

# The Degree of Organizational Trust and its relationship with the participation in decision-making processes

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## ABSTRACT

The degree of organizational trust considers a concept that has the attention in many developed countries, and in many scientific fields, such as organizational psychology, and management and educational sciences, due to its key role in the active and productive work relationships reflected in studies' results that conducted in these fields. The study aimed to identify the level of organizational trust degree prevailing at the offices of Directorates of Education in Irbid and its relationship with the participation in decision-making processes, from the standpoint of male and female educational supervisors, and the study sample consists of (137) male and female educational supervisors. Study results showed a medium degree of the organizational trust that prevails at the Directorate of Education in Irbid, from the standpoint of male and female educational supervisors in the areas of organizational trust (administrative policies, manager style, opportunities for creativity, organizational values). Results also indicated a statistically significant correlation at level ( $\alpha \leq 0.5$ ) between the organizational trust and participation in decision-making processes, from the standpoint of educational supervisors, and nonexistence of statistically significant differences at level ( $\alpha \leq 0.5$ ) in the sample members' responses due to variables (gender, scientific qualification, experience).

**KEYWORDS:** education offices, educational supervisors, organizational trust, participation in decision-making processes

## I. INTRODUCTION

The organizational trust considers of great importance among all elements inside institutions of all types, and it's one of the most important factors and pillars to achieve the objectives and integration of the institution, which leads to build the trust among all employees and contributes to the sustainability of relationships, and that will a reflection on the creative work and achieves the objectives of institution with high quality and an increase in productivity. It's possible to say that institution with organizational trust; its members enjoy high friendship, freedom of expression, loyalty to the institution, high self-esteem, exchange and transmission of information transparently, development and acceptance of

renewal, and the development without any opposition.

The degree of organizational trust considers a concept that received attention in many developed countries and in many scientific fields, such as organizational psychology, management and educational sciences, due to its key role in the active and productive working relationships that reflected in the results of studies conducted in these fields (Dirks & Ferrin, 2002). (Chen & Dhillon, 2003) defines organizational trust as a general faith and confidence in the quality and viability of certain people, such as co-workers and direct manager or certain groups, such as the senior management within the organization, and the desire to rely on them on the basis of their behaviors as expected of them as well as the lack

of interest in controlling and monitoring their conduct in this regard", while Mowafi (2007) indicated that "Organizational trust generates cooperation and opens the way for employees to participate in the decision making process to make healthier decisions", because collective decisions better than individual decisions which may be governed by narrow visions.

Many researchers have addressed the study of organizational trust and its relationship with some other aspects, where it emphasized the importance of organizational trust in raising employees' self-esteem and increasing their organizational performance level, besides working to develop creativity, citizenship behavior, organizational loyalty, and its reflection on the job satisfaction (Qamoh, 2008). Therefore, the organizational trust has positive results on individuals and organizations, and that this trust may be an important and effective factor in influencing the management decision-making process by administrative leaders in the presence of this trust to a certain degree, where administrative decisions considers the heart of administrative process, and there is no doubt that the existence or nonexistence of a degree of trust in the management leadership will reflect on decision-making (Yaqoob, 2004). It is the essence of manager's job, where the planning, personnel management, leadership, and control are the key aspects of management, and all of it clearly connected with decisions in order to implement the plan and set goals (Alharbi, 2011).

The researcher believes that organizational trust has a direct relationship with management decisions making in the education offices, where an increase in the officials' conviction at the education offices about the importance of trust in their employees, will lead to an increase in the feeling of male and female supervisors at the education offices about the honesty giving to them, because the educational supervisors represent a great value to the education offices, and were carefully selected at a high specifications. It's a must to benefit from their expertise and skills to increase their effectiveness in the field, by providing them with the right circumstances to perform their required roles, stay away from the bureaucracy and dictatorship, and

eliminate centralization in decision-making. From here, the idea of current study was formulated and the researcher keened to study the relationship between organizational trust and management decision-making.

## 2. STUDY PROBLEMS & QUESTIONS

Studies and literature indicated that organizational trust has positive results which reflect on the individual and the institution, and it contributes to raising workers self-esteem and other administrative fields in the educational institutions. Therefore, the study problem identified in its pursuit to reveal the degree of educational trust prevailing in the directorates of education, from the standpoint of male and female educational supervisors, and the current study seeks to answer the following questions:

- What is the degree of organizational trust prevailing at the offices of Directorates of Education in Irbid, from the standpoint of male and female educational supervisors?
- Are there any statistically significant differences at level  $\alpha \leq 0.5$  in the responses of sample members about the participation in decision-making, due to the variables (gender, qualification, and years of experience)?

