



## Administrative Empowerment Impact on Enhancing the Leadership Skills for Modern Environment of Judiciary

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### Abstract

Administrative empowerment aims to enhance teamwork spirit and expand the scope of supervision by giving workers the necessary powers and ability to make decisions towards sustainable management and decentralization. This study aims to determine the effect of the administrative empowerment context on developing the leadership skills of the second-level leaders in the Council of Administrative Affairs for the Judiciary in the Sultanate of Oman towards a more sustainable modern environment in this sector. Analysis of variances (ANOVA) method was utilized to investigate the effect of several related factors, including delegation of authority, task forces, effective communication, and training. Results have revealed that the current level of administrative empowerment was found medium in the council. However, the level of leadership skills of the second-level leaders was found to be high, but with insignificant utilization. It was also found that there were statistically significant effects for all the dimensions of administrative empowerment on developing the leadership skills of the second-level leaders. The novel results of the impact of delegation of authority on the environment of the judiciary in Oman have several consequences in the field. It can practically change the delegation of authority in the council to enhance administrative empowerment and the skill development of second-level leaders in the judiciary sector.

### Keywords:

Cognitive Skills;  
Decision Making;  
Administrative Empowerment;  
Skills Development;  
Leadership.

### Article History:

<b>Received:</b>	24	May	2023
<b>Revised:</b>	09	August	2023
<b>Accepted:</b>	03	September	2023
<b>Published:</b>	01	October	2023

## 1- Introduction

Sustainable development at the administrative level has become increasingly important for various government and private firms to develop modern societies. Technical, cognitive, and managerial progress have to be continuously developed [1, 2]. The management leadership has a great role to play in the achievement of the organization's objectives through repair, adjustment, and updating the foundations of management strategies [3–5]. Organizations usually adopt the concept of administrative empowerment as one of their management methods based on the mutual trust between management and employees [6, 7]. Thus, management empowerment is one of the organizational strategies that aim to enhance decentralization and expand supervision by giving workers the necessary power and ability to make decisions suitable for their responsibilities [8]. This enables leaders to create a proper organizational environment to develop leadership skills and create a healthier firm environment between management and employees [9].

In fact, there is a need to enable second-level leadership in the judiciary in Oman to develop proper leadership skills to ensure proper long-term work continuity due to the growing size of organizational and administrative issues [10].

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**DOI:** <http://dx.doi.org/10.28991/ESJ-2023-07-05-013>

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Second-grade leadership plays a major role in the achievement of the foundation objectives and influences the reality and future of the foundation. Thus, there is a need to pay attention to the development of second-grade leader skills [11, 12]. Leadership skills are a set of capabilities that a leader must possess to enable him to perform his roles in a way that ensures that he accomplishes them efficiently and perfectly to achieve his goals. Leadership skills contribute to creating a positive and effective work environment; they help to improve the functioning and organization of administrative work and contribute to the achievement of organizational objectives [13].

The amount of research that considers leadership in the Sultanate of Oman is scarce. This is due to the inherent difficulty of conducting organizational research there [3, 8]. Some works have considered the Sultanate of Oman as there are some shortcomings in the development of class leadership skills, which can be enhanced through administrative empowerment for the purpose of the replacement and succession process [8, 14]. This would also help the judicial institution to prepare proactively for the preparation of second grade leaders to compensate for the shortfall in first grade leadership [13].

Therefore, this work has been implemented to investigate the effect of administrative empowerment on enhancing the leadership skills for the modern environment of the judiciary in the sultanate of Oman, considering various influential factors including delegation of authority, task forces, effective communication, and training, as this field is suffering from such types of studies and is rarely found in the literature. Thus, the importance of this study lies in the pool of local studies on the development of class leadership skills in government institutions and the judiciary field in the Sultanate of Oman. It was also found that no previous works focused on the judiciary field in Oman, considering the current factors for developing middle-level leadership skills. Besides, addressing the topic of developing the skills of second grade leaders in the judiciary in the sultanate of Oman would contribute to developing proper career performance to achieve institutional excellence in line with the aspirations of the Oman Vision 2040.

