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Article

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Management dynamics in the knowledge economy

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Reference: Rabhi, Mokhtar/Harizi, Rima Affaf et. al. (2024). Empowering work teams as a mechanism to increase the speed of administrative decision-making. In: Management dynamics in the knowledge economy 12 (2/44), S. 145 - 165.
<https://www.managementdynamics.ro/index.php/journal/article/download/559/497>.
doi:10.2478/mdke-2024-0010.

This Version is available at:

<http://hdl.handle.net/11159/654073>

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Empowering Work Teams as a Mechanism to Increase the Speed of Administrative Decision-Making

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Received: September 20, 2023

Revised: February 15, 2024

Accepted: March 16, 2024

Published: June 16, 2024

Abstract: Empowering work teams is one of the most critical methods adopted in designing organizations to achieve the effectiveness of administrative decisions. The current study seeks a consistent theoretical framework for empowering work teams and speeding decision-making. It also aims to test the relationship between them in higher education institutions. The study sought to test the relationship applied based on an independent variable represented in empowering work teams with its dimensions: task design, leadership styles, organizational culture, information and communication, and a dependent variable represented in decision-making speed with its dimensions: response time, processing time, and execution time for a sample of university lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. A questionnaire was designed to collect data from the study sample of 72 university lecturers, and the data was processed and analyzed statistically. The study reached a set of results. There was a significant effect of empowering leadership style, organizational culture, information and communication on the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. There were statistically significant differences in the sample responses concerning the axis speed of decision-making due to the job title variable. Also, the research study recommends working with the dimensions of the organization's internal environment from the perspective of empowerment to make decisions that are compatible with time requirements.

Keywords: empowerment; empowering work teams; decision-making; speed of decision-making; university lecturer.

Introduction

Higher education institutions are considered the foundation of a sustainable future, which requires strengthening the empowerment of efficiency as a development factor (Shishakly et al., 2024). They exist in a competitive environment that requires effective management methods to meet their human resources requirements to contribute to the institution's effectiveness (Supriyanto et al., 2023; Tannady & Budi, 2023). Thus, a work environment that supports employees reflects positively on the overall performance outcome (Putra et al., 2023). It is known that the basis of knowledge institutions is to benefit from the stock of knowledge of its human resources and exploit that to achieve effective decisions (Dinu, 2022). In addition, effective decisions in organizations are built according to the presence of an organizational culture and leadership methods that support the exchange of knowledge among members of the organization (Bratianu, 2023). Therefore, all institutions seek to support decision-makers through various administrative policies and methods (Fettouh, 2022). All in all, empowering work teams is considered an essential leadership method that directs and guides the decision-making process (Paiuc, 2021).

Numerous factors affect the speed of decision-making in organizations. The internal environment is the most noteworthy because it contains administrative leadership

How to cite

Rabhi, M., Harizi, R. A., Djoual, M. S., & Thamri, A. (2024). Empowering Work Teams as a Mechanism to Increase the Speed of Administrative Decision-Making. *Management Dynamics in the Knowledge Economy*, 12(2), 145-165. DOI 10.2478/mdke-2024-0010

ISSN: 2392-8042 (online)

www.managementdynamics.ro

<https://content.sciendo.com/view/journals/mdke/mdke-overview.xml>

methods, organizational culture, and administrative communications. Furthermore, organization Tasks are designed based on contemporary management trends to serve administrative decisions. This study sought to determine the relationship between the empowerment of work teams and the speed of decision-making. Where a problem was raised, from which four sub-hypotheses emerged. In order to test the hypothesis of the study, the method of multiple linear regression relied upon Fisher's test to test the statistical significance of the independent and dependent variables. Also, to reach the results and extract the relationship between the empowerment of work teams, the independent variable, and the speed of decision-making, the dependent variable. Based on these arguments, the research problem can be formulated as follows: What is the impact of empowering work teams on the speed of decision-making in higher education institutions?

The proposed hypotheses are as follows:

H1: The empowerment of work teams affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (at the level of significance $\alpha = 0.05$).

H1.1: The design of tasks affects the decision-making speed among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (at the level of significance $\alpha = 0.05$).

H1.2: The Leadership style affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (at the level of significance $\alpha = 0.05$).

H1.3: The organizational culture affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (at the level of significance $\alpha = 0.05$).

H1.4: The information and communication system affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (at the level of significance $\alpha = 0.05$).

H2: There are statistically significant differences concerning the level of decision-making speed axis answers due to the personal variables: gender, age, job title, and years of experience (at the level of significance $\alpha = 0.05$) in the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa – Algeria.

