Empowerment of Administrators as Perceived by Faculty Members in The Yaha School of Built Environment, Haikou University of Economics

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Abstract

The objectives of the study were 1) to study the empowerment of administrators as perceived by faculty members and 2) to compare the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics, classified by gender, age, education level and, work experience. The sample consisted of 86 faculty members, selected by using a five-point Likert scale questionnaire, achieving an IOC between 0.67-1.00 and a reliability value of 0.98. The data was analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the empowerment of administrators as perceived by faculty members were at a high level, in overall, and particular aspect, ranking from the highest to the lowest: Promoting informal power, Providing information, Providing resources, Providing support, Promoting formal power, and Providing opportunity, 2) the perceptions of the empowerment of administrators, classified by all categories were not different in overall, however when consider in the specific aspect, classified by age was statistically significant at .01 level in the aspects of "Providing Resources" and "Promoting Informal Power", while the differential education level was statistically significant at .01 level in "Providing Support", and

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classified by work experience, was statistically significant at the .05 level in "Providing Resources" and "Promoting Formal Power".

Keywords: Empowerment, Administrators

Introduction

In today's context, universities face significant internal and external pressures stemming from economic, social, political, technological, and environmental changes that impact management practices. These pressures include the need to improve efficiency and effectiveness in a competitive global economy, meet the growing demand for higher quality education and services, navigate changing government policies and regulations, integrate digital advancements into all aspects of education, and adopt sustainable practices. Internally, universities also contend with employee dissatisfaction due to rigid bureaucratic structures. Furthermore, in China, the globalized higher education landscape has been shaped and reshaped by the power dynamics among nation-states. In recent years, a noticeable reverse flow of academics from the Global North to the Global South has been observed (Wang & Chen, 2020).

China's higher education system has undergone significant reforms, transitioning from tight government control to initiatives aimed at elevating the quality and global standing of its universities. Major initiatives such as Project 211 (initiated in 1995) and Project 985 (launched in 1998) focused on enhancing approximately 100 universities and creating world-class institutions, respectively, significantly boosting their research output and international influence (ChinaActually.com, 2021). Building on these foundations, the Double First-Class Initiative was launched in 2017 to further develop world-class universities and disciplines through rigorous evaluation and funding mechanisms, ensuring continuous improvement and competitiveness (Zhang, 2020). From another perspective, the integration of technology has become essential, modernizing educational practices and improving institutional efficiency across all facets of education.

These initiatives have elevated Chinese universities to global standards, placing additional pressure on university leaders to excel. The digital revolution further necessitates leaders who can integrate technology into all aspects of education. Empowered leadership can address these issues by fostering a flexible and innovative environment. To adapt to new variables and meet the demands of change and higher educational expectations, university management must focus on applying concepts such as comprehensive quality management and administrative empowerment (Brown & Harvey, 2006). Empowerment has emerged as a key trend in modern organizations, which have increasingly adopted devolved, divisional structures with a more knowledgeable workforce (Joseph, 2014; Belle, 2016).

The empowerment involves various approaches such as participative management, quality circles, employee involvement, and empowerment techniques, which help individuals recognize their own value and worth. These methods contribute to the development of stronger, more resilient individuals who are better equipped to handle life and work challenges, fostering positive behaviors and effective problem-solving skills. Consequently, both individual and organizational performance improve, making organizations more accommodating, receptive, and alert, which is crucial for innovation (Seth & Lee, 2017). Support by the studies of Li (2019), Chen and Li (2020), Wang et al. (2018), and Liu and Zhang (2017) provided empirical evidence that empowered leadership enhances decision-making, promotes innovation, improves morale, and ensures accountability, crucial for meeting stakeholder expectations and maintaining competitiveness in the global educational landscape. Also, empowerment influences job satisfaction by making employees feel more responsible and authoritative, demonstrating that factors beyond financial incentives can drive better performance (Hameed, 2014; Alhabeeb & Rowley, 2017). It is important to adopt empowerment dimensions, as they significantly impact job satisfaction and are closely related to reducing emotional exhaustion (Swiss VBS, 2017). In the context of universities, empowered university leaders enhance decision-making and responsiveness, foster innovation and creativity, improve morale and job satisfaction,