## 2- Literature Review

Several previous studies have confirmed significant relationships between managerial empowerment and leadership skills where a strong relationship has been found between them. Such a relationship emphasizes the effectiveness of management empowerment in the preparation of individuals with high leadership skills that enable them to meet various environmental challenges, and it refines individuals to become influential leaders for the full performance of their functions [15]. This indicates the importance of administrative empowerment and the development of second grade leadership skills to achieve a high level of institutional performance to ensure continuity and growth in performance in the absence of first grade leaders for any reason [13].

Developing leadership skills is one of the strategies used for the best benefit from the possibilities available and innovate new methods for achieving the objectives of institutions [16]. Many institutions are interested in developing their leadership skills to enhance their ability to carry out tasks, roles, and business requirements efficiently [17]. This development has included first and second grade leaders, where institutions have benefited from empowering second grade leaders, developing their skills in the face of the pressures of large retirement indicators from first grade leaders, and compensating for the absence of class for any reason to leave work [18]. Developing the skills of second-grade leaders also plays an important role in raising the competitiveness of enterprises [19, 20], and there was a gap in succession and a high percentage of first graders in government institutions in the Sultanate of Oman [21, 22]. This requires attention to the process of developing the skills of second grade leaders, and because of its important role, so within its theoretical framework. Oman Vision 2040 has embraced the topic of empowering senior and middle leaders and developing their skills as leaders [23, 24].

Several previous studies have confirmed a statistically significant relationship between managerial empowerment and leadership skills, where a strong relationship has been found between them [25, 26], and the existence of a medium- and statistically significant expulsion relationship between managerial empowerment and the strengthening of leadership skills [27]. In addition, some results have found a positive correlation of statistically significant strength average and week between managerial empowerment and leadership skills, based on its national priorities and strategic orientations. Moreover, Oman Vision 2040 focuses on attention in the judicial field and its preparation in a manner consistent with the requirements of the times and rapid changes. Therefore, there are some shortcomings in the development of class leadership skills that can be improved through administrative empowerment for the purpose of the replacement and succession process [28]. This will help the judicial institution prepare second-grade leaders to compensate for the shortfall in first-grade leadership [13, 14]. This has led the researchers to study the impact of administrative empowerment on the development of the skills of second-grade leaders in the administrative affairs council of the judiciary of the Sultanate of Oman.

### 3- Current Study

Starting from the Oman Vision 2040, which focuses upon the necessity of empowering senior and middle leaders as well as developing their leadership skills, the current study aims to investigate the impact of administrative empowerment on the skill development of the second-level leaders in the council of administrative affairs for the judiciary in the sultanate of Oman to enhance satisfying the Oman Vision 2040. However, certain challenges were handled, including finding the necessary representative population in the judiciary field in Oman with the required qualifications as well as the required number of filled-out questionnaire questions for each parameter considered in the study. The importance of this study comes from the lack of local studies on the development of class leadership skills of second grade leaders in government institutions and the judiciary environment in the sultanate of Oman. Its scientific importance is derived from the importance of developing the skills of second grade leaders in the judiciary environment in the sultanate of Oman, as well as contributing to developing career performance to achieve government institutional excellence in line with the aspirations of the Oman Vision 2040. The study may also raise researchers' interest in conducting further studies toward filling the gap in this field.

The study was limited to covering four dimensions of administrative empowerment, namely delegation of authority, task forces, administrative communication, and training to develop the skills of second grade leaders in the Oman judiciary administrative affairs council. The study considered the second-grade leaders (department head, assistant manager, manager, and assistant director general) at the administrative affairs council of the Sultanate of Oman. The present study tried to answer the following questions:

What is the level of administrative empowerment in the council of administrative affairs of the judiciary? What is the reality of the skills of the second-grade leaders in the council of administrative affairs of the judiciary? and what is the impact of administrative empowerment on the development of the skills of second-grade leaders in the council of administrative affairs of the judiciary? Moreover, the current research study aims to determine the reality of administrative empowerment in the council of administrative affairs of the judiciary, investigate the current skills of second grade leaders in the council of administrative affairs of the judiciary, and measure the impact of administrative empowerment on the development of the skills of second grade leaders in the council of administrative affairs of the judiciary.