The study attempts to test the relationship between empowering work teams, considered one of the most essential options for designing organizations, and the speed of decision-making in the environment of higher education institutions. The study's most important objectives are evident in empowerment's influential role in facilitating administrative processes and making them more efficient and effective. In addition, higher education institutions need to keep pace with developments and changes in administrative trends. Thus, given the specificity of the subject of the study, the descriptive approach was relied upon by collecting information and facts to describe the variables of the study, in addition to the analytical approach that helps to analyze and interpret the results of the applied research and compare them with the theoretical literature that has been conducted. Thus, the study strives to contribute to enriching the scientific debate about empowering work teams and the resulting added values by trying to determine its reality in higher education institutions and giving an idea of the nature of the relationship between the dimensions of empowering work teams and the speed of decision-making to reach results and recommendations that can be used. The research paper will be organized as follows: First, it will address the theoretical literature for each variable represented in empowerment, work teams, and speed of decision-making. Secondly, the statistical method used to test the study hypotheses; thirdly, the results of the study reached, the essential recommendations that can be adopted in the future, and research horizons.

Literature review

Knowledge organizations are based on benefiting from the knowledge stock of their human resources and exploiting that to achieve good organizational results (Dinu, 2022). Effective decisions in organizations are built according to the presence of an organizational culture and leadership methods that support the exchange of knowledge among members of the organization (Bratianu, 2023). Therefore, all organizations seek to support decision-makers through various administrative policies and methods (Fettouh, 2022). Empowering work teams is considered one of the most crucial leadership methods that direct and direct the decision-making process (Paiuc, 2021). Work teams are individuals who interact with each other to perform a series of tasks that share a specific goal according to the organization's boundaries (Kozlowski, 2018). They are interdependent individuals committed to achieving common objectives (Carless & De Paola, 2000). They are temporary or permanent problem-solving management methods that follow practical action paths (Gersick, 1988). Work teams aim to bring together individuals who vary in knowledge, abilities, and skills in the context of the organization's environment and the characteristics of its tasks to ensure the effectiveness of its outputs (Bowers et al., 2000). Accordingly, work teams are a social system consisting of three or more individuals who share their affiliation with the organization and work to achieve its goals through various activities and interactions (Hoegl & Gemuenden, 2001).

Alternatively, empowering work teams is individualizing team members through policies and practices that allow them to make decisions regarding their tasks and accept accountability for the results of their actions (Mathieu et al., 2006). It is a set of administrative methods that enhance the participatory decisions of the members of each work team in the organization to control how to conduct its tasks (Lorinkova et al., 2013; Sharma & Kirkman, 2015).

Empowerment can be viewed in terms of the degree of employee input and contributions in the decision-making process (Olai, 2024). Organizations adopt empowerment as a strategy to reduce bureaucratic practices (Ibrahim et al., 2024). Individuals' social nature requires forming work teams to perform specific tasks (Rub et al., 2024). Work teams are considered one of the most essential methods organizations adopt to solve problems and deal with unfamiliar situations (Wongmajarapinya et al., 2024). In addition, they provide social support to the team to process information effectively and enable them to understand various situations (Chen & Kanfer, 2024; Lee et al., 2024). Empowering work teams seeks to adopt a participatory approach in the decision-making process by team members, which contributes to achieving self-leadership for work teams in a manner that collectively reflects on enhancing their abilities, behavior, and way of thinking (Pearce & Sims, 2002; Perkins & Zimmerman, 1995). The latter strives for the independence of working groups from hierarchies and the adoption of their preferences to resolve organizational challenges (Wilkinson, 1998).

Work team empowerment results from combining two management strategies to achieve optimal performance and the organization's objectives within its resources and capacities. In work teams, there is a diversity of information, viewpoints, and knowledge that integrate to support the decision-making process. A positive relationship exists between the diversity of skills and the team's performance (Van Knippenberg & Schippers, 2007).

The importance of empowering work teams is to simplify work tasks by increasing the degree of interdependence between work team members (Van Der Vegt et al., 2001). Team members share and distribute their knowledge to the various team tasks (Ilgen et al., 2005). Also, solving work problems effectively and adopting creative methods through the cooperation of team members (Mannix & Neale, 2005). The work teams are empowered to fulfill the obligations required by the organization's goals, following the material and temporal resources (Zhong et al., 2012). The empowerment of the work teams contributes to the effective management and tight coordination of existing knowledge and the generation of new knowledge collectively based on it. It also allows for

controlling the rapidity of decision-making and increasing the flexibility of response of the organization to various changes (Al-Omari et al., 2020).

Work team empowerment seeks to support the organization's decision-making processes. The empowered teams execute the strategic option within the organizational context. Thus, the effectiveness of empowering the work teams depends on the organization's internal environment factors. It is an essential criterion for evaluating a team's performance, so individual contributions within a group do not guarantee collective effectiveness. However, the supporting factors for the team's effectiveness must be provided. Consequently, the internal dimensions of the organization have the most significant impact on the efficiency of empowered work teams (Kozlowski & Bell, 2016; Sundstrom et al., 1990).

The types of work team empowerment are structural, leadership-related, cultural, and psychological. Structural empowerment is manifested in the organized structure design mechanisms in a way that guarantees the flow of information and provides a suitable material environment (Edmondson, 1999). Structural empowerment is related to the nature of the tasks of the work team in terms of the characteristics and clarity of the task, as the managers have the responsibility to adopt the procedures that meet the team's needs of training, clarify goals, allocate resources, ensure the integration and cooperation of the team to achieve them (Doolen et al., 2003). The work team structural empowerment is the process of obtaining adequate material and organizational resources to complete the performance of tasks (Bish et al., 2014).

