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EFFECT OF EMPOWERING HR ON BUILDING THE
REPUTATION OF THE EDUCATIONAL
ORGANIZATION: AN EXPLORATORY STUDY OF A
SAMPLE OF EMPLOYEES OF THE COLLEGE OF
ADMINISTRATION AND ECONOMICS AT AL-
MUSTANSIRIYA UNIVERSITY

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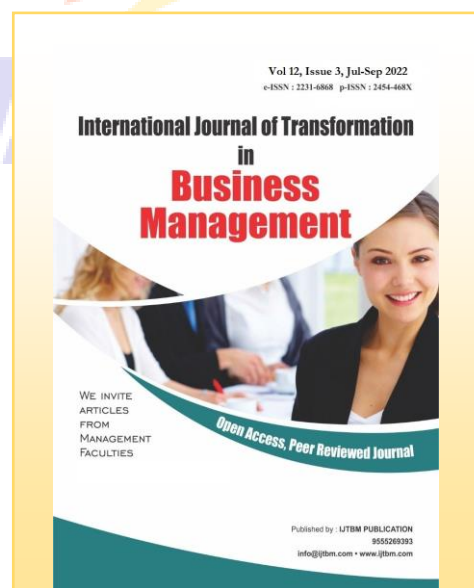
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ABSTRACT

The aim of the research is to determine the level of influence to empower HR in building the reputation of the educational organization, as workers are one of the most important resources that organizations possess compared to other resources that they enjoy. The College of Administration and Economics at Al-Mustansiriya University in Baghdad Governorate as a field for application, and the research sample was chosen in a simple random way, consisting of (124) individuals from HR. Depending on a number of ready-made measures after being subjected to tests of validity and reliability, the ready-made statistical program Spss was used to enter and analyze the research data. Among the statistical tools that were used in the analysis are: frequencies, percentages, weighted arithmetic mean, standard deviation, relative importance, correlation coefficient to measure Internal validity, Cronbach's alpha coefficient, simple and multiple linear regression Statistical on a number of results, Jamie confirmed the existence of a significant effect with statistical significance at the level (0.05) to enable workers to build the reputation of the educational organization, and accordingly the researcher recommended the need to increase the interest of the educational organization in empowering its employees in a way that is reflected in improving their performance and then the performance of the college as a whole.

Keywords: *empowering HR, reputation of the organization.*

INTRODUCTION

The human element is one of the components of educational organizations that should be preserved, and strive to develop in order to achieve the goals and mission of the educational organization. One of most important assets that it possesses that help it maintain its position and distinction, through carrying out a set of activities and operations that achieve the satisfaction of students, faculty staff and the beneficiaries of the local community, hence the importance of the reputation of the educational organization that must be preserved for the longest period of time, so In this research, we will try to identify the effect of empowering employees with its dimensions (information sharing,

independence and freedom of action, work teams, organizational strength, delegation of authority, training, knowledge and skills, rewards), in building the reputation of the educational organization through its elements (the social responsibility of the educational organization, creativity). organizational structure of the educational organization, the quality of service of the educational organization), and in order to reach the desired results, the research was divided To four main investigations, the first topic focused on the scientific methodology, the second topic was devoted to the theoretical side, and the third topic came to diagnose the reality and importance of the studied variables and to test the main hypothesis and its sub-hypothesis. Universities may deal

with these variables, or they may increase knowledge in the field under study.

First Methodology:

A. **Research problem:** Iraqi universities suffered from different problems that touched their core and affected in all their aspects, which led to the necessity of developing them and upgrading their quality and the quality of their outputs, as the basis for the reform of society and a means of its advancement, and empowerment represents an important element among the administrative concepts that educational organizations seek to control. By intensifying the work with its methods and understanding its dimensions and importance, and this is with the aim of standing up to the satisfaction of workers and students in it, and from here the problem of the research appears in the presence of a clear lack of interest in empowering HR working in the educational organization as an option to ensure success in the research organization, and more precisely, the researcher intends to represent the research problem In the following main question:

(To what extent does the empowerment of HR affect the

building of the educational organization's reputation among a sample of employees of the College of Administration and Economics at Al-Mustansiriya University in Baghdad Governorate).

The scientific method is the method that the researcher follows to study a particular problem or phenomenon with the intention of describing it and explaining the various relationships that affect and are affected by it, with the intention of controlling them and predicting their behavior in the future. On the comprehensive and deep analysis of the problem under study, on the level of the descriptive study, theoretical and field research will be relied on through a desk survey, while on the level of the analytical field side, it will be based on the prepared questionnaire, so it will determine the analysis of all the data contained in the questionnaire using appropriate statistical methods to address it.

B. Importance of the research:

1. Empowerment contributes to unleashing the potential of HR, and exploiting the idle knowledge in it for development and improvement processes in the college's formations and facilities.

2. Show the role of empowerment in improving the performance of employees and its reflection on the reputation of the educational organization.

3. The college staff needs to identify topics that have an important role in their performance at the individual and organizational levels.

4. Adopting the dimensions of empowerment as dynamic and effective methods in the development and training of employees in order to benefit from them in leading different positions in the college.

5. Enhancing the college's ability to develop intellectual capital, because it achieves its goal of maintaining employees.

C. Purpose of the research:

1. Determining the reality of empowering HR and the reputation of the organization in the light of the answers of the sample members.