The study aims to ascertain the validity of the following main hypothesis:

**H:** There is a statistically significant impact of administrative exclusion of the skills in the second grade leaders in the council of administrative affairs of the judiciary. From the main hypothesis, four sub hypotheses were determined to be investigated:

**H1:** There is a statistically significant impact of delegation of authority on the skills of second grade leaders in the board of the council of administrative affairs of the judiciary.

**H2:** There is statistically significant impact of the task forces on the skills of second grade leaders in the administrative affairs council of judiciary.

**H3:** There is a statistically significant impact of effective communication on the skills of second grade leaders in the council of administrative affairs of the judiciary.

**H4:** There is a statistically significant impact for training on the skills of second grade leaders in the council of administrative affairs of the judiciary.

### 4- Research Methodology

The study was designed on the basis of identifying the research problem and then conducting statistical procedures in a systematic methodological manner. A questionnaire was designed in accordance with the study's questions and objectives. Then stabilization tests of the collected data were performed using the retest method. An exploratory questionnaire was also distributed to ensure that the sample of research was understood by the questionnaire phrases and to make sure the resolution was stable by redistributing it. After collecting and coding the questionnaires and analyzing the data received, the consistency of the study tool was then established. Recalculations for the total samples were carried out to convert quantitative data into qualitative and descriptive data for getting results from analysis of study questions, testing of study hypotheses, and finally submission of a summary of results and recommendations. Figure 1 represents the flowchart of the study.

The study population was comprised of all the second-grade leaders represented in the following positions: department head, assistant manager, manager, and assistant director general. A representative sample of the study was 177 staff members from the second-grade leadership, which forms 59% of the total study population of 301 staff members. The demographic variables of the sample are demonstrated in Figure 2.