Moreover, empowering leadership refers to leadership styles that empower teams. It results in the sharing of knowledge among team members, which is reflected in accelerating problem-solving and thus improving the organization's performance (Srivastava et al., 2006). Empowering leadership involves individuals in the decision-making process, working on directing them, and managing their knowledge effectively (Xue et al., 2011). It aims to reconcile the group members' knowledge and integrate them into the decision-making processes (Quinteiro et al., 2016).

However, cultural empowerment emphasizes the role of organizations in establishing a culture of empowerment to encourage desirable behaviors that support the effectiveness of work teams (Erstad, 1997). The culture of empowerment is based on recognizing and appreciating the team's achievements based on the reward system and thus contributes to self-directing their efforts (Sigler & Pearson, 2000). In the culture of empowerment, managers must realize the cultural differences of team members around the concept of authority and direct work teams as a single unit to serve the organization's interests (Zheng, 2019). Therefore, the prevailing trust among team members is based on an empowering culture that supports cooperative behaviors (Costa, 2003).

On the other hand, psychological empowerment is not limited to organizing the tasks of individuals to formal procedures and rules. Instead, it includes motivating individuals to increase their awareness of their importance in influencing work efficiency (Spreitzer, 1995). It includes the behavioral and interactive factors of the individual, which constitute a motive for controlling decision-making processes (Perkins & Zimmerman, 1995). In addition, psychological empowerment enhances collective behaviors in work teams, such as cooperation (Tuuli & Rowlinson, 2009). Psychological empowerment considers the individual emotional factors that form the behavior of team members, the most important of which is emotional intelligence (Kelly & Barsade, 2001).

The dimensions of empowerment of work teams are based on reconciling the factors that empower the organization's environment. These factors depend on leadership styles, organizational culture, structural designs, and the effectiveness of work teams to achieve the sustainability of teamwork, which shows up in the organization's overall goals. Work teams consist of members with diverse backgrounds and distinctive perspectives on diagnosing business issues. Thus, empowerment is considered one of the most critical

inputs motivating each individual to perform more and excel in a way that supports the team (Chen et al., 2011).

The basis for empowering work teams is to combine the independence of members in how they perform tasks and achieve team effectiveness (Druskat et al., 2003). Depending on the organizational characteristics of work teams represented in social structures, human resource practices, leadership behaviors, and products and services policies, the dimensions of work team empowerment include autonomy, meaningfulness, potency and impact (Kirkman et al., 1999).

For instance, autonomy is the process of individual team members choosing methods and ways of working (Spiegelaere et al., 2020). Nevertheless, meaningfulness refers to the individuals' self-awareness of the feasibility and value of their work. It generates a common vision among the team members to share the parts of the tasks (Kirkman et al., 1999). In contrast, potency expresses the team's strength to achieve effective performance in different tasks and contexts. In addition, the team's potency is an essential indicator for judging the group's performance (Blanc, 2019; León et al., 2017). Likewise, the impact refers to the extent to which the team members believe they can create positive effects reflected in the performance result (Thomas & Velthouse, 1990).

Empowering work teams is a distinguished administrative method based on the importance of teamwork and the participation of team members in the decision-making process through the various powers granted to them within the organization's boundaries, the most important of which is independence. The purpose of this is the team's work as one unit and coordination between the various efforts of its members to reach decisions that serve the organization's interests. Understanding the decision-making process and the effect of empowering work teams on organizational decision outcomes is paramount.

In this regard, decision-making is a series of main activities of the organization that form the basis of its inception, starting with defining the problem and ending with finding solutions (Akdere, 2011; Grušovnik et al., 2017; Nutt, 1984). Decision-making contributes to the logical thinking process of choosing between the available alternatives to solve a specific problem (Andreis, 2020). In addition, the process of preference between the available work methods according to the information and the surrounding circumstances to achieve the organization's goals (Pérez & Vilorio, 2020). Decision-making is the set of responsibilities to bridge the gap between the current state of the organization and the planned results (Negulescu & Doval, 2014).

Decision-making is among the most essential foundations upon which management is based. Management is also defined as a complex set of decisions at different levels. Decisions contribute to creating opportunities and benefiting from them, which reflects positively on the growth and sustainability of the organization (Alsabab & Alshura, 2022). Decision-making is a mechanism used to achieve desired organizational outcomes through the various interactions of the parts of the organization (Hansen & Wernerfelt, 1989). The principle of the decision-making process is the excellent allocation of resources in the organization and avoiding conflict between them (Barney & Wright, 1998). Effective paths must be found to solve and confront existing problems in the decision-making process (Blankenship & Miles, 1968). Commonly, a decision is moving from a current situation to a desired one (Taherdoost & Madanchian, 2024).

