opinion was calculated through Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) with degrees (5,4,3,2,1) by calculating the category length (4/5 = 0.80), and thus be as follows:

From 1.00 to 1.79 = weight (1) = Strongly Disagree.

From 1.80 to 2.59 weight = (2) = disagree

From 2.60 to 3.39 weight = (3) = neutral.

From 3.40 to 4.19 weight = (4) = agree.

From 4.20 to 5.00 weight = (5) = Strongly Agree.

The survey:

The researcher conducted a prospective study on a sample of (20) athletes supervisors in youth care offices in university, have been excluded from the basic sample.

The results of the survey showed the clarity of the instructions for the questionnaire, suitable wording and clarity, and then scientific transactions were carried out to find reliability and validity of the questionnaire.

Scientific transactions for the study:

First: validity:

- The researcher to calculate the scale validity of administrative empowerment and creativity for employees in youth care offices has used many ways as follows:
- Content validity (virtual) : through studies , scientific researches and books related to the study in the field of sports management and human resources.
- Arbitrators validity (Experts): through the presentation of data collection tools on a range of experts in the field of sports management and human resources.
- Internal consistency validity: to verify the appropriateness of the scale and its dimensions by finding the value of the correlation coefficient between the dimension total score and the total score of the scale.
- Self- validity: by calculating the square root of the scale reliability coefficient, as illustrated by the following tables:

Table (1):

The relative importance of expert opinions on the axes and dimensions of the scale (n = 7)

N	Axis	Approval rate	The relative importance	N	Axis	Approval rate	The relative importance
The administrative Empowerment dimensions		%100.00	.50.00%	The administrative creativity dimensions		%100.00	.50.00%
1	Delegation of authority	%100.00	%21.60	1	Risk-taking	%100.00	%22.00
2	Teams work	%100.00	%19.60	2	Flexibility	%100.00	%26.00
3	Training	%100.00	%19.60	3	Persuasion	%100.00	%22.00
4	Effective communication	%100.00	%21.60	4	Scientific Methodology in thinking and problem-solving	%100.00	%30.00
5	Motivating workers	%100.00	%17.60				
SUM of relative importance			%100.00	SUM of relative importance			%100.00

From Table (1), there is agreement among experts on the dimensions of the scale of the administrative empowerment and

creativity among staff in youth care offices in Mansoura University, by (100.00%), which refers to the validity of the scale dimensions.

As shown the distribution of the relative importance on the scale pivotal (50% each), as well as the distribution of the relative

importance of the dimensions under each axis, which ranged from (17.6%), (21.6%) for the dimensions of the administrative empowerment axis, and between (22.0%), (30.0 %) for the dimensions of the administrative creativity axis

Table (2):
Correlation coefficient values between axes dimensions and scale total score (n = 20)

N	The administrative Empowerment dimensions	The value of Correlation with the scale
1	Delegation of authority	*0.671
2	Teams work	*0.723
3	Training	*0.942
4	Effective communication	*0.664
5	Motivating workers	*0.952
N	The administrative creativity dimensions	The value of Correlation with the scale
1	Risk-taking	*0.595
2	Flexibility	*0.799
3	Persuasion	*0.610
4	Scientific Methodology in thinking and problem-solving	*0.679

***significant at (0.05)**

From Table (2), there is a statistical significance correlation between the total score for each of the dimensions of the administrative empowerment axis and the total score of the scale, where the calculated value of (R) larger than Tabulated value at level of significance (0.05), and correlation coefficient values ranged between (0.664), (0.952), which indicates the axis dimensions validity.

Also there is a statistically significant correlation between the total score for each of the dimensions of the administrative creativity axis and the total score of the scale, where the calculated value of (T) larger than the tabulated value at the level (0.05), and correlation coefficient values ranged between (0.595),(0.799), which refers to the validity of axis dimensions, as well as the validity of the scale.