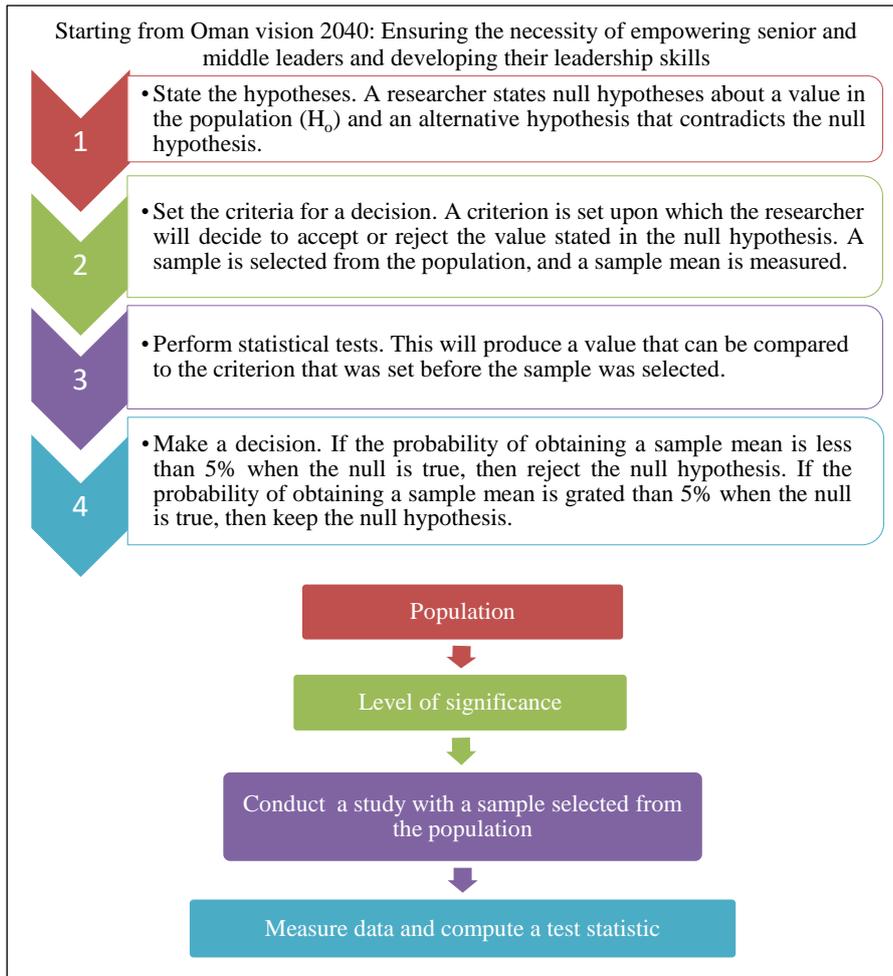


Figure 1. Study flowchart

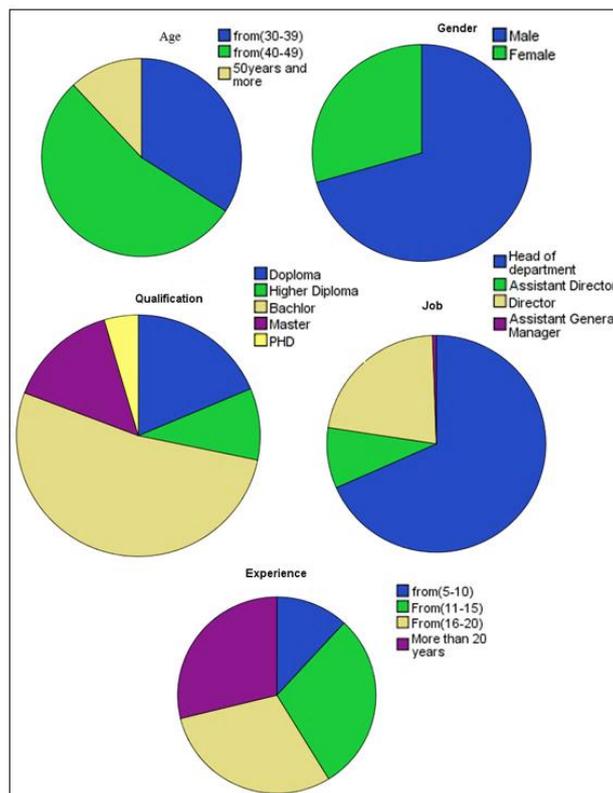


Figure 2. Demographic variables of the sample

**4-1- The Reliability and Validity of Study Tool**

**4-1-1- Internal Consistency**

To verify the sincerity of the internal consistency, the coefficient of Pearson’s association between the degree of each paragraph and the overall degree of the axis to which it belongs was calculated and tabulated in Table 1.

**Table 1. Internal consistency results**

Leadership skills			Administrative empowerment		
Axis	Paragraph number	Correlation coefficient	Axis	Paragraph number	Correlation coefficient
Human skills	1	0.79*	Delegation of authority	1	0.41*
	2	0.83*		2	0.59*
	3	0.45*		3	0.84*
	4	0.87*		4	0.84*
	5	0.89*		5	0.77*
Technical skills	6	0.85*	Effective communication	6	0.70*
	7	0.86*		7	0.71*
	8	0.80*		8	0.74*
	9	0.80*		9	0.82*
	10	0.68*		10	0.58*
	11	0.85*	Task force	11	0.88*
	12	0.85*		12	0.84*
	13	0.89*		13	0.80*
	14	0.60*		14	0.83*
	15	0.61*		15	0.36*
			Training	16	0.88*
				17	0.89*
				18	0.76*
				19	0.82*
				20	0.58*

\* Significant at  $\alpha = 0.01$

Table 1 shows that the coefficient values between the grades of paragraphs and the axes to which they belong in the administrative empowerment questionnaire range from (0.89-0.36), and for the leadership skills questionnaire (0.89-0.61), these correlations were positive and statistically significant at a lower or equal level of significance ( $\alpha = 0.01$ ). This shows that the study tool is honest and measures what it is designed for.