The types of decisions branch out according to the organization's functions, administrative levels, risk conditions, the nature of its programming, and its complexity. In addition, the form of decision-making includes decisions that are unique to managers only or that allow the participation of members of the organization and taking their opinions. Accordingly, in the case of the complexity of organizations and their increase in size, administrative decisions cannot be dealt with individually but instead require the collective participation of the organization's members (Johnston, 2000).

Teamwork contributes to the members' feeling of their ability to influence the outcome of the results, which leads to an increase in the exchange of information related to decisions (Campion & Medsker, 2001). Furthermore, the participation of individuals in decision-making is affected by several factors, the most important of which are the size of the organization, the dispersion of its units, the specificity of its activity, the nature of decisions and the situations that require them, and the environmental context in which the work takes place (Oliver & Roos, 2005; Tung, 1979). For effective decision-making participation, team members' agreement and a collective commitment to its implementation are essential (Amason, 1996). In contrast, individual decisions are taken if organizations face crises that require their management quickly and demand complex strategies (Akdere, 2011).

Time is a distinct resource available in the same amount, but the difference is that it is managed rationally. The most critical thing facing organizations today is their presence in a business environment that imposes a balance between time pressure and making quick decisions of quality. In this regard, time is considered an intangible resource that is difficult to manage; in return, it can be organized and monitored (Britton & Tesser, 1991). The organization's final performance outcomes result from time management practice strategies (Britton & Tesser, 1991). On the other hand, ineffective time allocation weakens the organization's response capabilities (Macan & Hoffmacan, 2016).

It should be noted that making decisions under time pressure affects cognitive processes, thus decreasing the quality of their decisions (Edland & Svenson, 1993). All of this is due to accelerating the analysis of information, focusing on certain parts, and not thinking about finding creative solutions to problems (Payne et al., 1986). In addition, it results in ineffective responses due to decisions that need to be carefully considered (Simon, 1987).

Although there is a conflict in studies about the relationship between speed and quality of decisions, most trends support the importance of speed of decisions in the business environment, and there are principles that must be followed, such as building work groups based on trust among its members (Eisenhardt, 1990). Quick decisions enable exploiting opportunities and gaining competitive advantages, provided there is no negligence in processing information (Baum & Wally, 2003). Therefore, time must be managed effectively, including the various decision-making stages (Kerstholt, 1994).

Many studies have explored the relationship between the two variables of empowering work teams and the decision-making process. For example, Lassoued et al. (2020) study emphasized the impact of administrative empowerment in its various dimensions of delegation of authority, training, and effective communication on administrative problem-solving and decision-making skills. Among the study's recommendations is the adoption of possible teams to improve the decision-making process. The study of Emamgholizadeh et al. (2011) indicated a relationship between empowering workers through knowledge, incentives and power on the quality of administrative decisions. Among the study's recommendations is psychological empowerment to enhance organizational commitment. Also, according to Yukl and Becker's (2006) study, empowerment reflects positively on the organization through its contribution to the speed of decisions and the discovery of creative solutions due to the individual differences of the work teams participating in decision-making. Greasley et al. (2009) claimed that empowering employees' Participation in decision-making following the powers of the organization affects the increase of individuals' satisfaction and sense of belonging, leading to their selection of efficient work paths. Hempel et al. (2012) study considered that possible work teams contribute to effective decision-making. However, the factors of the team environment must be studied, the most important of which are leadership styles and structural design. Ford and Fetter's (1996) research focused on the authority of managers in determining the degrees of employee empowerment, giving them autonomy in decision-making, and holding them accountable for the results of their decisions. For the effectiveness of empowerment in the organization, a balance must be made between the authority granted and the abilities of individuals to take responsibility for decision-

making and work to build an empowering environment according to applicable regulations (Rabhi et al., 2023). It is also essential to involve employees and give them independence in decision-making by forming work teams that simplify complex work tasks and problems (Rabhi et al., 2023).

Research method

The questionnaire was designed based on a review of relevant literature. The questionnaire was distributed electronically to 72 university lecturers at the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. Two sections were devised for the questionnaire. The first section includes personal and employment information: gender, age, job title, and experience. The second section was divided along two axes, with the first axis relating to the data on empowering work teams, for which four dimensions were devised, and a set of items was assigned to each dimension. Items 1 to 6 relate to the task design dimension.

Items 7 to 11 are related to the leadership style dimension. Items 12 to 16 relate to the dimension of organizational culture. Items 17 to 22 relate to the information and communication dimension. On the second axis, "the speed of decision-making," items have been placed from 23 to 36. To find out the answers of the sample members to the various measurement items of the questionnaire, and then extrapolate the sample's path for each of the study items, based on the five-point Likert scale, which is based on 5 degrees. Tables 1 and 2 illustrate this.

Table 1. Five-point Likert scale description

Scale	Level	Range
1	Never	[1.7-1.00]
2	Rarely	[2.59-1.80]
3	Occasionally	[3.39-2.60]
4	Frequently	[4.19-3.40]
5	Always	[5.00-4.20]

Source: own processing

Table 2. Weighted averages for dimensions and corresponding levels

Weighted average	Trend
[2.33-1]	Low
[3.76-2.34]	Middle
[5.00-3.68]	High

Source: own processing

The reliability of the study measurement

Reliability is defined as the consistency in the results of the measurement. It means obtaining the same results if the exact measurement was reused in the same conditions. The Alpha Cronbach coefficient was applied to evaluate the reliability of the questionnaire's items. Table 3 presents the following information.