2. Clarify the intellectual and cognitive bases to empower the college's employees.

3. Knowing the impact of empowering HR in its dimensions in enhancing the reputation of the educational organization.

4. Identifying the dimensions of empowerment that most affect the performance of HR in the college.

5. Coming up with results and recommendations that will help the administrative leaders in the college to understand the concept of empowering HR and developing workers' perceptions towards the college's reputation.

D. Hypothesis:

Enabling HR in its dimensions affects the building of the educational organization's reputation among a sample of employees of the College of Administration and Economics at Al-Mustansiriya University, and through this hypothesis, a number of the following sub-hypotheses emerge:

1. There is a significant effect of statistical significance at the level of significance (0.05) for the dimension of information sharing in the reputation of the educational organization.

2. There is a significant effect of statistical significance at the level of significance (0.05) for the dimension of independence and freedom of action on the reputation of the educational organization.

3. There is a significant effect of statistical significance at the level of significance (0.05) for the dimension of the work teams in

the reputation of the educational organization.

4. There is a significant effect of statistical significance at the level of significance (0.05) for the dimension of organizational strength in the reputation of the educational organization.

5. There is a statistically significant effect at the level of significance (0.05) for the dimension of delegation of authority on the reputation of the educational organization.

6. There is a significant effect of statistical significance at the level of significance (0.05) for the training dimension on the reputation of the educational organization.

7. There is a significant effect of statistical significance at the significance level (0.05) for the knowledge and skills dimension in the reputation of the educational organization.

8. There is a significant effect of statistical significance at the level of significance (0.05) for the rewards dimension in the reputation of the educational organization.

E. Research sample and community:

The College of Administration and Economics at Al-Mustansiriya University was chosen as a field for application, as the research community consists of the staff of the gentlemen and women in all departments and divisions of the college , which number

(183), while the research sample was in a simple random way from the working staff, and the sample size was (124) individuals that were Directing research questions to them to know their opinions about the research variables.

Second: Theoretical Aspect

A. Concept of Human Resource Empowerment

Empowerment refers to the granting of power and ability and making the individual able to do something, giving authority and delegation (Latifa, 2015: 5), as it is an entrance towards enhancing the capabilities and capabilities of HR and giving them the freedom to act and make decisions independently, achieve actual participation, and motivate them to achieve human relations Inside work (Al-Tala'a, 2020: 15), as it leads to the discipline of the educational organization's staff participating in the performance of their daily duties with the fewest number of managers possible, and it is an important factor and a key key to developing the creativity factor, especially since the work of organizations calls for empowering workers to make their own decisions and benefit from Work by distinguishing good work, and reaching levels of confidence that increase the chances of developing the skills of workers (Kadeeh, 2014: 14).

Previous studies and literature indicate that there are different opinions on the part of writers and researchers regarding the concept of human resource empowerment, and a tendency for workers to have broader powers and freedoms in the field of work, in addition to the freedom of participation and expression of opinion (Melhem, 2006: 6), which is a psychological and mental state, and an organizational culture, And a complex process in the organization, and an organizational case (Emad, 2020: 12), and empowering workers is the trend that is currently being heard in the field of the

development of management thought, after attention has shifted from the model of the organization that controls the workers to the so-called possible organization, and the change that follows that In the multi-level hierarchical structure to the flat organization of low levels, the concept of empowerment does not differ from other modern administrative concepts, as it is a means of modern management and a cultural application that encourages workers to take responsibility (Abdul Reda, 2014: 5). Here are some concepts of human resource empowerment:

Table (1) Set of Definitions for HR Empowerment

#	researcher	Concept
1	(Davis ,1998 :5)	A combination of psychological, physiological and environmental conditions, meaning empowerment involves those conditions surrounding workers within the organization.
2	(Daft , 2001:7)	Giving HR permission to make decisions about completing the tasks assigned to them on time.
3	(Sotho, et al , 2010 : 48)	One of the strategies implemented by organizations in order to develop the commitment of workers at workplace through participation programs such as social negotiation, making suggestions, and progressing towards internalization of work and training based on future needs.
4	Abudlredha,2014:5) (	Enhancing the sense of self-efficacy for employees by identifying the conditions that enhance the feeling of weakness and working to treat and eliminate them, and to overcome them through formal and informal organizational practices that depend on providing information on self-efficacy.
5	)Fred, 2016:11(	Positive behavior that leads to the consolidation of the worker's belief in his or her own abilities, or that it is a feeling and a close job commitment resulting from the worker's sense of decision-making ability and responsibility.
6	)Al-Kamri, 2017: 6(	The feeling of employees of the ability to influence the performance of the tasks they perform in a tangible way, as if they are working for themselves and not as a wage, and in a way that enhances their spirit of initiative and desire to work and release their latent energies, and helps growth and development on a personal level, no matter how positively reflected on job performance

7	)Mohammed, 2018: 18(	Process of transferring control over the behavior of individuals working at work from the official to the worker himself
8	)Al-Sahati, 2019: 21(	Giving workers enough authority, power, resources and freedom of action, to make them workers who are able to serve the organization effectively
9	)Abbas and Abdel Karim, 2019: 12(	use of systems and methods to develop the capabilities of employees, improve and increase productivity, develop the organization and the growth and flowering of HR in accordance with the objectives of the organization
10	(pradhan , 2019 : 3-4).	A process of giving, transferring and sharing authority from the work official or leader to the workers, which is a basic administrative practice that enhances efficiency in the organization, considering HR as one of the important factors in achieving development and expansion