Table (3):
The values of self-validity for the scale dimensions (n = 20)

N	The administrative Empowerment dimensions	The value of self-validity
1	Delegation of authority	0.926
2	Teams work	0.843
3	Training	0.932
4	Effective communication	0.883
5	Motivating workers	0.938
N	The administrative creativity dimensions	The value of self-validity
1	Risk-taking	0.872
2	Flexibility	0.759
3	Persuasion	0.810
4	Scientific Methodology in thinking and problem-solving	0.798

From Table (3), we can see the high values of self-validity for administrative empowerment axis that ranged between (0.843) in front of the second dimension (teams), and (0.938) in front of the fifth dimension (motivate workers), which refers to the validity of dimensions and axis as a whole.

Also we can see rising values of self-validity for administrative creativity axis, which ranged between (0.759) in front of the second dimension (flexibility) and (0.872) in front of the first

dimension (risk-taking), which refers to the validity of the dimensions and axis as a whole, as well as the scale self-validity.

Second: reliability:

The researcher to find scale reliability for administrative empowerment and creativity for staff in youth care offices used Cronbach Alpha coefficient for the sub-dimensions and the total score, and this is based on the homogeneity degree of the scale used, as illustrated in Table (4):

Table (4):
The values of stability to the dimensions of the scale (n = 20)

N	The administrative Empowerment dimensions	Coefficient value Cronbach Alpha
1	Delegation of authority	0.858

N	The administrative Empowerment dimensions	Coefficient value Cronbach Alpha
2	Teams work	0.710
3	Training	0.868
4	Effective communication	0.780
5	Motivating workers	0.880
SUM of The administrative Empowerment dimensions		0.803
N	The administrative creativity dimensions	Coefficient value Cronbach Alpha
1	Risk-taking	0.761
2	Flexibility	0.576
3	Persuasion	0.656
4	Scientific Methodology in thinking and problem-solving	0.637
SUM of The administrative creativity dimensions		0.642

From table (4), we can see the high values of alpha coefficient for the first axis "administrative empowerment" and reached to (0.803), and ranged in dimensions between (0.710), (0.880) which indicates the reliability of the axis dimensions.

Also we can see the rising values of alpha coefficient for the second axis "Administrative creativity" and reached (0.642), and ranged in dimensions between (0.576) (0.761), which indicates the reliability of axis dimensions, as well as the reliability of the scale as a whole.

Basic study:

After reassuring scientific transactions of validity and reliability, the researcher applied the scale on a sample of (79) of staff in

Youth Care offices at Mansoura University, divided between public administration and (17) Colleges, in the period from (20/7/2013) to (29/7/2013) and after the completion of the questionnaire application data has been emptied and scheduled to do appropriate statistical treatments.

Transactions and statistical processing:

- Simple correlation to Pearson.
- The arithmetic mean.
- Cronbach's alpha coefficient.
- Standard deviation.
- Percentage.
- Weighted average.

Showing, interpreting and discussing the results:

First, administrative empowerment level for staff in youth care offices in Mansoura University:

Table (5): Delegation of authority in the administrative empowerment of the staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	my superiors delegate me with authorities sufficient to accomplish job tasks.	4.37	0.473	%87.40	Strongly Agree
2	I feel that my superiors confident in my abilities to accomplish my job seamlessly.	4.81	0.426	%96.20	Strongly Agree
3	Delegation of authority related to one work not be given for more than one individual.	4.37	0.803	%87.40	Strongly Agree
4	I feel I have the freedom to act in work-related situations.	4.18	0.971	%83.60	Agree
5	I feel I have the authority to make decisions concerning the work assigned to me.	4.23	0.891	%84.60	Strongly Agree
6	Accept to take responsibility and the subsequent results.	4.63	0.701	%92.60	Strongly Agree
7	the authority that is given to the employee Linked to responsibility entrusted to him.	4.22	0.887	%84.40	Strongly Agree
8	I delegate some of my staff with some authorities.	4.44	0.873	%88.80	Strongly Agree
9	I have support of my superiors, which gives me the opportunity to carry out the work freely.	4.35	0.892	%87.00	Strongly Agree

From Table (5): The arithmetic average of the first dimension phrases "delegation of authority" in the administrative empowerment axis for staff in youth care offices ranged from

(4.18) to (4.81), and the percentage from (83.60%) to (96.20%), and phrases (1,2,3,5,6,7,8,9) came with level of opinion (strongly agree) and phrase (4) with the level of opinion (agree).