Table 3. Alpha Cronbach coefficient results

Axes	Items	Alpha Cronbach coefficient	Validity and reliability
All	36	0.761	76.1%

Source: own processing

The value of Cronbach's alpha is 0.761, or 76.1%, which is a high percentage and higher than the statistically acceptable percentage of 60%. Thus, the measurement tool is valid and reliable.

Table 4. Personal characteristics of the respondents

Variable	Category	Frequency	Percent (%)
Gender	Male	47	65.3
	Female	25	34.7
Age	Less than 30 years old	12	16.7
	Between 30 and 50 years old	52	72.2
	More than 50 years old	8	11.1
Job title	Assistant lecturer	17	23.6
	Senior Lecturer	33	45.8
	Professor	22	30.6
Experience	Less than 5 years	17	23.6
	From 6 to 10 years	12	16.7
	From 11 to 15 years	31	43.1
	From 16 to 20 years	5	6.9
	21 years or more	7	9.7

Source: own processing

Statistical and descriptive analysis of the sample answers

The internal consistency of the study measurement is reflected in the extent to which questionnaire items are related and the extent to which the items of the study axes are related. The SPSS software was used to calculate the Pearson coefficient. The latter is considered one of the most important and used transactions in studying the relationship between variables or items. It was used to measure the interdependence of the items of the first axis, which studies the empowerment of work teams, and this through its dimensions. Also, calculating the coefficients of the items of the second axis dealt with the decision-making process speed.

The first axis: the empowerment of work teams

Table 5. Correlation coefficients between the scores of the work teams' empowerment axis items with the total score for each dimension

The first dimension: tasks design		The second dimension: leadership style	
item	Correlation coefficient	Item	Correlation coefficient
01	0.534**	07	0.573**
02	0.597**	08	0.468**
03	-0.007	09	0.587**
04	0.057	10	0.261*
05	0.084	11	0.347**
06	0.189		
The third dimension: organizational culture		The fourth dimension: information and communication	
12	0.709**	17	0.590**
13	0.360**	18	0.749**
14	0.371**	19	0.615**
15	0.319**	20	0.360**
16	0.357**	21	0.443**
		22	0.415**

Source: own processing

Through Table 5, it is noted that all correlation coefficients were positive, except for item 3. That is, there is a direct relationship between all the items of the questionnaire with the total score of the dimensions to which they belong, as it ranged between 0.709 for item 12, and 0.057 for item 04. Moreover, all items are statistically significant at the level of $\alpha < 0.01$. In comparison, there is a negative relationship for item 03, with its dimension, where the Pearson coefficient is estimated at -0.007.

The second axis: decision-making speed

Table 6. Correlation coefficients between the scores of the items of the decision-making speed axis with the total score for each dimension

Response time dimension		Processing time dimension		Execution time dimension	
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
01	0.350**	05	0.466**	10	0.414**
02	0.388**	06	0.544**	11	0.198
03	0.354**	07	0.361**	12	0.138
04	0.421**	08	0.587**	13	0.232*
		09	0.560**	14	0.305**

Source: own processing

Table 6 shows that all correlation coefficients were positive. That is, there is a direct relationship between all the questionnaire items with the total score of the dimensions to which they belong. It ranged between 0.587 at its highest for item 08 and 0.138 at its lowest for item 12. Also, all items are statistically significant at a level of a <0.01. Hence, the study measurement is valid and reliable due to the strength of the correlation between all its items and the axes of its affiliation.

Statistical analysis of sample views

Calculating the arithmetic means and standard deviations is essential in testing the extent to which university professors agree with the axes of the questionnaire. Tables 7, 8, 9, 10, 11 illustrate this.

Table 7. The trend of respondents' answers to the items of the tasks design dimension

N	Item	Mean	SD	Trend
1	We receive tasks with enough resources to carry them out.	3.0972	1.11532	Occasionally
2	We can take over each other's tasks.	3.3750	1.18009	Occasionally
3	We benefit from training to acquire the necessary skills for work.	2.7778	1.32391	Never
4	My team can solve problems that arise in our work.	3.2778	1.21287	Occasionally
5	I have a clear idea of the objectives that should be achieved.	3.5556	1.14927	Frequently
6	My team can successfully perform all tasks.	3.4556	1.03310	Frequently
Dimension results		2.4097	0.40530	Middle

Source: own processing

It is clear from Table 7 that item 5, "I have a clear idea of the objectives that should be achieved." is the most elevated among the averages, with an arithmetic mean of 3.5556 and a standard deviation of 1.14927. The trend of this item is frequent. It is explained by a common understanding of the organization's goals among the team members. It reflects positively on the clarity of roles and responsibilities in the team, where the goals serve as principles guiding the behavior of individuals. In the same context, the study of Goold and Quinn (1990) emphasized the need for agreement and tight coordination between workers to achieve organizational goals effectively.