ensure accountability and transparency, and develop future leaders. Studies by Li (2019), Chen and Li (2020), Wang et al. (2018), and Liu and Zhang (2017) demonstrate that empowered leadership is linked to improved institutional performance, innovation, and employee outcomes, underscoring its importance for the sustainability and growth of higher education institutions. Several key elements are essential for successful empowerment in universities. According to a study by Lee and Kusumah (2017), involving faculty in decision-making leads to higher job satisfaction and a greater sense of ownership over their work. Another study explored how structural empowerment, as conceptualized by Kanter (1997), can mitigate burnout among academic staff. It emphasized the role of empowering work conditions, such as access to opportunities and support, in preventing burnout and promoting professional development. It also demonstrates a strong link between structural empowerment and job satisfaction among university staff. The study suggests that empowering work environments contribute significantly to job satisfaction, reducing job strain and enhancing overall employee well-being and can mitigate burnout among academic staff. It emphasized the role of empowering work conditions, such as access to opportunities and support, in preventing burnout and promoting professional development (Wang et al., 2021).

However, in some studies such as Shuangmiao (2021) argued that international academics in Chinese universities have experienced individual empowerment through the establishment of academic research networks and enhanced professional development. It showed that the degree of empowerment varies depending on institutional configurations. Despite the differing organizational characteristics, these academics have faced a degree of collective disempowerment, which is evident in their slow adjustment to China's professional protocols and a lack of bargaining power. This disempowerment is attributed to often unclear institutional power dynamics and a hierarchical management approach in Chinese universities.

Aligned with Liu (2019), he stated that the fundamental reason for advocating the empowerment of university teachers is the lack of teacher participation in educational development and reform, which has led to suboptimal educational and

teaching outcomes. To address this, it is proposed to strengthen the management process in educational activities, enabling teachers to effectively express their views. This approach aims to enhance teachers' initiative and enthusiasm in participating in educational and teaching processes.

In the 2023 annual work summary of the Yaha School of Built Environment, three main work plans were highlighted to address issues within the institution: 1) Optimizing the Office Environment by improving the physical workspace can significantly impact staff morale and productivity. A well-designed and comfortable office environment is crucial for reducing stress and increasing job satisfaction. Poor working conditions can lead to employee dissatisfaction, high turnover rates, and decreased productivity. Therefore, optimizing the office environment is essential for creating a conducive working atmosphere that enhances faculty and staff well-being. 2) Conducting Training Courses: There is a need to strengthen the learning and teaching abilities of faculty and staff. Continuous professional development through training courses is vital for educators to stay updated with the latest educational practices and technologies. Without adequate training, faculty may struggle to meet the evolving demands of education, leading to ineffective teaching methods and poor student outcomes. Empowering staff through professional development ensures that they possess the necessary skills and knowledge to excel in their roles, thereby improving overall educational quality. 3) Holding Faculty and Staff Seminars: Regular seminars for faculty and staff are necessary to foster collaboration and communication within the college. These seminars provide a platform for sharing best practices, addressing common challenges, and promoting a sense of community among staff. Lack of communication and collaboration can lead to isolated working practices, reduced innovation, and a weakened sense of belonging among staff. Periodically holding seminars ensures continuous improvement in teaching and learning practices and strengthens the sense of community and shared purpose within the college. To address these issues, adopting empowerment dimensions is crucial. Empowerment significantly impacts job satisfaction and is closely related to reducing emotional

exhaustion (Swiss VBS, 2017). Empowering staff involves providing them with the authority, resources, and support they need to make decisions and take actions independently. This can lead to increased job satisfaction, enhanced personal abilities, and a stronger sense of belonging to the institution. By focusing on empowerment, the Yaha School of Built Environment can create a more dynamic, motivated, and effective workforce, ultimately leading to improved educational outcomes.

From the evidence, it is clear that university administrators play a crucial role in the empowerment process. This role is essential because research has shown that leadership in empowering faculty is highly successful in improving various outcomes among university faculty (Alhabeeb & Rowley, 2017). Empowered faculty members tend to exhibit higher job satisfaction, increased organizational commitment, and enhanced performance, which collectively contribute to the overall success of the institution.