**4-1-2- Validity of the Study Tool**

The veracity of the construction was verified by calculating the coefficient of association between the degree of each axis of administrative empowerment quality and the overall degree, as well as between the hub of leadership skills and the overall degree. Table 2 demonstrates the gained results.

**Table 2. Coefficients between axis degree and overall degree**

Administrative empowerment		Leadership skills	
Axis	Correlation coefficient	Axis	Correlation coefficient
Human skills	0.90*	Delegation of authority	0.82*
Technical skills	0.93*	effective communication	0.85*
Cognitive skills	0.92*	Task force	0.94*
		Training	0.89*

\* Significant at  $\alpha = 0.01$

Table 2 illustrates that correlation factors between the degree of each axis of leadership skills and the overall degree ranged from (0.94-0.82) and associations for administrative empowerment axes and the overall degree ranged from (0.93-0.90). All these associations are positive and statistically relevant at the level of ( $\alpha = 0.01$ ). This shows that the questionnaire has constructive honesty.

#### 4-1-3- Stability of the Study Tool

The stability of the study tool demonstrates its reliability and ability to assess the compatibility and consistency of the results of resolution if it was applied more than once in similar circumstances. Cronbach Alpha can be interpreted as the internal constant factor between answers. The higher its value, the higher its stability will be. The Cronbach Alpha value is considered high if it is greater than 80%, medium if it is between 70%-80%, and low if it is less than 70%. To verify the resolutions of stability, Alpha Cronbach was applied to a survey sample consisting of 30 staff members outside the study sample; the constant factor has been calculated using Cronbach Alpha to measure the consistency in the responses of the study sample individuals to all the questions in the study axes. Results are illustrated in Table 3.

**Table 3. Consistency of the study tool using Cronbach alpha**

Leadership skills		Administrative empowerment	
Field	Cronbach alpha	Field	Cronbach alpha
Human skills	0.88	Delegation of authority	0.74
Technical skills	0.89	Effective communication	0.71
Cognitive skills	0.83	Task force	0.88
		Training	0.84
Total stability	0.94	Total stability	0.93

It is noted from the results of Table 3 that the values of Cronbach Alpha for areas of management empowerment ranged from (0.88-0.71) with a total stability of 0.93. Leadership areas ranged from (0.89-0.83), and total stability was 0.94; all of these indicators above 70% indicate that the study tool has an appropriate level of stability and ability to achieve the study's objectives, making it applicable to the original sample.

#### 4-2- Calculating data and Statistical Methods

Researchers prepared the questionnaire and distributed it to 179 staff members, including second grade leaders. All of them were returned. However, only 177 questionnaires were analyzed, and 2 questionnaires were excluded because they were not valid for statistical analysis. The processing and statistical methods utilized in this study were the reliability of Cronbach alpha, Pearson's correlation coefficient, percentage and frequency, computational averages and standard deviations, and simple linear regression analysis.

## 5- Results and Discussion

#### 5-1- Results of the First Question

What is administrative empowerment in the council of administrative affairs of the judiciary? To answer this question, computational averages and standard deviations of sample respondents were calculated according to each of its axes; the results are tabulated in Table 4.

**Table 4. Results of the administrative empowerment in the council of administrative affairs of judiciary**

Class	Axis of resolution	Average	Standard deviation	Level
1	Delegation of authority	3.24	0.84	Average
2	Task force	3.03	0.82	Average
3	Effective communication	2.91	0.79	Average
4	Training	2.66	0.93	Average
Averages as a whole		2.96	0.74	Average

Table 4 shows that the computational averages of sample responses on axes of administrative empowerment in the judicial administrative affairs council ranged from (3.24 -2.66). The focus of the delegation of authority came first, with an average of 3.24 at mid-level. Task force came in second with an average of 3.03, and effective communication came in third with an average of 2.91. However, it can be noticed that training came into last grade at an average of 2.66. The averages as a whole had an average value of 2.96. This illustrates that the level of administrative empowerment is average among the sample individuals in the study.