Table 8 shows that item 8, "My team leader expresses confidence in achieving goals" is the most elevated among the averages, with an arithmetic mean of 3.1944 and a standard deviation of 1.19434, and the trend of this item is occasionally. It explains that the leader effectively influences team members by empowering them and encouraging them to take the initiative instead of restricting them and limiting their contributions to decision-making. Also, it was confirmed by the study by Laschinger et al. (2009) that the leaders of organizational units have an impact in creating empowering working conditions that

allow them to perform their tasks comfortably and enhance their functional commitment toward the team's goals.

Table 8. The trend of respondents' answers to the items of the leadership style dimension

N	Item	Mean	SD	Trend
7	My team leader suggests ways to improve our performance.	3.1389	1.14210	Occasionally
8	My team leader expresses confidence in achieving goals.	3.1944	1.19434	Occasionally
9	My team leader encourages new ideas about the organization of work.	3.1667	1.13832	Occasionally
10	My team leader urges us to think of problems as opportunities.	3.1806	1.20242	Occasionally
11	My team leader coordinates the work team's efforts.	3.1388	1.22538	Occasionally
Dimension results		3.2611	0.70940	Middle

Source: own processing

Table 9. The trend of respondents' answers to the items of the organizational culture dimension

N	Item	Mean	SD	Trend
12	Our mistakes are seen as a source of learning.	2.6528	1.21214	Occasionally
13	The organization encourages and disseminates best practices in the team as a model.	2.4306	1.23136	Rarely
14	We are motivated to share knowledge.	2.7361	1.27813	Occasionally
15	The organization acknowledges the achievements of our team.	2.6806	1.26520	Occasionally
16	We work in an atmosphere that encourages cooperation among team members.	3.0972	1.17677	Occasionally
Dimension results		3.0667	0.87597	Middle

Source: own processing

Table 9 outlines item 16, "We work in an atmosphere that encourages cooperation among team members," as the most elevated among the averages, with an arithmetic mean of 3.0972 and a standard deviation of 1.17677. It is explained by the fact that the environment in which the team works is an empowering environment that enhances the effectiveness of the group and allows the exchange of experiences and opinions and integrating them to create creative solutions and options that contribute to improving decision-making processes. Similarly, a study by Hofstede (1980) indicated that organizational culture represents the collective programming of individuals in the work environment to adapt them to the same behaviors and beliefs that guide the organization's decisions. Thus, culture works as a collective mechanism, not an individual one.

It is clear from Table 11 that item 21, "My organization relies on information technology to easily share knowledge," is the most elevated among the averages, with an arithmetic mean of 3.1528 and a standard deviation of 1.27445. The trend of this item was occasionally. Therefore, it is explained by the organization's reliance on modern technology to enable access to information at the appropriate time and quantity in a way that supports the decision-making process. The study by Ajami and Arab-Chadegani (2014) confirmed that information technology reduces hierarchies and empowers employees to increase their knowledge and independence.

Table 10. The trend of respondents' answers to the items of the information and communication dimension

N	Item	Mean	SD	Trend
17	My team gets all the information it needs to get the assignment accomplished.	3.0417	1.13134	Occasionally
18	It is easy to seek expert advice if we encounter unfamiliar problems.	2.9306	1.25963	Occasionally
19	My organization promotes the sharing of learned experiences from organizational activities.	2.9722	1.20996	Occasionally
20	The procedural instructions in the organization are clear.	2.9028	1.20047	Occasionally
21	My organization relies on information technology to easily share knowledge.	3.1528	1.27445	Occasionally
22	I receive much information from my managers and colleagues about my job performance.	2.9444	1.33098	Occasionally
Dimension results		2.8194	0.84464	Middle

Source: own processing

Table 11. The trend of respondents' answers to the items of the decision-making speed axis

Dimension	N	Item	Mean	SD	Trend
Response time	23	I can predict work problems before they happen.	3.2083	1.00614	Occasionally
	24	We can identify the causes of the problems we face.	3.4167	1.08446	Frequently
	25	I feel the main factors that affect our responsibility as a team.	3.2917	.98492	Occasionally
	26	We can react quickly to new problems.	3.4028	1.05697	Frequently
Processing time	27	The pool of substitutes in the team is developed collectively.	3.0833	1.11013	Occasionally
	28	My team is meticulous in collecting information.	3.0139	1.08112	Occasionally
	29	I prefer the use of intuition over the comprehensive analysis of information.	2.9306	1.21408	Occasionally
	30	I use recommendations from my team to make decisions.	3.2778	1.18942	Occasionally
	31	We create solutions based on our previous experience.	3.5417	1.03376	Frequently
Execution time	32	We balance the required tasks with the time allotted for their execution.	3.3056	1.18249	Occasionally
	33	I follow the easiest ways to accomplish my tasks.	3.4306	1.21986	Frequently
	34	I share with my team members the responsibility for my decision.	3.5833	1.05817	Frequently
	35	I bear the consequences of my implemented decisions.	3.6806	1.01851	Frequently