The researcher is interested in studying the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics. The results of this study can help reshape the school's climate to empower teachers, enhance their performance and job satisfaction, and promote faculty growth. Additionally, the findings are expected to highlight the impact of administrative practices on creating a supportive environment that encourages high performance and professional development among educators.

The researcher is interested in studying the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment at Haikou University of Economics. The results of this study could help reshape the Yaha School of Built Environment's climate to empower faculty member, enhance their performance and job satisfaction, and promote faculty growth. Additionally, the findings are expected to highlight the impact of administrative practices on creating a supportive environment that encourages high performance and professional development among educators.

Research Objectives

1. How is the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economic.

2. Is there any difference in the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economic, classified by gender, age, education level, and work experience?

Research Hypothesis

The empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics is different when classified by gender, age, educational level, and work experience.

Conceptual framework for research

The researchers set the conceptual framework for the study.

1. The independent variables are gender, age, educational level, and work experience.

2. The Dependent variable was empowerment of administrators   based on the concept of Kanter's theory of structural power in organizations (Kanter (1977) consist of 6 processes as follows 1) Providing opportunity 2.) Providing information 3) Providing resources 4) Providing Support 5) Promoting Formal power and 6) Promoting Informal power.

Independent Variable

Personal Background

1. Gender

2. Age

3. Educational level

4. Work Experience

Dependent Variable

Empowerment of Administrators

1. Providing Opportunity

2. Providing Information

3. Providing Resources

4. Providing Support

5. Promoting Formal Power

6. Promoting Informal Power
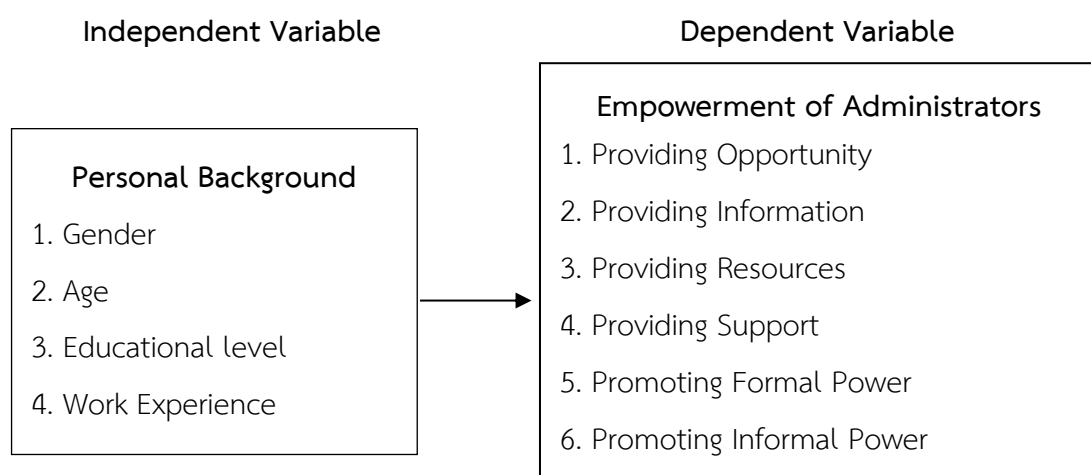
Figure 1 Conceptual Framework

Research Methodology

Population and Sample

The Population of this research were 107 faculty members of   in the Yaha School of Built Environment, Haikou University of Economics.

The research sample comprised 86 faculty members as suggested by Krejcie and Morgan's Table for determining sample size (Krejcie & Morgan, 1970 as cited in Petchroj et al., 2019) and selected by stratified random sampling by majors.

Data Analysis

Table 1 Mean, standard deviation, meaning, and rank of the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics in overall

(n=86)

Aspects	The Empowerment of Administrators	$\bar{X}$	SD	Meaning	Rank
1	Providing Opportunity	4.31	.22	high	6
2	Providing Information	4.37	.20	high	2
3	Providing Resources	4.37	.22	high	3
4	Providing Support	4.36	.21	high	4
5	Promoting Formal power	4.32	.23	high	5
6	Promoting Informal power	4.40	.26	high	1
	Total	4.35	.16	high	

From Table 1, it was revealed that the mean and standard deviation of the empowerment of administrators as perceived by faculty members were overall high ($\bar{X}$= 4.35, SD=.16). All aspects were rated at a high level, with the highest aspect was promoting informal power ($\bar{X}$=4.40, SD=.26), followed by providing information, providing resources, and providing support, Promoting formal power. The lowest

aspect was providing opportunity.

