

Job empowerment and its relationship to creative orientation Among professors of social sciences at the University of M'sila



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Abstract: The study aimed to identify the nature of the relationship between job empowerment and creative orientation among professors of social sciences at the University of M'sila.

a relational descriptive approach was used. Data collection tools included the Job Empowerment Scale developed by Maram Makhamrah and the Creative Orientation Scale developed by Yousef Abdel Attia Bahr. These tools were applied to a sample of 41 social sciences professors at the University of M'sila. The study reached the following conclusions:

- There is a statistically significant positive correlation between job empowerment and creative orientation among the sample of social sciences professors.
- There are no statistically significant differences in the level of job empowerment among social sciences professors based on gender.
- There are no statistically significant differences in creative orientation among social sciences professors based on gender.

key words: Job empowerment; creative orientation; professors; social sciences.

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1. Introduction:

The current era, characterized by dynamism, rapid change, and continuous development across all fields and activities, requires public organizations to respond quickly, promote job empowerment, and foster situational awareness within the work context. This is evident in Algerian universities, which have undergone significant changes, particularly with reforms and the integration of technology into all operations. The human element is thus required to adapt to these reforms to improve performance, especially those involved in the teaching process, since a professor's performance directly influences educational outcomes.

In light of these challenges, job empowerment and the effective use of information have become essential to ensure institutional survival and adaptability, necessitating the adoption of the job empowerment concept.

Today, organizations have evolved into competitive entities that primarily rely on their ability - and that of their staff- to excel, innovate, and renew. Consequently, there is a need for these organizations' management to modernize their concepts and administrative methods to foster conditions that allow for continuous innovation. This can be achieved by providing an appropriate organizational climate and an interactive environment that facilitates the exchange and transfer of accumulated knowledge and experience, which, in turn, promotes creativity and the development of the organization as a dynamic entity.

Most countries today focus on the development of higher education by reforming their educational systems. In recent years, scholars such as Neice, Murray, and Mezirow have emphasized the need to establish higher education systems that can keep pace with progress and change (Arthur G. Cropley, 2006, p. 282). Hassan Shehata affirms this by stating: "A real renaissance in society cannot occur without reconsidering educational systems in terms of both content and objectives" (Kawthar Faden, 2006, p. 45). The educational system here refers to a set of experiences and educational activities that aim to equip students with the knowledge and skills needed to achieve its overall goals. This is carried out through various methods and educational tools.

University professors are also expected to keep up with new developments and apply creative ideas, which may include innovative concepts related to products, services, processes, as well as policies and work methods within the organization. The need for creativity arises when decision-makers recognize a gap between actual and desired performance, which prompts the search for new approaches. Typically, technological advancements or access to information about more efficient methods trigger this awareness. Organizations that identify such gaps strive to bridge them through innovation.

In recent times, researchers have increasingly recognized the importance of job empowerment for employees, particularly its positive impact on performance improvement. This is confirmed by Alaa Ali (2016), who emphasized its role in enhancing decision quality and safety. Job empowerment has emerged as a key concept in human resource development, helping individuals better understand and manage emotions such as anxiety, depression, and anger -ultimately fostering healthier workplace relationships.

Based on the aforementioned context, the present study aims to investigate the relationship between job empowerment and creative orientation among a sample of social sciences professors. Accordingly, the study seeks to answer the following questions:

1. Is there a statistically significant correlation between job empowerment and creative orientation among a sample of social sciences professors at the University of M'sila?
2. Are there statistically significant differences in the mean scores of job empowerment based on gender?
3. Are there statistically significant differences in the mean scores of creative orientations based on gender?

2. Importance of the Study:

The study addresses the variable of creative orientation, a core concept in psychology, aligning with the global trend of focusing on essential and impactful variables in academic disciplines.

The study's sample -professors of social sciences at the University of M'sila-represents a significant segment, as they play a key role in training and graduating the elite of society.

This research contributes scientifically to the Algerian context, which lacks studies on job empowerment and creative orientation among social sciences professors. To the best of the researcher's knowledge, this is the first study to explore both variables among this demographic.

The findings of this study can be used to provide recommendations aimed at enhancing creative orientation among the study's participants.

3. Objectives of the Study:

- To identify the nature of the relationship between job empowerment scores and creative orientation scores among a sample of social sciences professors.
- To investigate differences in the average scores of job empowerment attributed to the gender variable.
- To investigate differences in the average scores of creative orientations attributed to the gender variable.