Table (6):
Work Teams in the administrative empowerment for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I collaborate with my colleagues at work to accomplish the tasks assigned .	4.89	0.423	%97.80	Strongly Agree
2	I tend to work with a team better than working individually.	4.76	0.512	%95.20	Strongly Agree
3	I feel full confidence when working with teams in the completion of the tasks assigned .	4.65	0.641	%93.00	Strongly Agree
4	We can establish homogeneous teams able to perform tasks in a manner characterized by excellence .	4.57	0.673	%91.40	Strongly Agree
5	the Department to which I belong Encourages method of implementation of tasks through work teams .	4.43	0.763	%88.60	Strongly Agree
6	Teams received all the support and care of senior management.	4.51	0.677	%90.20	Strongly Agree
7	Work in team gives positive results from work individually .	4.56	0.675	%91.20	Strongly Agree
8	the nature of the tasks Allow the possibility of its implementation in the form of working groups .	4.29	0.894	%85.80	Strongly Agree

From Table (6): Arithmetic average of second dimension (4.29) to (4.89), and all phrases came after (work teams) with the phrases "work teams", in the administrative empowerment axis ranged from (4.29) to (4.89), and the percentage from (85.80%) to (97.80%), and all phrases came after (work teams) with the level of opinion (strongly agree).

Table (7):
Training in the administrative empowerment for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	Varied of training courses offered by the administration according to the diversity of skills required for each employee.	3.92	1.141	%78.40	Agree
2	Management is committed to a clear strategy plan to train workers .	3.58	1.161	%71.60	Agree
3	Hold discussions panel for workers to tell experiences resulting from the presence of the training courses .	3.25	1.235	%65.00	neutral
4	There is a clear plan to the administration to search for specialization updates.	3.47	1.329	%69.40	Agree
5	I feel that staff training is a good space of senior management attention.	3.49	1.142	%69.80	Agree
6	Department provides training courses in accordance with the time available for each employee.	3.00	1.219	%60.00	neutral
7	the views of workers considered in the identification of areas of proposed courses.	2.99	1.149	%59.80	neutral
8	Sufficient budget is available for specific course programs for workers.	3.42	1.236	%68.40	Agree

From Table (7): Arithmetic average for third axis phrases (2.99) and phrases (1,2,4,5,8) came with the level of opinion (agree), "training" in the administrative empowerment axis ranged from (2.99) to (3.92), and the percentage (59.80%), (78.40%), and phrases (3,6,7) with level (neutral).

Table (8):
Effective communication in the administrative empowerment for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I do not feel the need to clarify the instructions and tasks assigned to me.	4.62	0.722	%92.40	Strongly Agree
2	There are no limits for communication between me and the competent authorities and decision-makers .	4.85	0.426	%97.00	Strongly Agree
3	diversity of the means of communication occurs between staff and decision-makers .	4.63	0.719	%92.60	Strongly Agree
4	Electronic means of communication necessary for the termination of the proceedings relating to the functions to work are used.	4.15	0.935	%83.00	Agree
5	The process of communication between workers and management are permanently marked by continuity .	4.18	1.035	%83.60	Agree
6	horizontal communication among workers , on the basis of clear procedures .	4.28	0.973	%85.60	Strongly Agree
7	I feel positive change in attitudes when there are objections to some of the decisions of the presidents .	4.38	0.991	%87.60	Strongly Agree
8	I can formulate the message with more than one method according to the destination .	4.90	0.304	%98.00	Strongly Agree
9	I can express my thoughts in a clear and innovative way .	4.95	0.221	%99.00	Strongly Agree

From Table (8): Arithmetic average for the fourth dimension (4.15) to (4.95), and the phrases "effective communication" of administrative empowerment axis ranged from (4.15) to (4.95), and the percentage (83.00%) to (99.00%), and phrases (1,2,3,6,7,8,9) came with the level of opinion (strongly agree) and the phrases (4,5) with the level of opinion (agree).