The comparative analysis results of the empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment, Haikou University of Economics, classified by gender, age, educational level, and work experience.

Table 2 The comparison of the mean, standard deviation of the   empowerment of administrators as perceived by faculty members, classified by gender

(n=86)

Aspects	The Empowerment of Administrators	Gender				t	Sig.
		Male		Female			
		$\overline{x}$	SD	$\overline{x}$	SD		
1	Providing Opportunity	4.32	.13	4.33	.12	-.21	.83
2	Providing Information	4.33	.18	4.42	.18	-1.71	.09
3	Providing Resources	4.34	.19	4.38	.10	-.78	.44
4	Providing Support	4.33	.13	4.36	.11	-.73	.47
5	Promoting Formal power	4.33	.23	4.26	.15	1.37	.18
6	Promoting Informal power	4.37	.24	4.27	.20	1.76	.08
	Total	**4.34**	**.10**	**4.33**	**.10**	**.22**	**.83**

From Table 2, it was revealed that the comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by gender showed no differences overall or in any specific aspect.

Table 3 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by age

(n=86)

Aspects	The Empowerment of Administrators	Age							
		Less than 30 years		30-35 years		36-40 years		More than 40 years	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1	Providing Opportunity	4.32	.13	4.33	.12	4.29	.26	4.27	.36
2	Providing Information	4.33	.18	4.42	.18	4.29	.14	4.42	.27
3	Providing Resources	4.34	.19	4.38	.10	4.21	.17	4.50	.31
4	Providing Support	4.33	.13	4.36	.11	4.32	.34	4.45	.28
5	Promoting Formal Power	4.33	.23	4.26	.15	4.33	.21	4.36	.33
6	Promoting Informal Power	4.37	.24	4.27	.20	4.54	.33	4.49	.26
	Total	4.34	.10	4.33	.10	4.33	.18	4.42	.27

From Table 3, it was revealed that the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by age showed that all groups were at a high level. The highest group was more than 40 years old ($\overline{X}$=4.42, SD=.27), followed by less than 30 years old, 30-35 years old, and 36-40 years old.

Table 4 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by age

(n=86)

Aspects	The empowerment of administrators	Variance	SS	df	MS	F	Sig.
1.	Providing Opportunity	Between Groups	.04	3	.01	.27	.85
		Within Groups	3.90	82	.05		
		Total	**3.94**	**85**			
2	Providing Information	Between Groups	.22	3	.07	1.85	.14
		Within Groups	3.18	82	.05		
		Total	**3.40**	**85**			
3	Providing Resources	Between Groups	.62	3	.21	5.04**	.00
		Within Groups	3.36	82	.04		
		Total	**3.98**	**85**			
4	Providing Support	Between Groups	.20	3	.07	1.58	.20
		Within Groups	3.42	82	.04		
		Total	**3.62**	**85**			
5	Promoting Formal Power	Between Groups	.12	3	.04	.74	.53
		Within Groups	4.56	82	.06		
		Total	**4.68**	**85**			
6	Promoting Informal Power	Between Groups	.82	3	.27	4.42**	.01
		Within Groups	5.07	82	.06		
		Total	**5.09**	**85**			
	Total	**Between Groups**	**.09**	**3**	**.03**	**1.17**	**.33**
		Within Groups	**2.19**	**82**	**.03**		
		Total	**2.29**	**85**			

** Statistically significant at level .01

From Table 4, it was revealed that the analysis of variance of the empowerment of administrators as perceived by faculty members classified by age showed no overall difference. However, providing resources and promoting informal power were significantly different at the .01 level. These differences will be further analyzed with LSD pairwise comparisons in Table 5.