B. Importance of Empowering HR in educational organizations

Educational organizations are currently exposed to great pressure, which affects the factors of increasing global competition, sudden changes, the need for high-quality services, etc. After several years of experience, science has come to the conclusion that if organizations want to be at the forefront of their financial and administrative affairs And professionalism, it must benefit from skilled and creative HR, because it constitutes the basis of the real wealth of the organization, (Al-Tala'a, 2020: 19), and the strategy of empowering HR has many benefits and advantages at all levels, whether at the level of individuals, organization or group, as it helps to provide Organizational growth and enhancing the ability to make decisions, and the importance of empowerment at the organization level is

to help develop and continuously improve administrative processes and services through continuous learning from mistakes and feedback on behavior, in addition to increasing the satisfaction of the external public through the satisfaction of workers within the organization, either at the group level It helps in the development of work teams by effectively delegating the performance of work in proportion to the capabilities of the group, increasing confidence and the ability to be creative and To take risks, cooperate in solving problems and raise innovative capabilities, At the level of individuals, empowerment leads to increased job satisfaction, development of skills and abilities of subordinates, and increased responsibilities for individuals, whatever enhances their affiliation with their work and reduces the rate of job turnover (Emad, 2020: 21).

The process of empowering HR has become important in light of technological development, as educational organizations are now doing the same work with fewer individuals, so they need to facilitate opportunities for each worker in the organization in order to contribute as much as possible to achieving their goals (Al-Sahati, 2019: 22), and it depends Its success and failure in general depend on human resource practices, no matter what supports the necessary and continuous need to improve its performance, leading to the development of its work and keeping pace with the continuous developments and changes in the external environment Satisfaction with the services provided to others (Al-Kamri and Jabr, 2018: 22), and the importance of empowering HR lies in the following points:

1. Employees respond faster to clients' needs, as long as answers can be given and decisions can be taken by workers on topics they were previously required to refer to a manager higher in the career ladder.
2. Workers feel more satisfied as they engage in more responsible work, and seek to acquire new skills.
3. Empowerment greatly contributes to giving working individuals more responsibility to do what they are responsible for, as it is the closest to the problem and the

one with the most contact and influence with it.

4. Raising the morale of the workers.
5. Enhancing loyalty and belonging to the educational organization.
6. Providing consistency between the goals of the employees and the goals of the educational organization.
7. Optimum utilization of the latent energies of working individuals.
8. Demonstrate the value of the work and make it meaningful.

C. Dimensions of HR empowerment in educational organizations

The researchers differed in determining the number and content of the dimensions of empowerment, and despite the differences that may seem apparent, they agree on its main implications, even if it increases or decreases for some of them (Abdul Redha, 2019: 5). This difference is due to the multiplicity of opinions and views of these writers and researchers and the focus of each of them on the dimensions that have a clear impact on the empowerment of HR in organizations in general, including educational organizations, and accordingly we will present the most important or some dimensions of human resource empowerment as follows:

1. **Information Sharing** plays an important role in enabling working

individuals to make them more understanding of the decisions taken, and to be more committed to the organization's procedures, and the possibility of providing information on the organization's goals and strategies is an important factor related to the process of empowerment, because possessing information and knowledge about the organization and its external relations gives workers a sense and a feeling ownership of the organization, as well as enabling them to know their roles and behaviors in achieving the organization's educational needs, as well as reducing uncertainty in decision-making by providing workers with a deep understanding of their work environment, and enhancing self-commitment by giving them confidence (Emad, 2020: 52).

2. Independence and Autonomy of action:

The role of officials in the lines of administrative operations, and giving workers wide powers to take measures with a wider area. The employees' tasks are within a set of available options, and the freedom to act is creative and non-routine, and depends on the ability of the worker to find alternatives in decision-making.) .

3. Work Team: Few organizational problems are solved by an individual working alone, but due to the complexities and new challenges that appear in the business environment, individuals must meet in flexible teams without barriers to

solve problems within the scope of the goals and values of the organization (Fred, 2016: 21), and teams Work is one of the elements of strength in the application of efficiency in performance, as the feeling of collective responsibility attracts a real force represented in increasing the degree of loyalty, belonging and commitment, and achieving the interest of the team and the organization, and then it becomes an important component in order to achieve integration, and activate the role of monitoring performance from within the team And the feeling of each individual responsibility towards his work in light of the commitment by the administration to overcome all the difficulties that the work team faces (Al-Sahati, 2019: 29).

4. Organizational Strength: an ability to make working people work in the way the organization wants (Schermerhorn, et al, 2003: 66), Power represents a form of the structure of social relations within the framework of the organization, but this does not appear clearly in the organizational structure, for power according to this concept expresses an aspect of the informal organization enjoyed by some parties, whether individuals or groups, (Qudeih, 2014: 38). The source of organizational strength can be determined depending on the organizational structure by relying on two levels: the level of departments and the level of managers. At the level of

departments, the answer to the following question gives a good idea of the strength of the department, what is the percentage of authority granted by the higher management?, And at the level of managers, there are certain indicators that must be searched to identify the strength of the official in the work of the organization, and these indicators include the ability to analyze, intervene in solving problems, and speed in reaching decision-makers (Al-Kamri and Jabr, 2018: 18).