Table (9):
Motivating workers in the administrative empowerment for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I feel appreciated with my efforts to implement what assigned to me.	3.80	1.170	%76.00	Agree
2	My work style gives me the opportunity to participation in decision-making.	3.70	1.334	%74.00	Agree
3	Get appropriate rewards as a result of my work.	3.39	1.079	%67.80	neutral
4	workers are promoted to higher grades on the basis of clear criteria.	2.73	1.118	%54.60	neutral
5	the efficiency of workers placed in the first criterion when lifting the reports needed for promotion.	2.62	1.294	%52.40	neutral
6	There is a specific and binding system to motivate employees financially and morally.	3.18	1.196	%63.60	neutral
7	I try to get a higher incentive for workers with me from the creators.	4.80	0.540	%96.00	Agree

From Table (9): Arithmetic average for fifth dimension phrases "motivating workers" at the administrative empowerment axis for staff in youth care offices ranged from (2.62), (4.80), and the percentage (52.40%) to (96.00%), and phrases (1,2,7) came with level of opinion (agree), and phrases (3,4,5,6) with the level of opinion (neutral).

Table (10):
The dimensions of administrative empowerment for staff in youth care offices (n = 79)

N	The Administrative Empowerment dimensions	Mean±	SD*	Percentage	level of opinion	Ranking
1	Delegation of authority	4.44	0.337	%88.80	Strongly Agree	3
2	Teams work	4.58	0.266	%91.60	Strongly Agree	1
3	Training	3.39	0.528	%67.80	neutral	5
4	Effective communication	4.54	0.269	%90.80	Strongly Agree	2
5	Motivating workers	3.45	0.469	%69.00	Agree	4
SUM of The Administrative Empowerment dimensions		4.11	0.242	%82.20	Agree	

From Table (10): Arithmetic average for the first axis dimensions "administrative empowerment" for staff in youth care offices ranged from (3.39) to (4.58), and the percentage (%67.80) to (91.60%), and the axis dimensions got the level of opinion (strongly Agree) in dimensions (delegation of authority, work teams, effective communication), and level of opinion (agree) in (motivating workers), and level of opinion (neutral) in (training), (work teams) dimension came in the first place, and (training) dimension in last place for the axis of administrative empowerment for staff in youth care offices.

It is clear from the results of Tables (6,7,8,9,10): The need for increased attention to the empowerment of workers in " training, and motivating employees", as these two elements from the perspective of the researcher of the most important elements that give workers real opportunities for creativity, outstanding

training for workers would raise the efficiency and increases the ability of the individual to the benefit of professional capabilities, and the ability to possess the most important tools that ensure that his decision-making based on knowledge , experience and ability, and individual's possession of decision in relation to stimulate the workers would give him the opportunity to achieve the objectives in a manner consistent with the aspirations of followers and facilitates the task of achieving the plans that were approved to work, and performing tasks is driven by the aspirations of seeking it, these findings are consistent with what came from the study results of: **Jaber, Zakia. (2012), Badrani, Zaar. (2011), and Attia, Abdo. (2008).**

Second, administrative creativity level for staff in youth care offices in Mansoura University:

Table (11):
Risk Taking in administrative creativity for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I have the courage to do creative work .	4.90	0.304	%98.00	Strongly Agree
2	I would like to participate in the work that requires the spirit of risk-taking .	4.68	0.631	%93.60	Strongly Agree
3	I reject all that is wrong even it was acceptable to everyone	4.73	0.548	%94.60	Strongly Agree
4	I am trying to implement the correct business despite it conflict with some of the views of others.	4.42	0.826	%88.40	Strongly Agree
5	I feel proceeding in work in the spirit of competitive without fear of failure .	4.58	0.653	%91.60	Strongly Agree
6	I have the ability to find positive solutions for emergency situations .	4.82	0.474	%96.40	Strongly Agree

N	Phrase	Mean±	SD*	Percentage	level of opinion
7	I try to present renewed ideas constantly in the workplace.	4.82	0.446	%96.40	Strongly Agree
8	I am trying to get some work done in a renewed way with calculate the size of the risk .	4.80	0.490	%96.00	Strongly Agree

From Table (11): Arithmetic average for the first dimension phrases "risk taking" in the administrative creativity axis for staff in youth care offices ranged from (4.42) to (4.90), and the percentage (88.40%) to (98.00%), and all phrases of (risk taking) came with level of opinion (strongly agree).