Dimension	N	Item	Mean	SD	Trend
	36	We follow up the implementation of our decisions mutually among the team members.	3.4583	1.14986	Frequently
Axis results			3.1746	0.54674	Middle

Source: own processing

Table 11 depicts that the highest value among the averages favored the execution time dimension, and item 35 is the most elevated among the averages, with an arithmetic mean of 3.6806 and a standard deviation of 1.01851. It is clarified by the work team members balancing the powers granted to them and the resulting responsibilities. Simultaneously, it agreed with the research by Yang and Choi (2009), which confirmed a positive relationship between responsibility and team performance, as the distribution of responsibility among team members increases the ability to deal with challenging tasks and take risks.

Analysis and testing of study hypotheses

This research paper was established to understand the effect of independent variables on the dependent variable. The independent variables represent the dimensions of empowering work teams and are represented in task design, leadership style, organizational culture, information, and communication. The dependent variable is the speed of decision-making. The model symbolizes of variables are as follows:

X1	tasks design
X2	leadership style
X3	organizational culture
X4	information, and communication
Y	speed of decision-making

The linear regression model can be expressed as

$$Y_i = A + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \epsilon_i$$

Where:

Y is the dependent variable, speed of decision-making, measured in units of the dependent variable, empowering work teams X is the independent variable, and ϵ_i is known as a random, or stochastic, error term. The “ β ” is the slope of the line and is known as the regression coefficient and is the change in Y associated with a one-unit change in X. A is the value of Y when X = 0.

Table 12. The linear regression model results

Model	B	ST. Er.	T	Sig	R	RSquare
(Constant)	1.228	.328	3.746	0.000	0.761 ^a	0.579
X1	0.035	0.107	0.329	0.743		
X2	0.196	0.079	2.483	0.016		
X3	0.158	0.063	2.519	0.014		
X4	0.262	0.063	4.131	0.000		

Source: own processing

The linear regression model is written as:

$$Y = 1.228 + 0.035 X_1 + 0.196 X_2 + 0.158 X_3 + 0.262 X_4 + \epsilon_i$$

Logical significance test

The sign of the variable coefficient must be in line with the nature of the logical relationship that links the independent and dependent variables, which applies to the sign of all variables, X1 X,2 X3, X4, and therefore we accept these variables because their sign is positive.

The degree of correlation between the independent variables and the dependent variable

The results of the multiple linear regression test table show that R, which measures the degree of acceptance of the independent variables with the dependent variable, amounted to 76.1, which is a high percentage. Speed of decision-making as a result of the impact of empowering work teams. To accept the study's variables, the sig value of each T coefficient must be less than or equal to 5%. Via Table 12, the variable X1 is rejected from the model because the value of the T coefficient for the variable was 0.329, corresponding to the Sig value, 0.743, which is greater than 0. 05, and this indicates that the variable X1 does not affect the dependent variable. Moreover, the T value of the coefficient variables X2, X3, and x4 of the model for each variable, respectively, were 2.483, 2.519,4.131, corresponding to the value of Sig, 0.016, 0.014, 0.000, which is less than 5%, this indicates that the variables X2, X3, X4 affect the dependent variable. In addition, follow up the variables X4, X3, X2, and X1 with the Student and Fisher tests and evaluate whether they meet all the conditions.

Table 13. Student test results

Variable	T	T table	Sig
X1	0.329	1.994	0.743
X2	2.483		0.016
X3	2.519		0.014
X4	4.131		0.000

Source: own processing

Table 14. Fisher test results

Model	F	f-table	Sig
Regression	23.084	2.11491	00.00

Source: own processing

It appears from Table 14 that the value of the significant Sig is equal to 0.000, less than 0.05, and the F calculated for the model is equal to 23.084, which is greater than tabular F. Therefore, the model's study is significant. The results of hypothesis testing are as follows.

H1 is accepted. The empowerment of work teams affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria at the level of significance $\alpha = 0.05$.

H1.1 is rejected, its calculated T of 0.329 is less than the tabular T value of 1.994. The design of tasks does not affect the decision-making speed among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria at the level of significance $\alpha = 0.05$.

H1.2 is accepted. The Leadership style affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria at the level of significance $\alpha = 0.05$.

H1.3 is accepted. The organizational culture affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria at the level of significance $\alpha = 0.05$.

H1.4 is accepted. The information and communication system affects the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria at the level of significance $\alpha = 0.05$.

Table 15. T-test results for two independent samples for the gender variable

Dependent variable	F	Df	Sig	Decisions
Gender	0.106	70	0.745	H0

Source: own processing

The value of Sig of Table 15 is equal to 0.745, which is greater than 0.05. Accordingly, hypothesis H0 is accepted; there are no significant differences in the speed of decision-making axis answers due to the gender variable at the level of significance $\alpha = 0.05$.