5. **Delegating Authority:** delegation helps to complete the administrative work, so the manager transfers part of his competence to one of his subordinates, and then the delegate has the authority to carry out the delegated work, but under the supervision of the administrative manager and often the delegation is in decisions of medium or less importance so that the manager keeps making important decisions (Al-Zaybak, 2017: 30), and delegation contributes to adopting and implementing change in line with the goals of the organization, and works to move away from centralization by giving the worker the opportunity to decide for himself to implement the tasks and develop his self-motivation, and works to find ideas and its application, and delegation is an important skill that must be characterized by managers in any organization (Al-Saadi, 2006: 13).

6. **Training:** skill of HR is an essential element in achieving excellence for the educational organization, as the competitive advantage if it is achieved through working individuals, then the skill of these individuals is the basis, and training is one of the main components of efforts to empower workers, because it is necessary that the efforts of the organization include programs Training for all levels in the organization, and there is often a lack of training at the lower levels, and the programs include the middle and upper levels, knowing that the lower levels are the most important and in need of training (Al-Zaybak, 2017: 32). The modern organization is characterized by directing efforts towards training and developing working individuals, and improving training programs to keep pace with technical and scientific developments, and this allows HR to acquire skills and experiences (Al-Sahati, 2019: 29). Training is defined as the process that helps in giving HR the basic skills to perform the functions and tasks assigned to them (Jeffrey, 1998: 44).

7. **Knowledge and Skills:** They are all the knowledge and skills that HR possess in the field of implementing the empowerment strategy, ensuring its success, and contributing to joint efforts to achieve the goals of the organization (Emad, 2020: 31). The main resources in organizations today are no longer limited to capital, human, and

material resources. Rather, intellectual and knowledge capital has become the basis for the launch of these organizations towards innovation and creativity, and then success and continuity (Hussain, 2014: 8), and possessing knowledge is a renewable process around the clock. Therefore, it has no end, as obtaining new knowledge increases the skills of HR and their knowledge acquisitions, which in turn leads to enhancing their abilities to carry out the tasks assigned to them with skill and efficiency, and a broader participation in relation to the analysis of the decision-making and decision-making process.

8. Rewards: A set of external indicators that are determined by the management in the organization within a certain framework, with the aim of influencing the internal strength of HR and directing their behavior in certain directions that serve the interests and objectives of the educational organization. Performance, and then increase their motivation towards achieving the goals, strategies and objectives of the organization by linking their gains to their success (Al-Attar and Abdul-Ali, 2019: 13). Rewards are compatible with work performance through work teams. One of the basic and supportive elements of potential is to find and provide rewards for HR to recognize their behavior and efforts. Rewards were defined as a set of goals towards which the behavior of workers is

directed to be achieved (Al-Zaybak, 2017: 32).

D. Concept of Reputation of the Educational Organization

Organizational Reputation is one of the most important intangible assets that educational organizations are trying to build, and one of the best factors that help attract stakeholders in the university community towards it, which is a source of its distinction, Which is imprinted in the minds of university employees, students and stakeholders, and its formation depends on the university administration's mandate to employ the innovative capabilities of employees, and this is reflected positively on the quality of educational outputs, and which helps to sustain good mental visions and images in the university community (Abbas, 2016: 81), As these images, identity and visions about the educational organization, whether negative or positive, are well established among students, professors, stakeholders and other dealing individuals, and reputation is closely related in the operations and activities carried out by the administration in the educational organization, and organizational reputation differs from scientific reputation, as the Academic reputation is closely related to universities and expresses the positive impression and image that is formed inside and outside the university, and as This reflects the excellence

of the administration and the quality of educational outcomes, as it is linked to the results of students in recent years, through which new students are attracted, and reputation is the main pillar in which the guardian of the student or the student himself chooses the appropriate university that best meets their needs (Mustafa, 2021: 26).

Reputation has become an essential part in the lives of all organizations that are trying to survive and continue, as it is a very important window in light of the challenges and rapid global changes. (Hassan, 2021: 5), and the most important definitions can be summarized as seen by researchers as follows:

Table (2) Set of Definitions for Organizational Reputation

#	researcher	Concept
1	(Harrison , 2007 : 70)	General assessment that the organization evaluates by the concerned authorities through past actions and the possibility of future behavior, no matter how different the organization may have a different reputation with stakeholders according to their experiences in dealing with it or what they heard about it from others.
2	(Winn and zietsma, 2008 : 15)	Process of generating competitive value at the strategic level and organizing a balanced scheme to add legitimate activities to the organization to overcome all internal and external difficulties
3	(Egwuonwn, 2010 : 9)	Social judgment on the organization based on a set of assessments, social impacts and the economic environment that affect the life of the organization over a period.
4	(Forborn , 2012 : 8)	Employees expect from their organizations even after providing services, to ensure comprehensive openness and sincere communication with all influential parties in the organization.
5	)Al-Zalami, 2016: 13(	Considered art of management that leads the organization's leaders to believe the effects of their actions on their reputation and how to address them, so that leaders can make others wish for their achievements.
6	)Hamed, 2018: 36(	Temporal accumulation of the results achieved by the organization in the internal and external environment in a way that achieves loyalty and belonging by its employees, stakeholders and customers.
7	)Matar, 2018: 24(	A set of values attributed to the organization, such as: originality, credibility, integrity, and the responsibility that the employees of the organization feel through the image you hold of it.
8	)Aziz, 2020: 8(	A set of knowledge and emotions formed by community members and stakeholders regarding the organization and its activities.
9	)Hassan, 2021:7(	A social status of the organization and the intangible assets during a certain period are shown through a set of indicators such as trust, respect, awareness towards the organization, and contribute to achieving competitive advantage.