## 3. STUDY OBJECTIVES

The current study aimed to:

- Identify the level of organizational trust degree prevailing at the offices of Directorates of Education in Irbid, from the standpoint of male and female educational supervisors.
- Identify the impact degree of variables (gender, qualification, and years of experience) in the opinions of male and female educational supervisors by studying the degree of organizational trust and participation in decision-making, at the offices of Directorates of Education in Irbid.

#### 4. STUDY IMPORTANCE

The importance of this study lies in revealing the degree of organizational trust prevailing at the departments of education and its relationship with the participation in decision-making, from the standpoint of male and female educational supervisors.

This study derives its importance from the importance of organizational trust, which develops the feeling of job security and psychological appreciation, and leads to an increase in the participation of decision-making for carrying the responsibility and the performance of the secretariat. Study results expected to help the workers of education offices to enhance the organizational trust between male and female education officials and educational supervisors, which lead to the participation in administrative decision-making.

#### 5. STUDY METHODOLOGY

The current study used the descriptive method, due to its alignment with the study purposes to investigate the organizational trust degree prevailing at the directorates of education and its relationship with the participation in decision-making, from the standpoint of male and female educational supervisors through the study questionnaire, which the researcher developed to match the study objectives.

##### Study Population

The study society consists of all male and female educational supervisors at the Directorates of Education in Irbid, for the academic year 2019/2020.

##### Study Sample

The study sample consisted of all (137) male and female educational supervisors.

##### Study Instrument

The researcher used questionnaire to collect data and information, which consisted of 42 items distributed on two dimensions represented in the

organizational trust and the participation in decision-making.

##### Study Limitations & Determinants

The generalization of current study results depends on the psychometric-properties or characteristics (validity & reliability) of its instruments, and the study limitations represented in the following:

This study is limited to the degree of organizational trust prevailing at the offices of Directorates of Education and its relationships with the participation in decision-making.

Study procedures will be implemented inside the offices of the Directorates of Education in Irbid.

All male and female educational supervisors of the Directorates of Education in Irbid.

This study will be implemented during the 2019/2020 school year.

##### Conventional & Procedural Definitions

**Organizational Trust:** it's the positive expectations, beliefs, and feelings that individuals hold toward their organization, which connected to the implemented management practices and behaviors, and adhere in it to be committed to the general and special administrative ethical values, and to stay away from any harm to the common interests (Shukrji, 2008). The organizational trust degree defined procedurally as the overall degree recorded by respondents on the study tool prepared by the researcher to measure the degree of organizational trust prevailing at the Directorates of Education in Irbid.

**Directorates of Education:** it's an education office and a subsidiary department that interested in developing and evaluating the educational situation in schools to ensure the effectiveness of educational and teaching performance, and to assist other departments (Abba Al-Khair, 2012).

**Participation of educational supervisors in decisions making:** the need of educational institutions directors and principals to take the opinions of experts in the administrative and technical issues related to work, in order to increase their cooperation, self-esteem, and job

satisfaction which reflect positively on workers and the educational work (Johar, 1984). It's known procedurally as the overall degree recorded by respondents on the study tool prepared by the researcher to measure the degree of educational supervisors' participation in decisions making.

### Previous Studies

The study of (Bozkus, Karacabey & Boyaci, 2018) aimed to identify the role of organizational trust among school principals and its impact on the job satisfaction of teachers at Sanliurfa province/Turkey on a study sample of (2,561) teachers. Study results indicated that school principals have shown sufficient levels of leadership and that teachers trust their institutions and have job satisfaction. Results also showed that leadership affects the organizational trust at a very high level while the organizational trust affects job satisfaction at a medium level.

The study of (Gulbahar, 2017) aimed to determine the relationship between the perception and understanding of primary school teachers about the organizational trust and their participation in the job. Study sample consists of (559) teachers in the Turkish schools and used the "Utrecht Work Engagement Scale" and "Multipurpose T Scale". Study results showed a positive and high relationship between perceptions of teachers participating in the work and their perceptions of the organizational trust prevailing in the educational institution.