#### 5-2- Results of the Second Question

What is the reality of the skills of second-grade leaders in the council of administrative affairs of the judiciary? To learn about this reality, the computational averages and standard deviations of sample respondents were calculated

according to each of its axes. Results are tabulated in Table 5. It can be demonstrated that the averages of the responses of sample individuals on the reality axis of second-class leadership skills in the council of administrative affairs of the judiciary ranged from (3.67-3.36). The first grade was the hub of technical skills, with an average value of 3.67. Thus, it had a high level of impact regarding this issue. The second-grade axis was human skills, with an average value of 3.45. This also indicates that this axis has a high impact effect within the skills category. On the other hand, the axis of cognitive skills came into the last grade with an average value of 3.36. The total average value of the skills category was 3.49. This indicates that the level of second-grade leadership skills is high in the council of administrative affairs of the judiciary.

**Table 5. Results of the skills in the council of administrative affairs of judiciary**

Class	Axis of resolution	Averages	Standard deviation	Level
1	Technical skills	3.67	0.87	High
2	Human skills	3.45	0.85	High
3	Cognitive skills	3.36	0.76	Average
Averages as a whole		3.49	0.76	High

### 5-3-Results of the Third Question

What is the impact of administrative empowerment on the development of the skills of second-grade leaders in the council of administrative affairs of the judiciary? To answer this question, its main premise has been tested as follows:

#### 5-3-1- Main Test Premise

There is a statistically significant impact of administrative exclusion on the development of second-grade leadership skills in the council of administrative affairs of the judiciary. To verify the premise, simple linear regression was used, and Table 6 shows the results of the variability analysis to illustrate the significance of the regression model in explaining the relationship between managerial empowerment and skills of second grade leadership.

**Table 6. Variability analysis of the regression**

Source of variation	Sum of squares	Degrees of freedom (DoF)	Average squares	Value" F"	Level of significance
Regression	47.45	1	47.45		
The fault	53.73	175	0.31	154.56	0.00
<b>Total</b>	101.19	176			

Table 6 shows that the value of "F" is less than 0.05, which demonstrates that the model is appropriate to explain the relationship between managerial empowerment and second-grade leadership skills. Table 7, on the other hand, illustrates the summary results of the simple linear regression analysis.

**Table 7. Summary results of the simple linear regression analysis**

Independent variable	Dependent variable	B (non-normative)	Beta (normative)	Value calculated "T"	Significance level	R	R <sup>2</sup>	Variation
Administrative empowerment (x)	Leadership skills (Y)	0.70	0.68	12.43	0.000	0.69	0.47	1.41

Table 7 shows that there is a statistically significant impact of managerial empowerment on the development of second grade leadership skills in the council of administrative affairs of the judiciary, where the value of "T" is less than 0.05. The coefficient of correlation between the two variables was found to be R=0.69. This value indicates that there is a positive correlation between managerial empowerment and the development of leadership skills; in other words, more empowerment will increase the level of skills of second-grade leaders. This relationship is strong as the binding coefficient value is higher than 0.5 [29]. On the other hand, the determination factor was found to be R<sup>2</sup> = 0.47. This means that 47% of the variation in the skills of the second-grade leaders of the council of administrative affairs of the judiciary was due to administrative empowerment. The regression equation of the relationship can be written as Y=BX+D, thus, the linear equation of the relationship between administrative empowerment (X) and second grade leadership skills in the council of administrative affairs of the judiciary (Y) is Y = 0.70 X + 1.41.

It can be inferred from the previous equation that a high level of managerial empowerment of one standard degree leads to an increase in the skills of second grade leaders of the council of administrative affairs of the judiciary by 0.70. The equation can also identify the level of leadership skills by knowing the level of managerial empowerment. It therefore accepts the main premise that stated "there is a statistically significant impact of managerial empowerment on the skills of second grade leaders in the council of administrative affairs of the judiciary".