E. Importance of Organizational Reputation

A good organizational reputation helps in gaining the confidence of those dealing with it and the efforts of efficient working individuals to join it, as it is linked to the organization's ability to improve its image in front of the relevant parties through continuous improvement of the quality of educational services, administrative creativity and attention to its social responsibility, in addition to reaching a good reputation for the educational organization. One of the most important factors for its success, as the reputation is managed through a strategic vision that translates into interim plans with specific goals that can be measured, as well as the absorption of all members of the organization away from individual efforts or reactions as a result of a specific crisis, and besides the strategic vision, organizational communication plays an important role in Reputation management, because it helps in building a distinctive and attractive mental image of the concerned parties about the educational services it provides, and there are many contacts within the organization, including internal, formal and informal, which aim to form good relations between employees and each other, or between them and their subordinates, or external contacts with Individuals and stakeholders in the ministry affiliated to it (Mustafa, 2021: 7), and its strengthening is

an important factor as it increases confidence and strength There is a relationship between the organization and the employees, and this reinforces the economic deals and strategic planning, as the reputation represents all the direct and indirect experiences and information the employees have about the organization and evaluated over time (Matar, 2018: 35), role of reputation is important and pivotal in shaping the behavior of individuals In their actions, because they reflect reality and carry information to the human mind, which does not face reality directly, but rather indirectly, which depends on description (Al-Zalami, 2016: 14), and the reputation of the university organization is of great importance to it with many benefits that are reflected in its image and status. competitiveness, and this importance can be addressed as follows:

1. Reputation has a good impact on the success of the educational organization, as well as on the behavior of its beneficiaries, and contributes to the development of employee behavior, and this is what gives it the ability to continue under competitive conditions.
2. Reputation helps to attract the best talents of employees, students and professors to the reputable educational organization, in addition to attracting investments and ensuring obtaining top positions in the international rankings of the leading universities.

3. Reputation is an administrative and scientific approach that should be taken care of, in addition to being a resource and value for the organization, a source of competitive advantage and a significant force in the organization's economic performance, in addition to being an ethical component of the daily work of HR in the educational organization.

4. Reputation is used to achieve competition, quality and outstanding performance, because the strong reputation of the university means that it is based on clear goals and a scientific approach that can be evaluated for the internal and external performance of the organization. Educational organizations that do not maintain the excellence of their performance and the quality of their educational outputs will not get a good reputation, and this is reflected negatively. The extent to which students and the community trust them.

5. Reputation is an important source for achieving a successful brand by paying attention to the quality of educational service and innovation in meeting the needs and expectations of beneficiaries, and providing information about expected future behavior, and this is what makes the organization able to use its reputation to control the market, recruit the best talent and access intellectual capital Today's quality is tomorrow's reputation (Hamada, 2021: 5).

F. Dimensions of the Educational Organization's Reputation

The issue of defining the elements, components, or dimensions of the reputation of organizations is witnessing an increasing interest, due to the realization of the importance of reputation in academic literature. Financial, leadership, management, social responsibility, customer focus, quality, reliability, quality of communication) (Al-Zalmi, 2016: 14), either the satiate and Kristiansen, 2009 model, which consists of three dimensions or elements for the reputation of the educational organization (social responsibility The educational organization, the organizational creativity of the educational organization, the quality of service of the educational organization (which will be adopted in the current study, as it is more in line with the nature of the research (Matar, 2018: 29), and in order to enhance the reputation of universities and their management in a way that achieves the set goals, future vision and mission, The first step is to determine the dimensions or elements of the reputation of educational organizations and their basic contents, and accordingly, the elements or dimensions of the reputation of universities will be addressed as follows:

1. **Social Responsibility** : it's on the basis of the best scientific practices and the formation of socially desirable attitudes among the beneficiaries, especially the students.

Therefore, social responsibility must be included in the strategy and mission of each university, so that it is linked to the university's objectives such as ensuring the quality of education, transferring and developing knowledge. The implementation of effective strategies directed to students, lecturers and other university employees, and the removal of social barriers. The concept of the reputation of educational organizations was linked to its social responsibility, because its elements are considered keys to organizational reputation through which it develops the relationship between its clients, such as internal and external beneficiaries, suppliers and others, and it became necessary That educational organizations actively express their social responsibility in order to build their good reputation, and enhance the process of winning students and those who deal with them, and then manage their reputation. You value their business in the long run The relative, they are making maximum efforts for it, but if they feel that the university does not fulfill their promises and does not carry out its social responsibility towards them, they ignore work, creativity and increasing productivity, and social responsibility is at the heart of the reputation of universities, due to its role in strengthening the relationship with stakeholders through the evaluation of services With high quality, and meeting various needs they expect from providing the

service in an appropriate manner and providing all social obligations (Hamada, 2021: 8). There are four main dimensions of social responsibility:

- I. **Economic responsibility:** which mainly includes focusing on achieving profits for the organization, employees and management, and covering future costs (Al-Qafali and Al-Amri, 2015: 82), and this dimension also refers to the creation of value through the production of educational services, job creation and sources of income (Al-Asraj, 2011: 42).
- II. **Legal responsibility:** it is representing in the conscious and voluntary commitment to the laws and legislation governing various aspects of society, whether in investment, wages, work, environment, competition, and others (Wahiba, 2014: 79).
- III. **Ethical responsibility:** meaning that the educational organization is based on moral foundations, that it commits itself to the right actions, and that it refrains from harming others (Anwar, 2010: 14). it must take into account the ethical aspect in all its decisions and its course of action in which it works in order to avoid any harm that may be caused to the internal or

external community (Wahiba, 2014: 79).