Table 5 The comparison of pairwise differences using LSD in the empowerment of Administrators as perceived by faculty members in the aspects of Providing Resources and Promoting Informal Power, classified by age

(n=86)

Age		Less than 30 years old	31-35 years old	36-40 years old	More than 40 years old
Providing Resources	$\overline{X}$	4.43	4.38	4.21	4.50
Less than 30 years old	4.34	-	-.04	.13	-.16**
31-35 years old	4.38		-	.17*	-.12
36-40 years old	4.21			-	-.29**
More than 40 years old	4.50				-
Promoting Informal Power	$\overline{X}$	4.37	4.27	4.54	4.49
Less than 30 years old	4.37	-	.10	-.17*	-.12
31-35 years old	4.27		-	-.27**	-.22**
36-40 years old	4.54			-	-.05
More than 40 years old	4.49				-

*Statistically significant at level .05

**Statistically significant at level .01

From Table 5, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators, as perceived by faculty members in the aspect of Providing Resources, classified by age, showed significant differences

between three pairs: less than 30 years old and more than 40 years old, 36-40 years old and more than 40 years old, with statistical significance at the .01 level, and 31-35 years old and 36-40 years old with statistical significance at the .05 level.

In the aspect of Promoting Informal Power, significant differences were found between three pairs: less than 30 years old and 36-40 years old, with statistical significance difference at the .05 level, and 31-35 years old and 36-40 years old, as well as 31-35 years old and more than 40 years old, with statistical significance at the .01 level.

Table 6 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by educational level

(n=86)

Aspects	The Empowerment of Administrators	Educational Level					
		Bachelor's degree		Master's degree		Doctoral degree	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1	Providing Opportunity	4.32	.15	4.31	.23	4.27	.25
2	Providing Information	4.33	.11	4.41	.21	4.29	.25
3	Providing Resources	4.33	.18	4.34	.21	4.52	.24
4	Providing Support	4.30	.13	4.37	.23	4.45	.19
5	Promoting Formal Power	4.29	.25	4.32	.24	4.36	.21
6	Promoting Informal Power	4.28	.24	4.43	.28	4.43	.21
	Total	**4.31**	**.10**	**4.36**	**.18**	**4.39**	**.18**

From Table 6, the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by educational level showed that all groups were at a high level. The highest was the doctoral degree group, ($\overline{X}$=4.39, SD=.18), followed by the master's degree group with the bachelor's degree group having the lowest mean.

Table 7 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by educational level

(n=86)

Aspect	Variables	Variance	SS	df	MS	F	p-value
1	Providing Opportunity	Between Group	.02	2	.01	.19	.82
		Within Group	3.92	83	.05		
		Total	3.94	85			
2	Providing Information	Between Group	.19	2	.10	2.47	.09
		Within Group	3.20	83	.04		
		Total	3.40	85			
3	Providing Resources	Between Group	.40	2	.20	4.59**	.01
		Within Group	3.58	83	.04		
		Total	3.98	85			
4	Providing Support	Between Group	.19	2	.09	2.29	.11
		Within Group	3.43	83	.04		
		Total	3.62	85			
5	Promoting Formal Power	Between Group	.04	2	.02	.40	.67
		Within Group	4.63	83	.06		
		Total	4.68	85			
6	Promoting Informal Power	Between Group	.38	2	.19	2.90	.06
		Within Group	5.51	83	.07		
		Total	5.89	85			
	Overall	Between Group	.07	2	.03	1.23	.30
		Within Group	2.22	83	.03		
		Total	2.29	85			

**Statistically significant at level .01

From table 7, it was revealed that the empowerment of administrators as perceived by faculty members classified by educational level showed no overall

difference. However, the aspect of providing support was statistically significantly different at .01 level. These differences will be further analyzed with LSD pairwise comparisons in Table 8.

Table 8 The comparison of a pair difference with LSD of the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by educational Level

(n=86)

Education Level		Bachelor's degree	Master's degree	Doctoral degree
3. Providing Resources	$\bar{\text{X}}$	4.33	4.34	4.52
Bachelor's degree	4.33	-	-.01	-.19*
Master's degree	4.34		-	-.18*
Doctoral degree	4.52			-

*Statistically significant at level .05

From Table 8, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by educational level, showed statistically significant differences at the .05 level between two pairs: Bachelor's degree and Doctoral degree, as well as Master's degree and Doctoral degree, with the Doctoral degree group scoring higher than both the Bachelor's degree and Master's degree groups.