4. Operational Definitions of Key Concepts: A scientific treatment of any topic requires a clear definition of its key terms. Therefore, the following concepts are defined within the context of this study:

4.1. Creative Orientation: The ability to generate new and original ideas, including innovative solutions, products, services, or methods that benefit the organization (Ayoub, 2000, p. 6).

In this study, creative orientation is operationally defined as the score obtained by social sciences professors on the Creative Orientation Scale used in the research.

4.2. Job Empowerment: The organization's capacity to recognize potential events -particularly emerging threats- and respond to their details (Al-Abdi et al., 2018, p. 111). In this study, job empowerment is operationally defined as the score obtained by social sciences professors on the Job Empowerment Scale used in the research.

4.3. Social Sciences Professors: Teaching staff members in various departments of social sciences at the University of M'sila, both male and female, during the academic year 2022/2023.

5. Theoretical Background

5.1. Job empowerment: Job empowerment refers to how effectively professors carry out their teaching, research, and service responsibilities in academic settings (Campbell, 1990). Performance depends on individual capabilities, motivation, autonomy, feedback, and a supportive work environment.

5.2. Creative Orientation: Creative orientation denotes the tendency of individuals -particularly academics- to generate novel and useful ideas. It includes cognitive and behavioral dimensions such as divergent thinking and openness to innovation (Amabile, 1996). Professors with a strong creative orientation often move beyond traditional knowledge transmission to foster new pedagogical insights.

- The Relationship between Performance and Creativity: Recent literature reveals a synergistic link between creativity and job performance:

- Creativity positively predicts performance, especially when mediated by work engagement and mindfulness.
- Work engagement partially mediates the link between job resources (e.g., autonomy) and creative outcomes.
- Intrinsic motivation significantly explains the relationship between leadership expectations and creative performance.

5.3. Theoretical Foundations

5.3.1. Self-Determination Theory (SDT) & Leader-Member Exchange (LMX): High-quality LMX satisfies professors' needs for autonomy, competence, and relatedness, boosting positive affect, intrinsic motivation, and ultimately creative performance.

5.3.2. Job Demands-Resources (JD-R) Model: Job resources (e.g., feedback, autonomy, mentoring) foster work engagement, which in turn enhances both job performance and creative orientation.

5.3.3. Job Crafting: Intentional restructuring of one's tasks, relationships, or mindset to align with strengths -this enhances cognitive resources, engagement, and creativity, indirectly improving job performance.

5.3.4. Affective Events Theory (AET): Positive workplace events and emotions support mood states that reinforce both performance and creativity sustainably.

- Proposed Conceptual Model:

An integrative model applicable to university professors may include:

- **Job resources** (e.g., autonomy, feedback) → **Intrinsic motivation** → **Work engagement**
- **Work engagement** → enhances both **Creative orientation** and **Job empowerment**
- **Creative orientation** → boosts job performance directly (via innovative teaching/research) and indirectly through engagement
- **High-quality LMX** → strengthens intrinsic motivation and supports creativity via positive emotional tone
- **Job crafting** → enables professors to reshape roles based on strengths, enhancing creativity and performance.

6. Literature Review:

The relationship between job empowerment and creative orientation has been extensively studied across various organizational contexts. Job empowerment, often defined as the degree to which individuals feel autonomous, competent, and influential in their work roles, has been shown to stimulate creativity, innovation, and proactive behavior. Creative orientation, on the other hand, refers to an individual's inclination to engage in original thinking, problem solving, and idea generation. This section reviews empirical and theoretical studies that support the connection between empowerment and creative behavior, especially within professional and academic environments.

- **Serreno et al. (2022):** conducted a study titled "Empowerment at Work: An Empirical Study on Empowering Leadership and Psychological Empowerment" with the aim of investigating how empowering leadership affects employees' psychological empowerment. Using a quantitative descriptive methodology, the researchers distributed standardized questionnaires to a group of employees across various business sectors. The instruments included a scale for empowering leadership, a psychological empowerment scale, and a job satisfaction scale. The findings showed a strong positive relationship between empowering leadership and psychological empowerment, suggesting that when leaders promote autonomy, meaning, and participation, employees are more likely to feel capable and motivated. These results are particularly relevant to academic contexts where leadership culture can enable or constrain creative behavior.

- **Zheng et al. (2021):** in their article "Strengths-Based Job Crafting and Employee Creativity", explored how employees' proactive efforts to align their job roles with their personal strengths (known as strengths-based job crafting) influence creativity. The study employed a quantitative approach using structured questionnaires and involved a sample of 480 employees from Chinese firms, with input also collected from their supervisors. The researchers used validated instruments to measure job crafting, job self-efficacy, and creative behavior. Results revealed that strengths-based job crafting significantly improved employee creativity, with job self-efficacy serving as a mediating variable. The study concluded that when employees are empowered to reshape their job tasks around their strengths, their creative performance improves—an implication that can be extended to university professors tailoring their roles to stimulate innovation.