Table 16. One-way ANOVA results

Variables	Source	Sum of Squares	df	Mean Square	F	Sig
Age	Between Groups	1.074	2	0.537	1.838	0.167
	Within Groups	20.150	69	0.292		
Job title	Between Groups	1.851	2	0.926	3.297	0.043
	Within Groups	19.372	69	0.291		
experience	Between Groups	2.688	4	0.672	2.430	0.056
	Within Groups	18.535	67	0.277		

Source: own processing

Table 16 above shows that the significant value Sig is greater than 0.05 for each of the variables of age and years of experience. Hence, there are no statistically significant differences in the answers of the axis of decision-making speed of university lecturers in the faculty due to the variables of age and years of experience. The significant value Sig for the job title variable was 0.043, less than 0.05. Thus, there are statistically significant differences in the answers to the axis of decision-making speed among university lecturers in the faculty due to the variable of the job title.

Conclusions and recommendations

The interactive nature of individuals in organizations encourages the formation of work teams to perform tasks collaboratively to respond and make decisions quickly. To achieve this, the administration seeks to empower and give them authority instead of restricting and controlling their actions. Accordingly, empowering work teams is an administrative method that balances two approaches from the options adopted in the organization's structural designs, which are empowerment and work teams, whose goal is to serve the interests and goals of the organization.

However, most studies adopted the dimensions of psychological empowerment: autonomy, meaning, impact, and effectiveness, but due to the nature of the topic, the dimensions of the organization's internal environment were adopted from the perspective of empowerment so that the output was empowering task design, empowering leadership style, empowering organizational culture, empowering information and communication, and testing the relationship of this with the speed of decision making.

The study sought to prove the impact of empowering work teams on the speed of administrative decisions. The theoretical basis of the study variables, empowerment, work teams, and administrative decisions, was discussed. The study attempted to find the relationship between them through various research contributions theoretically. After studying the literature review, it became clear the importance of proving the relationship between the dimensions of empowering work teams: empowering task design,

empowering leadership style, empowering organizational culture, and empowering information and communication on the speed of practical decision-making. For this reason, the field study targeted higher education professors as a sample for our study. Based on statistical analysis, the research found a significant effect of empowering organizational culture, empowering leadership style, and empowering information and communication on the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. In addition, the study demonstrated the importance of applying different modern administrative methods and trends in higher education organizations to achieve their goals efficiently and effectively, as our research can be expanded to include multiple modern administrative concepts. Thus, strategic thinking and digital transformation are considered the most essential variables linked with the effectiveness of administrative decisions. Likewise, it empowered work teams and sped up administrative decisions. It is not limited to higher education institutions as a research topic so that it can be studied in economic organizations.

Empowering leadership significantly affected the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. The result is consistent with the conclusions of the study by Vu (2020), which confirmed that empowering leadership combines delegation and employee motivation, which positively affects decision-making processes. The present research found a positive relationship between teamwork and performance, with empowerment and leadership among the most critical indicators. Empowering organizational culture significantly impacts the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. Hence, Rabea Mansour et al.'s study (2023) concluded that organizational culture is one of the most paramount factors supporting the empowerment of employees. Furthermore, AlKahtani et al. (2021) claimed that empowering employees has a positive impact, which creates an organizational culture that enhances employees' commitment to various decisions. There is a significant effect of empowering information and communication on the speed of decision-making among lecturers of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria (Ekowati et al., 2021) stated that information and communication technology mediates the relationship between empowerment and employee performance by supporting knowledge exchange in decision-making processes. Also, Ali Salahat (2021) found an indirect positive relationship between knowledge empowerment and decision-making speed. There is no effect of empowering task design on the speed of decision-making among professors of the Faculty of Economic, Commercial, and Management Sciences at the University of Djelfa - Algeria. For instance, Van den Berg et al. (2022) noted that one of the conditions for the success of structural empowerment is the continuous commitment of senior management to monitor performance and provide an appropriate psychological climate.

The importance of an organization's interest in training its members is to ensure that they obtain sufficient work skills and the necessary resources to perform work effectively. Senior management must intervene in designing the work teams' tasks to ensure they are empowered with what is needed to continue the team's tasks. In addition, for the success of the work teams to be possible, the leader's style must depend on directing the team members instead of control and bureaucracy and working to coordinate the efforts of the work team as a team's unity instead of individual work. Organizational culture represents how the team conducts its work, affecting how it performs tasks. Thus, a solid and supportive culture for the team through various practices that praise its efforts contributes to achieving positive results for the work team. For the decision-making process, organizations must have a complete understanding and knowledge of the rules and procedures governing the organization's flow of decisions. Consequently, the roles will be clear and agreed upon, and it is also advisable for work teams to rely on modern technological methods within their activities.

In light of the available research abilities, the research donated to achieving the established objectives of the study and producing practical results that serve the reality of higher education institutions. However, the research problem is incomplete and can be enriched and delved into through various administrative approaches. Accordingly, among the topics proposed as horizons for study are the following: the impact of structural empowerment on decision-making processes, the relationship between empowering the factors of the organization's internal environment and the quality of administrative decisions and the role of psychological empowerment in the effectiveness of administrative decisions.

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