Table 9 Mean and standard deviation of the empowerment of administrators as perceived by faculty members, classified by work experience

(n=86)

Aspects	The Empowerment of Administrators	Work Experience							
		1-5 years		10-6 years		11-15 years		More than 15 years	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1	Providing Opportunity	4.34	.12	4.30	.20	4.28	.17	4.28	.37
2	Providing Information	4.34	.17	4.40	.18	4.35	.17	4.41	.29
3	Providing Resources	4.30	.16	4.34	.20	4.38	.17	4.48	.31
4	Providing Support	4.33	.13	4.43	.23	4.32	.20	4.43	.28
5	Promoting Formal Power	4.36	.20	4.30	.28	4.21	.07	4.39	.32
6	Promoting Informal Power	4.36	.24	4.33	.36	4.39	.19	4.52	.25
	Total	**4.34**	**.10**	**4.35**	**.16**	**4.32**	**.11**	**4.42**	**.28**

From Table 9, the mean and standard deviation of the empowerment of administrators, as perceived by faculty members classified by work experience, showed that all groups were at a high level. The group of more than 15 years   had the highest mean ($\overline{X}$= 4.42, SD = .28), followed by the groups of 6-10 years, 1-5 years, and 11-15 years of experience.

Table 10 The analysis of variance of the empowerment of administrators as perceived by faculty members, classified by work experience

(n=86)

Aspects	The Empowerment of Administrators	Variance	SS	df	MS	F	Sig.
1.	Providing Opportunity	Between Groups	.08	3	.03	.55	.65
		Within Groups	3.86	82	.05		
		Total	**3.94**	**85**			
2	Providing Information	Between Groups	.07	3	.02	.57	.64
		Within Groups	3.33	82	.04		
		Total	**3.40**	**85**			
3	Providing Resources	Between Groups	.39	3	.13	2.96*	.04
		Within Groups	3.59	82	.04		
		Total	**3.98**	**85**			
4	Providing Support	Between Groups	.23	3	.08	1.81	.15
		Within Groups	3.39	82	.04		
		Total	**3.62**	**85**			
5	Promoting Formal Power	Between Groups	.43	3	.14	2.74*	.05
		Within Groups	4.25	82	.05		
		Total	**4.68**	**85**			

Table 10 (Con.)

Aspects	The Empowerment of Administrators	Variance	SS	df	MS	F	Sig.
6	Promoting Informal Power	Between Groups	.37	3	.12	1.85	.14
		Within Groups	5.52	82	.07		
		Total	5.89	85			
	Total	Between Groups	.10	3	.03	1.28	.29
		Within Groups	2.18	82	.03		
		Total	2.29	85			

*Statistically significant at level .05

From Table 10, it was revealed that the empowerment of administrators as perceived by faculty members, classified by work experience, showed no overall difference. However, in the aspect of providing resources and promoting formal power were statistically significant differences at the .05 level. These differences will be further tested with LSD pairwise comparisons in Table 11.

Table 11 The comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources and Promoting Formal Power, classified by work experience

(n=86)

Aspect	The Empowerment of Administrators		1-5 years	6-10 years	11-15 years	More than 15 years
	Providing Resources	$\overline{\mathrm{x}}$	4.30	4.34	4.38	4.48
	1-5 years	4.30	-	-.04	-.08	-.18*
3	6-10 years	4.34		-	-.04	-.14
	11 15-years	4.38			-	-.10
	More than 15 years	4.48				-

Table 11 (Con.)

Aspect	The Empowerment of Administrators		1-5 years	6-10 years	11-15 years	More than 15 years
5	Promoting Formal Power	$\overline{\text{X}}$	4.36	4.30	4.21	4.39
	1-5 years	4.36	-	.04	.15	-.03
	6-10 years	4.30		-	.09	-.09
	11 15-years	4.21			-	-.18*
	More than 15 years	4.39				-

*Statistically significant at level .05

From Table 11, it was revealed that the comparison of pairwise differences using LSD in the empowerment of administrators as perceived by faculty members in the aspect of Providing Resources, classified by work experience, showed a statistically significant at the .05 level between the group of 1-5 years and more than 15 years, with the more than 15 years group scoring higher than the 1-5 years group. Additionally, in the aspect of Promoting Formal Power, a statistically significant difference at the .05 level was found between the group of 11-15 years and more than 15 years, with the more than 15 years group scoring higher than the 11-15 years group.