- **Lee et al. (2019):** conducted a study titled "Enhancing Employee Creativity Through HRM Practices and Trust in Management", focusing on how perceived human resource management (HRM) practices and employee trust in leadership impact creativity. The researchers used a survey-based analytical methodology with a sample of 285 employees from 14 research institutes in South Korea. Data were collected through structured questionnaires assessing HRM practices, trust in management, and creative performance. The findings indicated that HRM practices positively influenced creativity through the mediating role of trust in leadership. Moreover, the relationship was stronger among permanent employees than contract staff. This study underscores the importance of institutional support and trust-building in promoting creativity, a dynamic highly applicable to university settings.

- A 2023 meta-analysis published in **Current Psychology**: titled "Meta-analysis of Psychological Empowerment" synthesized data from multiple empirical studies across organizational contexts to assess the impact of psychological empowerment on outcomes like job performance, creativity, organizational citizenship behavior, and job satisfaction. Employing meta-analytic techniques, the study aggregated quantitative results from diverse global samples. The analysis revealed a robust positive relationship between psychological empowerment and creative performance, especially when mediated by intrinsic motivation and reduced job stress. The study also found that contextual variables such as leadership style and organizational culture moderated this relationship. These findings affirm the consistent and significant role that empowerment plays in enhancing creativity across various work environments, including academic institutions.

In summary, the reviewed literature consistently demonstrates that job empowerment -whether through leadership, job crafting, or HR practices- is a key antecedent to creative orientation. It facilitates intrinsic motivation, trust, psychological safety, and the confidence to engage in innovative behavior. These insights are crucial in the academic context, where creativity and autonomy are essential for both teaching and research excellence.

7. Study Limitations: Despite the significance of the findings, this study is subject to several limitations that should be considered when interpreting the results and assessing their generalizability:

7.1. Geographical and Population Limitations: The study was limited to professors of social sciences at the University of M'sila. This specific academic and geographical scope restricts the generalizability of the findings to other universities, faculties, or disciplines with different cultural or institutional characteristics.

7.2. Sample Size: The sample included only 41 professors, which is relatively small. This limited size may reduce the statistical power of the analysis and the extent to which findings can be generalized, especially in the presence of unobserved heterogeneity in the population.

7.3. Methodological Constraints: The study adopted a descriptive correlational design, which helps in identifying relationships between variables but does not allow for establishing causal links. Thus, the results should be interpreted within the framework of correlation rather than causation.

7.4. Use of Standardized Instruments: Although the study employed two validated instruments (for job empowerment and creative orientation), the reliance on pre-developed tools may not fully capture the cultural and contextual particularities of the target population.

7.5. Limited Variables: The study focused on two main variables (job empowerment and creative orientation), in addition to gender as a demographic factor. It did not consider other potentially influential variables such as years of teaching experience, academic rank, or leadership style within departments.

8. Study Population and Sample: The study population consisted of all 110 social sciences professors at the University of M'sila, distributed across three departments:

- Department of Psychology: 53 professors (24 selected).
- Department of Sociology: 42 professors (19 selected).
- Department of Philosophy: 15 professors (2 selected).

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8.1. Sampling Methodology: When selecting the sample -comprising professors of social sciences - the following methodological aspects were considered:

- A. Representation of both genders (male and female).
- B. Inclusion of participants from all three social sciences departments

The following is a data on the study sample, indicating the number of those who met the sample conditions:

Table (01): Specifications of the basic study sample.

Sex	Categories	Number	%
	Male	27	65.85
	Female	14	34.14
	Total	41	100
Categories	Categories	Number	%
	psychology	25	60.97
	Sociology	11	26.82
	Philosophy	05	12.19
	Total	41	100

Through the data of Table No. (01), it is clear that the basic study sample included both sexes by (65.85) for males, and (34.14) for females, and it is also clear that the sample members from the various departments that make up the social sciences by (60.97) for the Department of Psychology, (26.82) for the Department of Sociology, and (12.19) for the Department of Philosophy.

After applying the study tools initially to a sample of 47 professors of social sciences, 06 of them were excluded from the sample due to the inability to fill the study tools, thus reaching 41 professors in the main sample of the study.