The study of (Al-Murshed, 2014) aimed to identify the awareness level of Princess Nora University female employees to the dimensions of organizational trust, and to achieve the study objectives the researcher used the descriptive method and the questionnaire to collect information from the study sample that consists of (321) female employees at Princess Nora University in Riyadh. Study results indicated that awareness of Princess Nora University female employees about the dimensions of organizational trust came at medium degree with arithmetic mean of (3.46) while the dimension of prevailing values came in the first place, in terms of awareness followed by excellence.

Al-Zahrani (2012) conducted a study that aimed to identify the degree of organizational trust and

administrative behavior among the high school principals in Taif. The study sample amounted to (83) managers and the researcher used the survey descriptive method to study the vertical trust, sided trust, and the institutional trust. Study results indicated that organizational trust of managers was high and there is a direct relationship between the organizational trust and management creativity.

Maqableh, Ayman & Tarawneh (2012) conducted a study in the Province of Amman to reveal the reality of educational supervisors' practices to make decisions, in relation to their technical, educational, and administrative tasks. The study sample included (150) male and female educational supervisors. Results indicated nonexistence of statistically significant differences, due to gender and scientific qualification variables but there are statistically significant differences due to years of experience variable in the decision-making. Results also indicated that overall degree of educational supervisors' participation in decision-making was low.

The study of Vin Burg,( 2010) aimed to identify the relationship between organizational trust and variables of empowerment, resistance to change, innovation support, conflict between individuals, and demographic variables as recognized by faculty members in the university work environment. Study sample consisted of (19697) faculty members from (73) American Universities. Study results showed that organizational trust level came at a high level and showed statistically significant differences in the organizational trust level, due to years of experience and in favor of highest experienced persons. Results also indicated that higher levels of administrative empowerment and innovation support are connected to the higher levels of organizational trust.

The study of (Charles & Carr, 1995) aimed to reveal the level of faculty members' participation in decision-making and its impact on the educational achievement of students. The questionnaire used to collect information about the study sample that consisted of (260) faculty members. Study results indicated that active participation of teachers reflected positively on

their job performance and the academic performance of students. Results also indicated that satisfaction of faculty members about tasks given to them positively reflected their participation level in decision-making.

Study results related to the first question "What is the degree of organizational trust prevailing at the offices of Directorates of Education in Irbid, from the standpoint of male and female educational supervisors?" are shown in tables (1) through (5)

## 6. STUDY RESULTS & DISCUSSION

Table (1) arithmetic means and standard deviations of organizational trust degree prevailing at the offices of Directorates of Education in Irbid

Number	Dimensions	Mean	STDEV	Degree
1	Manager's style in dealing with the educational supervisors	2.87	0.56	Medium
2	Innovation opportunities	2.84	0.55	Medium
3	Organizational ethical values	2.85	0.80	Medium
4	Administrative policies	2.83	0.71	Medium
	Overall degree	2.85	0.39	Medium

All results were medium for all dimensions and overall degree came to 2.85, as shown in table (1)  
First Dimension: administrative policies

Results of this dimension shown in table (2)

Table (2) arithmetic means and standard deviations of the administrative policies dimension prevailing at the offices of Directorates of Education in Irbid

Number	Items	Mean	STDEV	Degree
1	Manager deals with supervisors with objectivity and impartiality	3.26	1.01	Large
2	Manager follows clear administrative policies	3.20	0.77	Large
3	Manager of the Office has potentials for the continuous development	2.80	0.89	Medium
4	Manager has a clear vision that enable him to face future challenges	2.70	1.07	Medium
5	Manager provides enough opportunities to increase the occupational growth of supervisors	2.70	1.09	Medium
6	Manager delegates some of his authorities to educational supervisors	2.60	0.87	Medium
7	Manager promotes the organizational commitment of educational supervisors	2.60	1.15	Medium
	Overall degree of fist dimension	2.84	0.72	Medium

Results shown in table (2) indicated that items "Manager deals with supervisors with objectivity

and impartiality" and "Manager follows clear administrative policies" came at a large degree,

and the researcher attributes this result to the objectivity as general behavior because there are clear and publicized rules and laws for everyone, therefore the manager deals with objectively and impartially to avoid getting charged with favoritism. It shows clearly in the administrative policy of education offices' managers the commitment to objectivity and neutrality in their administrative behaviors. This result reinforced by the awareness of the educational supervisory staff and the high clarity of followed policy. The rest of items (3, 4, 5, 6 & 7) came at a medium degree and this result attributed to the belief of educational supervisors that they are performing the tasks assigned to them, the manager believes that they are doing their organizational duties, or that they are doing things they have to do, therefore the manager strengthening of organizational

commitment comes to a medium degree and does not fit with things that needed by the educational supervisory staff.