IV. **Human responsibility:** The educational organization is valid and works to contribute to the development and development of society and improve the quality of life (Anwar, 2010: 12). This dimension deals with the relationship between nature and humans, achieving prosperity, improving health and education services, setting security standards and respecting human rights and its elements, such as the optimal use of HR, attention to the role of women, freedom of choice and democracy (Nawal, 2010: 214).

2. **Organizational Innovation:** ability to create something new, or to collect old and new opinions in a modern image, or to use imagination to develop and adapt opinions in order to satisfy needs in a new way, or to do something new or intangible, in addition to that creativity is an idea that is new, useful and related to a solution. Certain problems (Matar, 2018: 31). University has a major role in achieving organizational creativity through its interest in all professors, staff and students, and interest in distributing and promoting a culture of creativity by encouraging and supporting various creative initiatives. Educational Achieving creativity by paying attention to information about the

educational environment, which leads to the creation of creative knowledge that helps in developing new solutions to future and current problems, especially since the acquisition of knowledge has a positive relationship with organizational creativity, so creativity must be part of university cultures, whether it is related to teaching or presenting Educational services (curriculum development), the use of technology and continuous improvement of HR skills, and organizational creativity is one of the most important pillars that support the university's position, and it has become a necessary and indispensable methodology in universities, so the university cannot maintain and improve its reputation unless its plans include continuous audit For creativity and innovation and support it with directed plans and not in a random way, and there are A set of dimensions for assessing organizational creativity in universities, including the following(Hamada, 2021: 10):

I. **Behavioral Innovation:** which includes finding opportunities and generating new ideas, motivating towards change, and using new knowledge.

II. **Innovation of the educational service:** includes the establishment and follow-up of the provision of educational services to its beneficiaries.

- III. **Process Innovation:** implementing a new way to provide administrative and educational services.
- IV. **Marketing Innovation:** by advancing in marketing science, engineering or technology to obtain marketing competence to increase competitive advantage.
- V. **Strategic Innovation:** by encouraging technological progress.

3. Quality of service for the educational organization:

Today's organizations need high-performing individuals in order to achieve their goals related to providing distinguished services to be a source of competitive advantage, and performance is also important for the individual because doing business at a high level can be a source of satisfaction with feelings of empowerment and pride, so quality is the main condition for career development in The future, success and development in the labor market (Al-Zaidi and Al-Ghazi, 2021: 7), and the quality of educational service in universities is affected by the quality approach and the philosophy of faculty members, and is interested in achieving high levels of excellence in teaching, learning, scientific research and community participation, so it is necessary for universities to focus on the internal environment And external and infrastructure affecting the inputs and outputs of higher education organizations, and

attention to the management of these inputs through strategic planning and quality assurance processes to ensure the sustainability and excellence of these universities (Lail, 2019: 8). The quality of the educational service expresses a set of efforts that the university provides to its students in terms of library services, induction services, electronic services, student activities, academic advising services and other services, Dimensions of service quality.

Educational quality of universities helps to survive and succeed, support the competitive position and increase the market share, as well as achieve an appropriate return on investment and reduce costs, and the quality is a reflection of the performance of graduates in the labor market and influence the view of society and stakeholders, and quality improves the financial performance of the university, and increase loyalty. Therefore, universities that provide high-quality educational services can compete in the global labor market, and this leads to improving the image and reputation of the university and giving it the appropriate status among the corresponding universities, and then we find the quality of educational service a fundamental pillar in creating and building the organizational reputation of the university through Through the specific systems and procedures for providing the service, which is one of the indicators of

student, teacher and community satisfaction (Hamada, 2021: 7).

THIRD: Practical Aspect

A. Stability test using Cronbach's Alpha method: using of Cronbach's Alpha coefficient in order to determine the validity and stability of the questionnaire in its final form. The following table (3) presents the stability coefficients for the various dimensions of the research.

from Table (3) that the stability coefficients for the research dimensions exceeded (0.70), as they ranged in the axis of HR empowerment in its dimensions (information sharing, independence and Autonomy of action, work teams, organizational strength, delegation of authority, training, knowledge

and skills, rewards), between (0.824 to 0.839), and in the axis of the educational organization's reputation with its elements (social responsibility, quality of educational service, organizational Innovation of universities), it ranged between (0.875 to 0.916). The overall stability coefficient for the axis of HR empowerment was (0.862), and the overall stability coefficient for the educational organization's reputation axis (0.835), while the overall stability coefficient for the questionnaire was (0.921), a percentage that indicates a high level of stability compared to the acceptable ratio (70%).

Table (3) Cronbach's Alpha Test.