The following figure represents the stages of final adjustment of the basic study sample:

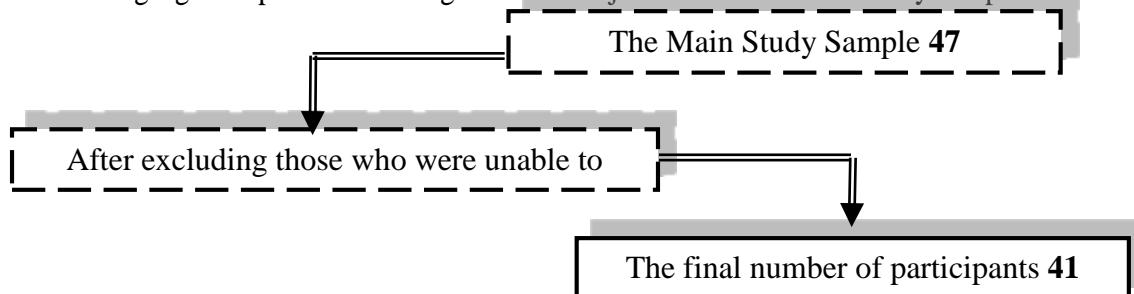


Figure (01): How to adjust the final number of the basic sample (designed by researchers).

9. Study instruments and their psychometric properties:

9.1. job empowerment Scale: prepared by Maram 50) items obtained based on previous foreign and Arab studies such as (Mahmoud et al., 2014), (Al-Otaibi and Al-Qahtani, 2015), (Mohammed, 2016), (Krumi and Amrsi, 2010), (Nouri, 2014), and (Wray.2014) The scale was presented in its initial form, to a number of researchers and specialized faculty members, and (04) items were excluded and the scale in its final form consists of (46) items distributed over five axes They are (observation, excellence, openness, attention, awareness) and five alternatives to answer (strongly agree, five degrees are given, OK is given four degrees, neutral is given three degrees, opponents are given two degrees, strongly opposed are given one degree) and all items are in the positive direction except items numbers (4,1,8) in the dimension of attention and item (7) in the dimension of awareness in the negative direction and the total score on the scale is calculated by adding up the Makhaimr (2018) The

scale in its initial form consists of (all scores on the five alternatives; High level of job empowerment, and vice versa.

Table No. (02) shows the distribution of the dimensions of the Functional Empowerment Scale.

N	Scale axes	Positive phrases	Negative statements	Total
1	Observation	1-2-3-4-5-6-7-8-9-10	isn't any There	10
2	Discrimination	11-12-13-14-15-16-17-18	There isn't any	08
3	Openness	19-20-21-22-23-24-25-26-27-28	There isn't any	10
4	Attention	33-32-31-30-29	36-35-34	08
5	Awareness	45-44-43-42-41-40-39-38-37	46	10
Total phrases				46

Psychometric characteristics of the Functional Empowerment Scale:

9.1.1. Scale validity:

- The method of content veracity: The content was calculated by presenting the scale to a group of competent arbitrators, numbering (12) arbitrators, and in light of the observations they provided, (03) items were reformulated from the first axis and (04) items were excluded, so this axis became in its final form consisting of (46) items, including (04) negative items.

9.1.1. Scale Reliability:

Cronbach beginning cooperative method for within thickness: The Reliability of the working authorization scale was rooted by calculating the Cronbach beginning Reliability cooperative was calculated:

Table (03): Cronbach alpha coefficient for calculating the Reliability of the functional empowerment scale.

Dimensions of the Functional Empowerment Scale	Number of items	Significance level
Observation	10	0.81
Discrimination	08	0.80
Openness	10	0.70
Attention	08	0.72
Awareness	10	0.71
Career Empowerment	46	0.88

The data presented in the table above indicate that all correlation coefficients for the dimensions of the job empowerment scale are statistically significant at the (0.01) significance level ($\alpha= 0.01$). These coefficients ranged respectively between (0.70) and (0.81), with a total scale coefficient of (0.88). This confirms the high degree of homogeneity and strong internal consistency of the scale, serving as an indicator of construct validity in measuring job empowerment.

9.2. Creative Orientation Questionnaire: This questionnaire was prepared by Yousef Abed Attia Bahar (2010), to identify the availability of creative personal abilities among workers in Gaza, as well as the reality of their job performance. Where the study variables were measured through (35) statements related to creativity, and the answers to each statement consisted of (5) alternatives according to the five-point Likert scale.