### 5-3-2- First Sub-hypothesis Test

There is a statistically significant impact of delegation of authority on the skills of second-grade leaders in the council of administrative affairs of the judiciary. To validate the hypothesis, simple linear regression has been used, as shown in Table 8, which indicates the summary of regression results indicative of the relationships between the impact of delegation authority and the total degree of a second-grade leader's skills.

**Table 8. Summary of regression results for the 1<sup>st</sup> sub hypothesis**

Independent variable	Dependent variable	B (non-normative)	Beta (normative)	"T" Value calculated	Significance level	R	R <sup>2</sup>	Variation
Delegation authority	Leadership skills	0.66	0.72	13.82	0.000	0.720	0.52	1.36

Table 8 shows that there is a statistically significant impact of delegation authority on the development of second grade leadership skills in the council of administrative affairs of the judiciary, where the value of "T" was less than 0.05. The coefficient of correlation between the two variables was valued at  $R = 0.72$ . This value indicates a correlation between delegation of authority and leadership skills development, which means that the greater the delegation authority, the higher the level of leadership skills. This relationship is also considered strong, according to Pallant [29]. The determination factor was also found to be  $R^2 = 0.5$ , indicating that 52% of the variation in the skills of the second-grade leaders in the judicial administrative affairs council was due to the delegation of authority. It therefore accepts the sub-hypothesis that stipulates "there is a statistically significant impact of delegation of authority on the skills of second grade leaders in the council of administrative affairs of the judiciary".

### 5-3-3- Second Premise Test

There is a statistically significant impact of the task force on the skills of second grade leaders in the council of administrative affairs of the judiciary. To verify the validity of the hypothesis, simple linear regression was used. Table 9 shows the results summary of the relationship between the impacts of forming task forces on the total degree of second grade leaders' skills.

**Table 9. Summary of the relationship between the impacts of forming task force on the total degree of second grade leaders' skills**

Independent variable	Dependent variable	B (non-normative)	Eta (Normative)	"T" Value calculated	Significance level	R	R <sup>2</sup>	Variation
Task force	Leadership skills	0.63	0.69	12.46	0.000	0.69	0.47	1.58

This table shows that there is a statistically significant impact of forming task forces on the development of the skills of second grade leaders in the council of administrative affairs of the judiciary, where the value of "T" was less than 0.05. The coefficient of correlation between the two variables was valued at 0.69. This value indicates a positive association between task forces and leadership skill development, i.e., the more task forces are formed, the higher the level of leadership skills. This relationship is considered strong [29]. The determination factor was also found to be ( $R^2 = 0.47$ ). This means that 47% of the variation in the development of the skills of the second-grade leaders of the council of administrative affairs of the judiciary was due to the formation of task forces. It therefore accepts the sub-hypothesis that stipulates "there is a statistically significant impact of task force on the skills of second grade leaders in the council of administrative affairs of the judiciary".

### 5-3-4-Third Sub-premise Test

There is a statistically significant impact of effective communication on the dimension of skills of second grade leaders in the council of administrative affairs of the judiciary. To verify the validity of the hypothesis, simple linear regression was used. Table 10 shows a summary of regression results indicative of the relationship between the impacts of effective communication on the total degree of second grade leaders' skills.

**Table 10. Summary of regression results of the relationship between the impacts of effective communication on the total degree of second grade leaders' skills**

Independent variable	Dependent variable	B (non-normative)	Beta (normative)	Value calculated" T"	Significance level	R	R <sup>2</sup>	Variation
Effective communication	Leadership skills	0.42	0.06	0.44	6.54	0.44	0.20	2.26

This table shows that there is a statistically significant impact of effective communication on the development of second grade leaders' skills in the council of administrative affairs of the judiciary, where the "*T*" value was less than the level of 0.05. The coefficient of correlation between the two variables was valued at ( $R = 0.44$ ). This value indicates a positive relationship between effective communication and leadership skills; this relationship is considered average as the coefficient of binding was confined between (0.3) and (0.49). The determination factor was also found to be  $R^2=0.20$ . This means that only 20% of the variation in skills of second-grade leaders in the council of administrative affairs of the judiciary was due to effective communication. It therefore accepts the sub-hypothesis that is provided as "there is a statistically significant impact of effective communication on the skills of second grade leadership in the council of administrative affairs of the judiciary".