Var.	Dim.	items	α	
HRE	ITSH	5	0.839	0.862
	AUT	5	0.701	
	TW	5	0.791	
	ORF	5	0.712	
	DAUT	5	0.776	
	TR	5	0.754	
	KNSK	5	0.791	
	REW	5	0.824	
ORR	SOR	5	0.872	0.835
	INN	5	0.875	
	QS	5	0.916	

B. Description and Diagnosis of Research Variables:

1. **HRE:** The independent variable, Empowerment of HR, obtained a

high-level arithmetic mean (3.43), while its relative difference coefficient was (17.60%) to get the first rank. The eighth was resolved

after training with a relative coefficient of difference (43.75%), while the other dimensions (Autonomy, Rewards, Knowledge and Skill, Delegation of Authority, Organizational Strength) were ranked, respectively, as shown in the table results (4).

2. **ORR:** The dependent variable, the reputation of educational organizations, got an arithmetic mean

(3.34) of moderate level, while its relative coefficient of difference was (29.7%) to get the second rank. The third was the organizational Innovation with a relative coefficient of variation (39.02%), while the second rank was for the quality of educational service, with a relative coefficient of variation (37.27%) as shown in the table results (4).

Table (4) Descriptive Statistics for Research Variables

Var.	M	St. D	C. V	Priority
ITSH	3.91	0.740	18.92	2
AUT	3.73	0.940	25.20	3
TW	3.84	0.590	15.36	1
ORF	3.12	1.170	37.5	7
DAUT	3.36	1.160	34.52	6
KNSK	3.85	1.05	27.27	5
TR	2.56	1.120	43.75	8
REW	3.04	0.770	25.32	4
HRE				
SOR	3.37	1.23	36.49	1
INN	3.28	1.28	39.02	3
QS	3.38	1.26	37.27	2
ORR				

C. Testing the impact of human resource empowerment on the reputation of an educational organization:

Table (5) Hypothesis Test.

Dep.	Indep.	α	β	R ²	F-TEST	P-V
ITSH	ORR	0.40	0.86	%46	30.50	0.003
AUT		0.50	0.79	%45	34.70	0.001
TW		0.72	0.75	%63	45.5	0.000
ORF		2.70	0.18	%24	7.50	0.006
DAUT		2.26	0.33	%14	40.8	0.000
KNSK		1.71	0.50	%43	42.7	0.000
TR		2.30	0.31	%40	50.5	0.000
REW		1.90	0.40	%21	35.5	0.000
HRE		1.05	0.49	%51	31.95	0.000

It became clear from the results of the table (5) for testing the eight hypotheses of the following research:

1. Analysis of the impact of information sharing in building the reputation of the educational organization: From the results of Table (5), the calculated (F) value amounted to (30.50), and this value is greater than its tabular value of (3.9201), with a significant level of (0.05) and with confidence limits (95%), and this is what It confirms the existence of an effect of the (information sharing) dimension on the responsive variable (the reputation of the educational organization), as the coefficient of determination reached (46%), and this means that after sharing information explains the amount (46%) of the discrepancy in the reputation of the educational organization that entered the model, and that (54%) It is a discrepancy explained by other factors that did not enter the model.

2. Analysis of the effect of independence and discretion in building the reputation of the educational organization: From the results of Table (5), the calculated (F) value amounted to (34.7), and this value is greater than its tabular value of (3,9201), with a significant level of (0.05) and with confidence limits (95%), and this What confirms the existence of an effect of the dimension of (independence and freedom of

action) on (the reputation of the educational organization), as the coefficient of determination reached (45%), and this means that this dimension explains the amount of (45%) of the discrepancy in the reputation of the educational organization that entered the model, and that (55%) It is a discrepancy explained by other factors that did not enter the model.

3. Analysis of the impact of work teams in building the reputation of the educational organization: The calculated (F) value reached (45.5) and this value is greater than its tabular value of (3.9201), with a significant level (0.05) and with confidence limits (95%), and this confirms the existence of an effect for the dimension (differences). Work) in the responsive variable (the reputation of the educational organization), as the coefficient of determination reached (63%), and this means that this dimension explains the amount of (63%) of the discrepancy in the reputation of the educational organization that entered the model, and that (37%) it is an explanatory discrepancy by other factors that did not enter the model.

4. Analyzing the effect of organizational strength in building the reputation of the educational organization: The calculated (F) value reached (7.50), and this value is greater than its tabular value of (3.9201),

with a significant level of (0.05) and with confidence limits (95%), and this confirms the existence of an effect of the dimension (Strength). Organizational) in (the reputation of the educational organization), as the coefficient of determination reached (24%), and this means that this dimension explains the amount of (24%) of the discrepancy in the reputation of the educational organization that entered the model, and that (76%) it is a discrepancy explained by Other factors did not enter the model.

5. Analyzing the effect of delegation of authority in building the reputation of the educational organization:

The calculated (F) value reached (40.8), and this value is greater than its tabular value of (3.9201), with a significant level of (0.05) and with confidence limits (95%), and this confirms the existence of an effect of the dimension (delegation). Authority) in (the reputation of the educational organization), as the coefficient of determination reached (14%), and this means that this dimension explains the amount of (14%) of the discrepancy in the reputation of the educational organization that entered the model, and that (86%) it is a discrepancy explained by Other factors did not enter the model.

6. Analysis of the effect of training in building the reputation of the educational organization:

The calculated (F) value

amounted to (42.7) and this value is greater than its tabular value of (3.9201), with a significant level of (0.05) and with confidence limits (95%), and this confirms the existence of an effect for the (training) dimension. In (the reputation of the educational organization), the coefficient of determination reached (43%), and this means that this dimension explains the amount of (43%) of the discrepancy in the reputation of the educational organization that entered the model, and that (57%) it is a discrepancy explained by other factors You did not enter the form.