9.2.1. Psychometric characteristics of the creative orientation questionnaire:

- **validity of the scale:** The creator of the questionnaire fashioned certain of the honesty of the content validity of the tool, by giving it to (08) of the academic arbitrators occupied at the Islamic University and Al-Azhar University in Gaza, and requested ruling class to state the paragraphs of the questionnaire correctly and believe their terminology, content, main dimensions and the range at which

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point each passage has connection with the measure it attends, and contingent upon this step, the phrasing of any of paragraphs was reduced shortest most direct route further explanation and interpretation, and no one of the paragraphs were forbade.

Validity of the internal constancy of the questionnaire affidavits: The analyst used the tool to an exploratory sample including (30) peasants, before the observations were composed and the phrases were changed. The internal consistency of the questionnaire items on this survey sample was further calculated by devious the correlation coefficients betwixt each part and the total score of allure Arbor in this manner:

Table No. (04) Internal Validity of the phrases of the questionnaire of the distinctive abilities of the creative personality

Items	Correlation Coefficient	level Significance
The distinctive abilities of the creative personality		
1	0.72	0.000
2	0.53	0.002
3	0.48	0.007
4	0.58	0.001
5	0.67	0.000
Intellectual fluency		
6	0.67	0.000
7	0.62	0.000
8	0.54	0.002
9	0.68	0.000
10	0.51	0.003
Mental flexibility		
11	0.56	0.001
12	0.73	0.000
13	0.52	0.003
14	0.49	0.005
15	0.60	0.000
Sensitivity to problems		
16	0.70	0.000
17	0.52	0.003
18	0.40	0.028
19	0.48	0.007
20	0.39	0.030
Keeping direction or focusing attention		
21	0.58	0.001
22	0.40	0.026
23	0.64	0.000
24	0.60	0.000
25	0.50	0.005
Risk Appetite		
26	0.62	0.000
27	0.52	0.003
28	0.50	0.005
29	0.57	0.001

30	0.56	0.001
Ability to analyse and link		
31	0.54	0.002
32	0.36	0.046
33	0.56	0.001
34	0.46	0.011
35	0.59	0.001

Tabular r value at significance level 0.05 and freedom score "28" is 0.361. The table shows that the correlation coefficients proved are a function at the level of significance (0.05), place the significance level each assertion is inferior 0.05 and the deliberate r value is higher in amount the level r value, that is effective 0.361, and thus the questionnaire affidavits are deliberate valid to what they were grown to measure.

- Reliability of the questionnaire: The partner of the scale fashioned certain of the stability of the determination utilizing the Cronbach alpha equating as proved in the table:

Table No. (05) Coefficient of Reliability (Cronbach's Alpha)

Axis	Axis content	Number of items	Cronbach's alpha coefficient
The first axis: the distinctive abilities of the creative personality	Originality	5	0.91
	Intellectual fluency	5	0.90
	Mental flexibility	5	0.89
	Sensitivity to problems	5	0.88
	Keeping direction or focusing attention	5	0.84
	Risk Appetite	5	0.83
	Ability to analyze and link	5	0.92
all Questionnaire items		35	0.89

10. Statistical methods used:

The data was processed using the computer through the SPSS program (VER.23), and the data processing was represented in the following statistics:

1. Frequencies and percentages of data, to give a quick picture of the study sample, after presenting them in the form of tables and graphs.
2. Finding the average value and standard deviation to experience the descriptive statistics of the study variables.
3. Pearson's correlation coefficient to label the relationship between two variables
4. Test (T) to discover the significance of differences in averages.

11. View the results of the study:

11.1. Presentation of the results of the first hypothesis: It reads: There is a statistically significant correlation middle from two points the degrees of job empowerment and the degrees of creative orientation among a sample of professors of social sciences. To confirm the validity concerning this hypothesis, Pearson's correlation coefficient was used to test the relationship 'tween the degrees of job empowerment and the degrees of creative introduction among a sample of professors of social sciences and the results for this are proved in Table (06).

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Table (06): Pearson's correlation coefficient between the degrees of job empowerment and the degrees of creative orientation among the sample members.