Table (12):
Flexibility in the administrative creativity for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I can change the way that I use all the time to ensure the completion of tasks with distinction.	4.72	0.479	%94.40	Strongly Agree
2	I see that changing the ways and methods of implementation of the work imperative when needed .	4.53	0.637	%90.60	Strongly Agree
3	I encourage my staff to find unconventional ideas at work.	4.57	0.673	%91.40	Strongly Agree
4	I am trying to take advantage of the analysis of the attitudes and opinions of the violation.	4.63	0.603	%92.60	Strongly Agree
5	I edited in my decisions when I find an unacceptable echo to the majority.	4.68	0.631	%93.60	Strongly Agree
6	Do not hesitate to change my position when not convinced of it.	4.53	0.713	%90.60	Strongly Agree
7	I try to identify the reasons for the difference of others with me before I try to convince them .	4.52	0.814	%90.40	Strongly Agree
8	I can look at the situations from a different angle from other.	4.85	0.455	%97.00	Strongly Agree
9	I leave for workers freedom to act in situations that do not correspond with the instructions issued .	4.29	0.949	%85.80	Strongly Agree
10	Operational procedures are characterized by flexibility and lack of inertia .	4.05	1.154	%81.00	Agree
11	I do not rely on regulations only in making business decisions .	3.82	1.248	%76.40	Agree

From Table (12): Arithmetic average for the second dimension phrases "flexibility" in the administrative creativity for workers ranged from (3.82) to (4.85), and the percentage (76.40%) to (97.00%), phrases (1,2,3,4,5,6,7,8,9) came with the level of opinion (strongly agree) and (10,11) with the level of opinion (agree).

Table (13):
Persuasion in the administrative creativity for staff in youth care offices (n =79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I believe that the policy of imposing opinion on others is not a meaningful way for persuasion.	4.87	0.371	%97.40	Strongly Agree
2	I try to take a neutral position when comparing my opinion and the opinions of others at work.	4.61	0.668	%92.20	Strongly Agree
3	When thinking about goal setting I look for justifications that encourages others to adopt it.	4.25	0.824	%85.00	Strongly Agree
4	when managing discussion with the team I try to hear more than to speak.	4.70	0.607	%94.00	Strongly Agree
5	I feel with ability to convince others of the positive reasons for my decisions.	4.91	0.286	%98.20	Strongly Agree
6	I have the ability to change negative views after friendly sessions with their owners.	4.84	0.373	%96.80	Strongly Agree
7	I have the ability to express my thoughts fluently.	4.89	0.320	%97.80	Strongly Agree

From Table (13): Arithmetic average for the third dimension phrases "persuasion" in the administrative creativity for staff in youth care offices ranged from (4.25) to (4.91), and the percentage (85.00%) to (98.20%), and all persuasion phrases came with the level of opinion (strongly agree).

Table (14):
Scientific methodology in the administrative creativity for staff in youth care offices (n = 79)

N	Phrase	Mean±	SD*	Percentage	level of opinion
1	I put alternative plans in frontof any obstacles at work.	4.65	0.556	%93.00	Strongly Agree
2	I have the ability to analyze the introductions that predict the occurrence of problems .	4.63	0.624	%92.60	Strongly Agree
3	I have the ability to tackle any problem professionally .	4.72	0.553	%94.40	Strongly Agree
4	I evaluate the performance periodically to identify the shortcomings and weaknesses .	4.80	0.404	%96.00	Strongly Agree
5	I collect business data to identify the problems of staff with me .	4.84	0.373	%96.80	Strongly Agree
6	I am trying to pursue a policy of openness and transparency in dealing with the problems of work .	4.92	0.311	%98.40	Strongly Agree
7	I can often anticipate the solution to the problems that I face .	4.67	0.593	%93.40	Strongly Agree
8	I try to get accurate data about the problems that impede the implementation of work .	4.53	0.695	%90.60	Strongly Agree
9	I try to break up the problem before thinking about the distribution of tasks to face it.	4.63	0.664	%92.60	Strongly Agree
10	I don't bound by the ways that others followed when confronted with the emergent problems .	3.97	1.037	%79.40	Agree
11	When planning for the work I put alternative ways when seeing some of the problems in the implementation.	4.15	0.878	%83.00	Agree
12	the instantaneous tension does not affect in working conditions on my way of thinking .	4.46	0.694	%89.20	Strongly Agree