7. Analysis of the effect of knowledge and skills in building the reputation of the educational organization:

The calculated (F) value reached (50.5), and this value is greater than its tabular value of (3.9201), with a significant level (0.05) and with confidence limits (95%), and this confirms the existence of an effect for the dimension of (knowledge). and skills) in (the reputation of the educational organization), as the coefficient of determination reached (40%), and this means that this dimension explains the amount of (40%) of the discrepancy in the reputation of the educational organization that entered the model, and that (60%) it is a discrepancy explained by Other factors did not enter the model.

8. Analysis of the effect of rewards in building the reputation of the educational organization: The calculated (F) value reached (35.5), and this value is greater than its tabular value of (3.9201), with a significant level of (0.05) and with confidence limits (95%), and this confirms the existence of an effect of the dimension (rewards) In (the reputation of the educational organization), the coefficient of determination reached (21%), and this means that this dimension explains the amount of (21%) of the discrepancy in the reputation of the educational organization that entered the model, and that (79%) it is a discrepancy explained by other factors You did not enter the form.

Finally, the researcher noted from the results of Table (5) to determine the impact of the total variable of HR empowerment in building the reputation of the educational organization, we find that the calculated F value amounted to (31.95), which is greater than its tabular value (3,9201), with a significant level of (0.05) and a confidence limit (95 %), and this result confirms the existence of an effect of empowering HR in building the reputation of the educational organization, while the value of the coefficient of determination was (51%), and this means that the amount of (51%) of the discrepancy in the reputation of the educational organization is a discrepancy

explained by the empowerment of HR that The model entered, and that (49%) variance was explained by other factors that did not enter the regression model, and the number of regression models that achieved a significant effect, as shown in Table (6), amounted to eight models, that is, equal to (100%) of the total relationships The impact of moral significance, and since the total empowerment of HR achieved a significant effect in building the reputation of the educational organization, there is a justification not to reject the main hypothesis of the research that (the empowerment of HR affects the building of the educational organization's reputation among a sample of the employees of the College of Administration and Economics at Al-Mustansiriya University) .

FOURTH: Conclusions:

1. The lack of expansion in granting the powers granted to human resources reduces their ability to take the appropriate decision for improvement and development in a timely manner.
2. Updating thinking patterns and work mechanisms according to specific criteria that are the essence of the process of change and access to human resources empowerment.
3. The thinking of the workers depends mainly on giving important information, and when this information is withheld, the

educational organization returns to the introversion in its organizational structure and the weakness of the empowerment process.

4. It is necessary to use the performance appraisal statements for employees as a motivational means to raise morale and confidence.

5. The awareness of educational organizations of the importance of the reputation of the educational organization, as it is of great value that makes it more flexible and able to face challenges and competitors in its environment.

6. After sharing the information, it ranked first among the dimensions of empowering employees, and this result indicates that the employees in the college provide them with an appropriate and updated database for their work needs in all divisions, units, departments and administrative levels.

7. A solution after training ranked last among the dimensions of employee empowerment, and this result indicates that the college administration is interested in training employees, but it may not adopt a clear plan in order to identify training needs on an ongoing basis.

8. The responses of the employees of the research sample showed the result that the quality of the educational service ranked first among the elements of building the reputation of the educational organization, and this result shows that the college

administration meets the needs and services of students, staff and faculty staff, and the needs of the beneficiaries in accordance with their expectations and desires.

9. Most of the employees' answers showed that empowering employees is one of the main sources in building the reputation of the educational organization, and maintaining it for the longest possible period through the many advantages that it can provide.

10. The results of the analysis showed a positive, significant effect of the dimensions of human resources empowerment in building the reputation of the educational organization, where the dimension of knowledge and skills was the most influential in building the reputation of the organization. In contrast, the results showed that the dimension of organizational strength was the least influential in building the reputation of the educational organization among the dimensions the other.

Fifth Aspect: Recommendations

1. Holding training courses regarding ways to empower human resources and their impact on the level of university business and its reflection on the level of performance achieved.

2. Stimulating human resources to obtain higher degrees in the field of specialization, to increase their efficiency and improve their performance at the level of decision-making and implementation through some facilities,

including the exemption of age, reduction of expenses and others.

3. The educational organization should define its goals and mission for all human resources and at different organizational levels for each department and division, and this is what makes them aware of their roles accurately and know what is required of them in a clear and specific way.

4. The university administration should work to spread the culture of administrative empowerment for employees, and to ensure that the concept reaches them and that they understand the concept of empowerment and the changes it entails in the work system.

5. Providing more support and granting official power to human resources in order to make their empowerment more effective.

6. The necessity of activating the scientific research system in the subject of the university's reputation, which is one of the contemporary issues in the literature.

7. Developing educational service quality indicators with a high level of efficiency in providing the service, and providing scientific research requirements for its affiliates and students.

8. Work on simulating successful global experiences in building the reputation and success of educational organizations.

9. The necessity for the university to publish its work guide, and it also gives a reward to employees and stakeholders who show commitment to this guide, in a way that

enhances the reputation of the educational organization in the minds of others.

10. That the university leaders hold training workshops for all human resources at the university, to familiarize them with social responsibility and its dimensions, principles and mechanisms of application in the university environment.

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