Dimensions of the Functional Empowerment Scale	Sample	Creative Orientation	
		Pearson's coefficient value	Significance level
Observation	41	0.35	0.05
Discrimination		0.42	0.01
Openness		0.37	0.05
Attention		0.35	0.05
Awareness		0.32	0.05
Career Empowerment		0.41	0.01

It is clear from the table that skilled is a correlation between the degrees of job empowerment and the grades of creative orientation, where the value of the correlation coefficient was (0.41), that is a statistically significant value at the level of significance (0.01), and the results further indicate:

- The value of the correlation coefficient between the first measure (observation) and creative orientation consisted of (0.35), that is a statistically significant value at the level of significance (0.05).
- The value of the correlation coefficients between the second measure (excellence) and creative orientation total led (0.42), that is a statistically significant value at the level of significance (0.01).
- The value of the correlation coefficients between the third dimension (openness) and creative orientation was (0.37), that is a statistically significant value at the level of significance (0.05).
- The value of the correlation coefficients between the fourth dimension (attention) and creative orientation came to (0.35), that is a statistically meaningful value at the level of significance (0.05).
- The value of the correlation coefficients between the fifth measure (awareness) and creative orientation was (0.32), that is a statistically significant value at the level of significance (0.05).

The result of this hypothesis signifies a positive correlation between job empowerment scores and creative orientation scores, that means that the higher the level of job empowerment, the greater the creative orientation. Based on the same, it may be spoken that the first theory was earned, which states that skilled is an equating middle from two points the degrees of job empowerment and the grades of creative orientation of professors of social sciences.

11.2. Presentation of the results of the second hypothesis: It reads: There are statistically significant differences in job empowerment among social science professors due to the neuter variable. To verify the validity of this hypothesis, the value of (T) was calculated using the (T-Test) test to decide the significance of the distinctness's in job empowerment in accordance with the gender variable and the results for this are proved in Table (07).

Table (07): Value (T) for Differences in Average Job Empowerment Scores Attributable to Gender Variable

Variable class	Sample	Arithmetic mean	Standard deviation	Value (T)	Degree of freedom	Level of significance
males	27	36.07	12.10	0.76	39	Not significant
females	14	35.91	10.27			

Through the table, it is clear that the value of (T) is equal to (0.76) at the degree of freedom (39), which is a non-statistically significant value, which means that there are no statistically significant differences in job empowerment among social science professors according to the gender variable, and looking at the arithmetic averages, we find that the male average of (36.07) is very close to the female average of (35.91).

Based on the foregoing, it can be said that the second hypothesis has not been realized, which states that there are statistically significant differences in the level of job empowerment of social science professors due to the gender variable.

11.3. Presentation of the results of the third hypothesis: It reads: There are statistically significant differences in the creative orientation of social science professors due to the gender variable. To verify the validity of this hypothesis, the value of (T) was calculated using the (T-Test) test to determine the significance of the differences in creative orientation according to the gender variable:

Table (08): Value (T) to indicate the differences in the average scores of creative orientations attributed to the gender variable

Variable class	Sample	Arithmetic mean	Standard deviation	Value (T)	Degree of freedom	Level of significance
males	27	53.81	13.79	1.19	39	Not significant
females	14	51.67	12.61			

Through the table, it is clear that the value of (T) is prepared (1.19) at the degree of freedom (39), that is a non-statistically significant value, that way that there are no statistically significant differences in the creative orientation of social science professors in accordance with the gender variable, and look at the arithmetic averages, we find that the male average of (53.81) is nearly to the female average of (51.67).

Based on duplicate, it may be spoken that the second hypothesis was not earned, that states that there are statistically significant differences in the level of creative orientation of social science professors on account of the gender variable.

12. Discussion of the results of the study:

12.1. Discussion of the results of the first hypothesis: The findings reported in Table (06) support the first hypothesis, indicating a **statistically significant positive correlation** between job empowerment and creative orientation among social-science professors. In other words, as professors perceive higher levels of empowerment -both psychological and structural- they tend to exhibit stronger creative orientation; conversely, lower perceived empowerment corresponds with lesser creativity.

This result aligns with Al-Abdi et al. (2018), who identified a positive correlation between job empowerment and entrepreneurial performance- a behavioral indicator closely related to creative orientation. The current findings reinforce the theoretical notion that empowerment fosters not only intrinsic motivation, but also cognitive flexibility, self-determination, and proactive engagement in professional tasks.

From a theoretical perspective, this alignment can be understood through Self-Determination Theory (Ryan & Deci, 2001), which posits that when individuals experience empowerment -especially in terms of autonomy, competence, and relatedness- they are more likely to develop intrinsic motivation, a key driver of creativity. Empowered professors are thus more inclined to challenge conventional methods, experiment with innovative teaching tools, and pursue interdisciplinary research- all essential attributes of creative orientation.

Furthermore, the findings resonate with the perspective of Ray & Baker (2011, p. 724), who argued that empowerment flourishes in cultures that encourage broad thinking and grant individuals the freedom to act. In academic settings, this translates into climates where faculty feel psychologically safe to share novel ideas without institutional constraint—particularly crucial in social sciences, where critique, interpretation, and theoretical innovation are fundamental.