Discussion

1. The empowerment of administrators as perceived by faculty members in the Yaha School of Built Environment of Haikou University of Economics in overall was high. All aspects were rated at a high level. It might be because the administrators have motivated faculty members by providing opportunities for challenging work and career growth. They share crucial information about faculty and university performance, offering necessary resources that also enable faculty to work efficiently by providing support, promoting formal power and informal power and make most faculty member to have a high perceived and satisfy administrator's role in empowerment.

As some evidence showed the importance of the empowerment of personnel in universities in China, Chen and Zhang (2018), Liu and Wang (2017), and Zhang and Liu (2019) focus on fostering enthusiasm, creativity, and innovation in education. It involves raising awareness, developing potential, and creating a sense of love and bonding toward work. Empowerment supports individuals in controlling their operations and making decisions to achieve high-quality results and success. A positive management process and environment ensure personnel enjoy their work, while promoting morality, kindness, and professional growth. Encouraging self-development and professional expertise results in better attitudes toward work and the organization. Empowered personnel are motivated to create positive change and collaborate effectively towards common goals. Empowerment strategies, as suggested by Kinlaw (1995), involve administrators acting as facilitators, promoting learning, and enabling employees to achieve work goals. Also, Wilson & Laschinger (1994) stated that it builds confidence, drives innovation, and ensures continuous work development, resulting in organizational effectiveness. Collaboration in decision-making and a fair reward system further motivate employees and foster a deep commitment to the organization. Inclusive decision-making processes engage faculty in institutional success, increasing their sense of ownership and engagement (Kouzes & Posner, 2012). Lastly, a supportive and collaborative institutional culture encourages innovation, collaboration, and mutual respect, further empowering faculty members. These elements collectively contribute to the high levels of perceived empowerment among faculty. The result aligned with the study of Bogler and Nir (2012) found that empowerment allows teachers to have or create opportunities in their work and life, make decisions freely and take responsibility. The most influential dimension of empowerment predicting teacher intrinsic satisfaction is self-efficacy, a psychologically oriented variable, while the most powerful dimension of empowerment predicting extrinsic job satisfaction is earned status and respect, a sociologically oriented variable.

2. The comparison of leadership roles of administrators as perceived by faculty members in the Dance College, Haikou University of Economics, classified by gender, age, educational level, and work experience as following:

2.1 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by gender showed no differences overall or in any specific aspect. This suggests that both male and female faculty members perceive the empowerment provided by the administrators similarly across various dimensions of empowerment. This finding aligns with several studies indicating that gender does not necessarily influence perceptions of administrative empowerment in academic settings. According to a study by Madsen (2012), gender differences in perceptions of leadership and empowerment tend to diminish in environments where inclusive practices are emphasized. Madsen found that in universities where policies and leadership practices are designed to promote equity, both male and female faculty members tend to report similar levels of perceived empowerment. Additionally, a study by Benschop and Van Den Brink (2014) highlights that organizational culture plays a crucial role in shaping perceptions of empowerment. In institutions with a strong culture of support and collaboration, gender disparities in perceived empowerment are less likely to occur. This suggests that the Yaha School of Built Environment may have successfully fostered an inclusive and supportive environment where both male and female faculty members feel equally empowered by their administrators.

2.2 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by age showed no overall difference. However, "Providing Resources" and "Promoting Informal Power" were statistically significantly different at the .01 level. In the aspect of Providing Resources, showed significant differences between three pairs: "Less than 30 years old" and "More than 40 years old", "36-40 years old" and "More than 40 years old", with statistical significance difference at the .01 level, and "31-35 years old" and "36-40 years old" with statistical significance difference at the .05 level. In the aspect of Promoting Informal Power, significant differences were found between three pairs: "Less than 30 years old" and "36-40 years old", with statistical significance difference at the .05 level, and "31-35 years old" and "36-40 years old", as well as

"31-35 years old" and "More than 40 years old", with statistical significance difference at the .01 level. These findings indicate that age can play a role in how faculty members perceive different aspects of empowerment. The significant differences in "Providing Resources" between certain age groups suggest that younger and mid-career faculty might have different expectations or experiences regarding resource availability. Younger faculty may be more accustomed to modern technological tools and thus may have higher expectations for resource provision compared to their older counterparts. This is supported by the study of Liu and Zhang (2018), which found that younger faculty members in Chinese universities often seek more technological and research resources to enhance their teaching and research activities. In terms of "Promoting Informal Power", the significant differences between age groups suggest that perceptions of inclusion in decision-making and influence vary with age. Younger faculty might feel less included or might perceive fewer opportunities to influence administrative decisions, as they may be newer and less established in their roles. This aligns with findings from Wang and Zheng (2019), which highlight that junior faculty in Chinese universities often feel less empowered in informal institutional settings compared to their senior colleagues.