From Table (14): Arithmetic average of the fourth dimension (79.40%) to (98.40%), and phrases (1,2,3,4,5,6,7,8,9,12) came with the level of opinion (strongly agree) and phrases (10,11)with the level of opinion (agree).

Table (15):
Administrative creativity dimensions for staff in youth care offices (n = 79)

N	The Administrative creativity dimensions	Mean±	SD*	Percentage	level of opinion	Ranking
1	Risk-taking	4.71	0.244	%94.20	Strongly Agree	3
2	Flexibility	4.47	0.277	%89.40	Strongly Agree	1
3	Persuasion	4.72	0.201	%94.40	Strongly Agree	5
4	Scientific Methodology in thinking and problem-solving	4.58	0.222	%91.60	Strongly Agree	2
SUM of The Administrative creativity dimensions		4.60	0.162	%92.00	Strongly Agree	

From Table (15): Arithmetic average of the second axis dimensions "administrative creativity" for staff in youth care offices ranged from (4.47) to (4.72), and the percentage (89.40%)to (94.40%), and all the dimensions of administrative creativity came with the level of opinion (strongly agree), and (persuasion) came in first place for the administrative creativity for staff in youth care offices and (flexibility) in last place for the administrative creativity for staff in youth care offices.

It is clear from Tables (11,12,13,14,15): That the level of opinion for administrative creativity dimensions were all at a high level "strongly agree", which indicates that the staff possess the elements of administrative creativity, and this is consistent with what appeared from the study results of AlShammari, Fahid. (2004), AlAnkari, Ghada. (2002), AlOwfi, Fawzia. (2004).

The study findings came in spite of the low level of the sample views regarding the dimension of "training", which came in front of the level of opinion "neutral", "motivating workers" ,that came in front of the level of opinion "agree", in administrative empowerment axis, and the researcher explains that with possessing elements of administrative creativity with high degree of intensity in front of the level of opinion "strongly agree", which gives them the opportunity to excel and to overcome all the obstacles that will disable the achievement of goals, and suggests that workers possess creativity skills that lack correct guidance.

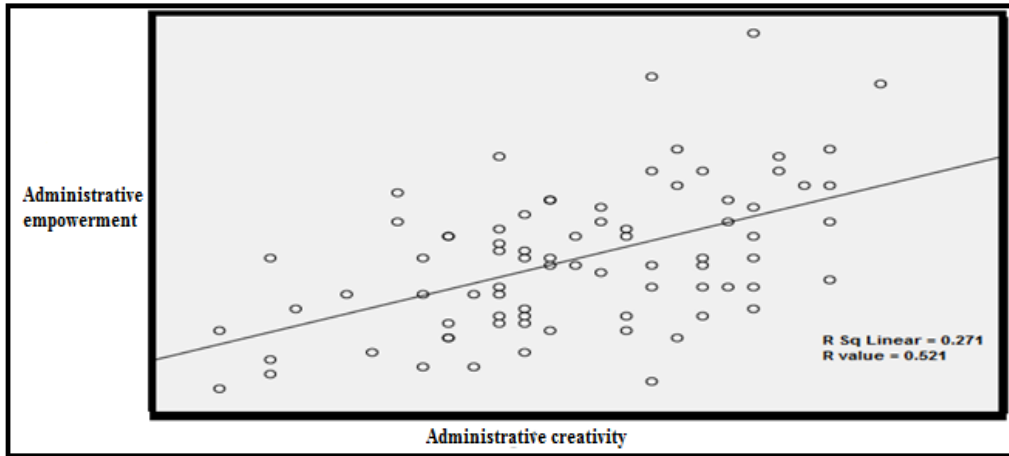
Third, the nature of the relationship between the Administrative empowerment and the Administrative creativity for staff in youth care offices in Mansoura University:

Table (16):
The link between Administrative empowerment and Administrative creativity For staff in youth care offices (n = 79)

Administrative empowerment	The value of Correlation with Administrative creativity	Significant Level
	*0.521	0.000

*significant at (0.05)

Figure (1)
The spread of correlation values between administrative empowerment And Administrative creativity (n = 79)



From Table (16), And Figure (1): There is a statistically significant correlation at the level of (0.05) between the administrative empowerment and administrative creativity for staff in Youth Care offices at Mansoura University, the greater the support for staff to possess the necessary power to make

decisions and contribute in plans setting and implementing of the tasks the greater the qualities related to administrative creativity in the field of work , and is in line with what came from the study results of Da'dae, Dalal. (2011), AlHazali, Rajwa. (2010), AlLaithi, Mohammed. (2008),.

Table (17):
The correlation between the dimensions of the Administrative empowerment And Administrative creativity for staff in youth care offices (n = 79)

N	The administrative Empowerment dimensions	The value of Correlation with Administrative creativity	Significant Level
1	Delegation of authority	*0.295	0.008
2	Teams work	*0.306	0.006
3	Training	*0.408	0.000
4	Effective communication	*0.479	0.000
5	Motivating workers	0.180	0.113

*significant at (0.05)

From Table (17): There is a statistically significant correlation at the level of (0.05) between the dimensions of administrative empowerment (delegation of authority, work teams, training, effective communication) and administrative creativity for staff in Youth Care offices at Mansoura University, and there is no a correlation at the level of (0.05) after between staff stimulation in the administrative empowerment and administrative creativity in youth care offices at Mansoura University, this suggests the need for attention to the development of all the capabilities that will motivate staff in youth care offices at Mansoura University.

Conclusions:

-Staff opinion level on the axis of administrative empowerment was (agree), with a mean (4.11) and percentage (82.20%), the highest approval rate was in front of "work teams" dimension with an average ranged between (4,29:4,89), and percentage (91.60%) and came first in the order in the level of (strongly agree), while the lowest approval percentage was for "training" dimension with an average ranged from (2,99 :3,92),

and percentage (67.80%) and ranked fifth among the axis dimensions with (neutral).

-The level of staff opinion on the axis of administrative creativity came with (strongly agree), with a mean (4.60) and percentage (92.00%), with the highest percentage of approval for "persuasion" dimension with an average between (4.25 :4.91), and percentage (94.40%) and came first in the order in view of the level of (strongly agree), while the lowest rate was in front of "flexibility" with an average of between (3.82 :4.85), and percentage (89.40%) and ranked fourth among the dimensions of the axis with the level of opinion (strongly agree).

-The presence of statistically significant correlation at the level of (0.05) between the administrative empowerment and administrative creativity for staff in youth care offices at Mansoura University.

-There is no correlation at the level of (0.05) between staff stimulation in the administrative empowerment and

administrative creativity in youth care offices at Mansoura University.

Recommendations:

After reviewing the most important findings of this study, the following recommendations can be drawn:

- -Concern with the development of administrative empowerment dimensions in general for staff in youth care offices at the University of Mansoura.
- -Increased attention with the empowerment of workers in relation to the provision of administrative training and programs necessary to do so, allowing for greater creativity.
- -Monitoring adequate budgets for the training and development of human resources in the sporting activity management in the area of creative thinking.
- -Create a work environment that supports empowerment, through the adoption of the principles of delegation of authority, and work through work teams, training, and effective communication between levels.
- -The need to draw attention to the training on modern systems of communication in administrative work.
- -Setting clear and acceptable criteria to motivate workers to increase the necessary opportunities for creativity and initiative, and encourage them to work with the existence of a particular aim to reach it.
- -The need to link staff assessment and their promotions with the level of effort provided and performance rate.
- -Encourage administrative creativity by putting likely points to staff within the standards of discerning.
- -Providing the necessary budgets for other scientific studies on physical activity falls within its objectives modifying the current situation of the ways of implementing the activity.

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