Moreover, empowerment nurtures cognitive mindfulness, enabling professors to remain mentally present, attentive, and reflective in their work environment. Such mindfulness sharpens their perception of subtle academic patterns, deepens contextual analysis, and enables innovative responses. Consequently, job empowerment functions not only as a structural support but also as a psychological catalyst shaping how individuals view their roles, responsibilities, and creative capacities.

Additionally, the results are consistent with the Job Demands -Resources (JD-R) model (Bakker & Demerouti, 2007), which holds that job resources- such as autonomy, decision-making participation, and recognition -serve as motivational catalysts that enhance work engagement and lead to greater creative behavior. Professors who feel empowered are more likely to engage in job crafting, reshaping their roles creatively and demonstrating higher levels of innovation in teaching and research.

12.2. Discussion of the results of the second hypothesis:

It is clear from the presentation of the results of the second hypothesis - as in Table (07) - that it was not achieved, as the results resulted in no statistically significant differences between males and females in job empowerment, and this indicates that the latter does not differ according to gender.

This finding differs from a study (Al-Ezzi, 2012), which concluded that there are statistically significant differences in job empowerment according to the gender variable males and females in favor of males.

She also disagreed with the Al-Rabie, 2018 study, which revealed statistically significant differences in the level of job empowerment attributed to the gender variable and in favor of males.

This result indicates that professors of social sciences have a common and close organizational mental vigilance by virtue of the fact that they are in the same field, i.e. the university, and are required to perform the same scientific and pedagogical tasks and burdens of teaching, supervision and scientific research, and they can understand and realize the problems and difficulties they face and work to overcome them.

12.3. Discussion of the results of the third hypothesis:

It is clear from the presentation of the results of the third hypothesis - as in Table (08) - that it was not achieved, as the results resulted in no statistically significant differences between males and females in creative orientation, and this indicates that the latter does not differ according to gender.

This result indicates that social science professors have a similar creative orientation regardless of gender, as real creativity does not have a sexual identity and it is not possible to talk about male and female creativity, because real work imposes its value with its features that match the criteria of creativity and does not impose its value on the basis of gender.

Creativity is also innate seeds that exist in all human beings and can be cultivated through socialization, learning, training and life experiences.

13. Summary of the results of the study: After inspecting and discussing the results of the current study, we present in this place component a summary of the most important judgments of the current study, that maybe summarized in this manner:

- A. There is a statistically significant positive correlation between the degrees of job empowerment and the degrees of creative orientation with a sample of professors of social sciences.
- B. There were no statistically significant differences in the level of job empowerment with professors of social sciences on account of the gender variable.
- C. There were no statistically significant differences in the creative orientation of social science professors on account of the gender variable.

14. Conclusion:

Job empowerment represents that ability to pay attention to what's happening now, minute after minute, rather than thinking about the past or worrying about the future. Mindfulness can improve both the sensory and physical aspect, and help to cope with stress, anxiety, and depression in the work environment, so one of the most important topics of work and organization psychology was a fertile field for many studies in business organizations, especially with the spread of emergency events, crises, and unexpected problems.

In view of the importance of job empowerment, this study focused on knowing the relationship between the level of job empowerment and creative orientation, as creative orientation is always of great importance in light of the challenges posed by the continuous and rapid changes in the business environment at the present time, as organizations tend to analyze the creative behavior of workers in order to identify and understand their creative patterns more deeply and accurately.

The researcher has noted through the results of the current study the importance of job empowerment in achieving the creative orientation of social science professors, and in return the importance of creative orientation as an imperative that organizations must adopt in an environment characterized by competition and rapid developments.

We note here that this study is an attempt to identify some variables associated with our specialization in work and organization psychology, and it is the beginning of more studies to find out other new variables that still need to be explained and researched.

15. Study recommendations:

In light of the results of the current study, the researcher proposes the following:

- a. Conducting training courses that show the nature of job empowerment, its objectives and importance for professors teaching in universities.
- B- Cooperation between various sectors to reduce obstacles to creative thinking at all levels.
- C- Activating the incentive system on professional bases and standards that include excellence and creativity in performance and rewarding creators.
- D- Do not hesitate to apply new methods and take risks at work for fear of failures because of the great importance of creativity, and do not fear the application of methods that have a large percentage of risk.

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Below is a set of statements. Please note that there are no right or wrong answers.