2.3 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by educational level showed no overall difference. However, the aspect of "Providing Support" was statistically significant difference at .01 level between two pairs: "Bachelor's degree" and "Doctoral degree", "Master's degree" and "Doctoral degree", with the "Doctoral degree" group scoring higher than both the "Bachelor's degree" and "Master's degree" groups, This indicates that educational level impacts perceptions of support provided by administrators, particularly between those with a bachelor's degree and those with a doctoral degree. This indicates that educational level impacts perceptions of support provided by administrators, particularly between those with a bachelor's degree and those with a doctoral degree.

The significant difference in the aspect of "Providing Support" between

faculty members with a bachelor's degree and those with a doctoral degree suggests that the higher the educational attainment, the more critical the perception of administrative support. Faculty members with doctoral degrees might have higher expectations regarding the support provided by administrators, possibly due to their extensive academic and professional experience, which could make them more aware of the standards of support necessary for effective research and teaching. This aligns with the findings of Li and Gao (2017), who reported that in Chinese universities, faculty members with higher educational qualifications tend to have more significant expectations regarding administrative support, particularly in areas such as research funding, professional development opportunities, and access to resources. The study noted that these faculty members often require more specialized support to advance their research and academic endeavors effectively. Furthermore, Zhang and Liu (2019) found that administrators often provide more generalized support to faculty members with lower educational qualifications, which may suffice for their immediate teaching responsibilities but falls short of the more sophisticated needs of those with doctoral degrees. This disparity can lead to differing perceptions of administrative effectiveness and support.

2.4 The comparison of the mean and standard deviation of the empowerment of administrators as perceived by faculty members classified by work experience showed no overall difference. However, "Providing Resources" and "Promoting Formal Power" were statistically significantly different at the .05 level. In the aspect of Providing Resources, showed a statistically significant at level .05 between the group of "1-5 years" and "More than 15 years", with the "More than 15 years" group scoring higher than the "1-5 years" group. Additionally, in the aspect of Promoting Formal Power, a statistically significant at level of .05 was found between the group of "11-15 years" and "More than 15 years", with the "More than 15 years" group scoring higher than the "11-15 years" group.

The significant difference in perceptions of "Providing Resources" between faculty with 1-5 years of experience and those with more than 15 years of experience suggests that tenure and familiarity with institutional processes influence

how administrative support is perceived. Faculty with longer tenures might have developed more critical expectations regarding resource allocation, having experienced the institution's support over time and possibly witnessing fluctuations in resource availability. This finding aligns with studies by Liu and Wang (2017), who observed that experienced faculty in Chinese universities often demand more comprehensive and consistent resource support due to their extensive involvement in advanced research and institutional development activities. In contrast, newer faculty members might have lower expectations or are still acclimating to the institution's resource allocation processes. Moreover, a study by Chen and Zhang (2018) highlighted that experienced faculty often feel that their contributions warrant better resource support, such as funding for research projects, access to advanced technology, and opportunities for professional development. They argue that adequate resources are critical for maintaining high standards in teaching and research, which are more pronounced in their expectations compared to less experienced faculty.

Recommendation

1. Future research may conduct longitudinal studies to understand the long-term effects of empowerment initiatives on faculty performance, job satisfaction, and institutional commitment. This approach will provide insights into the sustainability and long-term impact of empowerment practices.

2. It may be studied to conduct comparative studies across different types of institutions (e.g., research universities, teaching colleges) to identify best practices in faculty empowerment. Understanding how different contexts influence empowerment can help tailor strategies to specific institutional needs.

3. It may have the study to investigate the impact of technological advances on faculty empowerment, particularly focusing on how digital tools and resources can be leveraged to enhance faculty performance and satisfaction. This research can guide the development of technology-driven empowerment strategies.

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