This table shows that there is a statistically significant impact of training on the development skills of second grade leaders in the council of administrative affairs of the judiciary, where the "*T*" value was less than 0.05. The coefficient of correlation between the two variables was ( $R = 0.54$ ). This value indicates a positive relationship between training and developing leadership skills. This relationship is considered strong according to Pallant [29], who indicates that the binding coefficient is strong when its value is higher than 0.5. The determination factor was found to be  $R^2 = 0.29$ , indicating that 29% of the variation in the development skills of second grade leaders in the council of administrative affairs of the judiciary was due to training. It therefore accepts the sub-hypothesis that "there is a statistically significant impact of training on second grade leaders skills in the council of administrative affairs of the judiciary".

Accordingly, this work statistically confirms that several aspects of administrative empowerment factors have significant effects on enhancing the leadership skills for a better judiciary environment in the sultanate of Oman. This in fact has practical importance in the way of contribute supplying the stakeholders in the judiciary field with useful recommendations for developing second-grade leader skills to fill the gap in justifying the behavior of such level leaders about issues related to work leaving and reducing the career turnover of these leadership positions. The results of the study also draw the attention of those concerned to the importance of the managerial approach of empowering second grade leaders and the impact on developing leadership skills, taking into consideration the environmental conditions and communications within leadership levels in the judiciary field.

## 6- Conclusion

The study was capable of analyzing and demonstrating the effects of several empowerment enhancement factors on the medium administrative level in the council of administrative affairs of the judiciary in the Sultanate of Oman. Statistically significant impacts were found for most of the administrative empowerment dimensions on the development of second grade leader skills in the council of administrative affairs of the judiciary. It can be concluded that attributes of administrative empowerment have a high impact on the council of administrative affairs of the judiciary and can positively influence the level of development of second grade leader skills in the council. Moreover, improvement in any dimension of administrative empowerment, including delegation of authority, task force, effective communication, or training, would enhance the skills of second grade leaders in the council. Moreover, the effect of delegation of authority on the development of second-grade leader skills was found to be highly significant. Another remarkable and significant impact was found for the task force aspect. This can be attributed to the fact that whenever the management of the administrative affairs council applies the formation of task forces, the skills of the second grade leaders become better due to their interest in the transparent exchange of information among members, which enhances the leader's confidence in work distribution. The support of the philosophy of teamwork and its passion to build task forces and provide full information to the team is another reason for this significant effect. On the other hand, it was found that a higher level of effective communication would efficiently affect the skills of the second-grade leader in administrative affairs at the judiciary. It was also found that a higher level of training would lead to a higher level of skills for the second-grade leaders. This can shed light on adopting proper training for the leaders in the judiciary field in the Sultanate of Oman to attain modern means of communication to enhance more reliable communication channels between the first and second grade leaders in this field.

## 7- Declarations

### 7-1-Author Contributions

Conceptualization, A.A. and M.A.; methodology, A.A., M.A., and F.A; software, A.A., M.A., and F.A; validation, A.A., M.A., and F.A; formal analysis, A.A. and M.A.; investigation, M.A.; resources, A.A.; data curation, A.A. and M.A.; writing—original draft preparation, A.A., M.A., and F.A.; writing—review and editing, A.A., M.A., and F.A.; visualization, F.A.; supervision, A.A.; project administration, A.A. All authors have read and agreed to the published version of the manuscript.

### 7-2-Data Availability Statement

Data sharing is not applicable to this article.

### 7-3- Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

### 7-4- Institutional Review Board Statement

Not applicable.

### 7-5- Informed Consent Statement

Not applicable.

### 7-6- Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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