You are kindly requested to read each statement carefully and place a check mark (✓) under the response that best suits you, according to the following scale:

(Never - Rarely - Sometimes - Often - Always)

Gender: Male Female

- Creative Orientation Scale -

	Items	Rating Scale				
		Never	Rarely	Sometimes	Often	Always
1	I do the work assigned to me in a renewed manner.					
2	Stay away from repeating what others due to solve business problems.					
3	I get bored of repeating the procedures followed in getting the work done					
4	I am skilled in discussion and dialogue and have the ability to persuade.					
5	I feel that I have a special contribution to producing new ideas that I present in the field of work					
6	I have the ability to come up with ideas and quick solutions to address business problems					
7	I have the ability to submit more than one idea within a short period of time					
8	I have the ability to produce as many words with one meaning as possible					
9	I have the ability to think quickly in different circumstances					
10	I have the ability to express my thoughts fluently or formulate them into useful words					
11	I have the ability to submit new ideas for the development of work spontaneously and easily.					
12	I am keen to know the opinion contrary to my opinion to benefit from it.					
13	I do not hesitate to change my position when I am convinced that it is not correct					
14	I make sure to make changes in my work methods every once in a while,					
15	I have the ability to see things from different angles					
16	I predict business problems before they happen					
17	I plan to face business issues that can occur.					
18	I can often predict the solution to the problems I face					
19	I make sure to know the shortcomings or weaknesses in my work					
20	I have accurate vision to the problems that others are experiencing					
21	I focus on any topic that interests me more than anyone else.					
	When solving a problem, take time to study the information you gathered					
23	I do not compromise on my goals and insist on achieving them					
24	I have a strong motivation to achieve success and higher grades in life.					
25	My interest is more about producing new ideas than trying to get the approval of others					
26	I accept the criticism of others with open arms					
27	I accept failure as the experience that precedes success					
28	I have the ability to defend my ideas with argument and proof					
29	I take the initiative to adopt new problems					
30	I take responsibility for what I do and am prepared for the results					
31	I have the ability to organize my thoughts					
32	I have the ability to segment business tasks					
33	I have the ability to analyse work tasks					
34	I specify the details of the work before starting to carry it out					
35	I have the ability to perceive and interpret the relationship between things.					

-Job Empowerment Scale -

	Items	Rating Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I pay attention to the results of my work.					
2	I am aware of how my feelings and thoughts affect my behavior.					
3	I can see situations from different perspectives					
4	I can describe my emotions and beliefs with precise words.					
5	I regulate my emotions without letting them control me.					
6	I direct my attention to all the stimuli around me.					

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7	I realize that my thoughts are as clear in my mind as they are in reality.				
8	I care more about accepting important events in my field than controlling them				
9	I deal with each event by trying to accept it regardless of whether it is desirable.				
10	I criticize myself for having irrational feelings and thoughts.				
11	I can prioritize work in light of goal requirements.				
12	I learn from my mistakes and find ways to correct them.				
13	I engage in work activities with ease and fluency.				
14	I draw from my past experiences to deal with future situations.				
15	I use the appropriate thinking strategy to face difficult situations.				
16	I can evaluate new ideas to improve work easily.				
17	I can distinguish between the properties of things from several angles.				
18	I find myself able to listen and work at the same time.				
19	I am curious to learn everything new in my field.				
20	I am always open to new ways of doing things.				
21	I am aware of all the thoughts that revolve around me.				
22	I am able to come up with abstract solutions to the problems I face.				
23	I benefit from my colleagues' opinions while working.				
24	I tend to try everything that is new				
25	I do not hesitate to change my position when I realize it's wrong.				
26	I evaluate what I do whether it is right or wrong.				
27	I can understand the feelings of others in different situations.				
28	I am keen to introduce changes in work methods from time to time.				
29	I have the ability to defend my ideas with reasoning and evidence.				
30	I can judge whether an idea is applicable or not.				
31	I listen carefully to others' criticism and receive it with openness.				
32	I have the ability to foresee future problems at work.				
33	I tend to perform several tasks at the same time.				
34	Part of my thinking is distracted from the task I'm doing.				
35	I cannot describe what I'm thinking about.				
36	I become mentally distracted while working.				
37	I am eager to know things that attract my attention.				
38	I use all available tools to improve my understanding.				
39	I like to be aware of what's going on in my mind moment by moment.				
40	I try different viewpoints to solve problems.				
41	I am fully aware when receiving others' points of view.				
42	I seek to know opposing opinions to benefit from them.				
43	I am aware of the consequences of emotional reactions at work.				
44	I judge the value or lack of value of actions based on my experience, whatever it may be.				
45	I perform my tasks automatically without realizing what I'm doing				