The manager turns to delegate some of his administrative authorities at a lesser degree, which can be attributed to the nature of administrative and accounting procedures that make the limits of his powers' delegation to those below him very low, which led to the belief of educational supervisory staff to delegate at a medium degree.

Second Dimension: manager's style in dealing with educational supervisors

Results of this dimension shown in table (3)

Table (3) arithmetic means and standard deviations of the manager's style in dealing with educational supervisors dimension prevailing at the offices of Directorates of Education in Irbid

Number	Items	Mean	STDEV	Degree
1	Manager facilitate getting the necessary information	3.55	0.87	Large
2	Manager ensures satisfaction of supervisors within work requirements	3.43	0.99	Large
3	Manager shows credibility in the presentation of information	3.13	0.70	Medium
4	Manager works on providing the job security and stability	2.70	1.05	Medium
5	Manager care about the career priorities and needs	2.61	1.07	Medium
6	Manager care about the personal priorities and needs of the supervisor	2.54	0.90	Low
7	Manager committed to his promises	2.26	0.75	Low
	Overall degree of second dimension	2.89	0.56	Medium

Results shown in table (3) indicated that the item "Manager facilitate getting the necessary information" came to a large degree, and the researcher attributes this result to the manager's willingness to provide the required information because it considers a general organizational behavior or it's an imposed procedure because the information can't be withheld at the present time, where it become easy to obtain information from multiple sources. Therefore, manager is dedicated to provide supervisors with information they need

for the job and also the positive workflow has a reflection on the ability of manager to manage the work positively. The second item "Manager ensures satisfaction of supervisors within work requirements" also came to a large degree, due to the existence of good relationships between managers and employees, and the dominance of cooperation and friendliness spirit between them while the sixth item "Manager care about the personal priorities and needs of the supervisor" came to a low degree, which attributed to the high

demands of supervisors and the high burdens imposed on them, where the manager makes promises related to the facilitation of their work and these promises may seem inconsistent, chances of achieving it aren't available, or working conditions don't help to implement it, therefore the manager returns to abandon these promises. The availability of item seven "Manager committed to his promises" also came to a low

degree, because the manager interest in priorities and general needs of the job is more than his interest in priorities and personal needs of supervisors.

#### Third Dimension: Innovation Opportunities

Results of this dimension shown in table (4)

Table (4) arithmetic means and standard deviations of the innovation opportunities dimension prevailing at the offices of Directorates of Education in Irbid

Number	Items	Mean	STDEV	Degree
1	Manager accepts constructive criticism to improve supervisory practices	3.25	0.86	Large
2	Manager adopts the new ideas that seek to bring about change	2.98	1.17	Medium
3	Manager encourages supervisors to present the creative ideas	2.91	0.96	Medium
4	Manager records the creative ideas in their owners names	2.87	1.11	Medium
5	Manager gives morale incentives to supervisors through their outstanding contributions	2.83	0.91	Medium
6	Manager creates opportunities that contribute to the release of creative energies	2.25	1.03	Low
	Overall degree of third dimension	2.84	0.56	Medium

Results shown in table (4) indicated that the item "Manager accepts constructive criticism to improve supervisory practices" came to a large degree, and the researcher attributes this result to the existence of a real desire among managers to develop the work inside the Directorate of Education offices and they are committed to benefit from the constructive ideas they receive from various sources, in order to strengthen the administrative practices that improve the supervisory work, due to its direct connection with the manager's performance. The item "Manager creates opportunities that contribute to the release of creative energies" came to a small degree and the researcher attributes this issue to the lack of management opportunities or practices that

promote creativity, where the work is govern by specific policies and ultimately will be evaluated according to well-known and predetermined rules and principles that sometime are subject to the temperament of official. The rest of items came to a medium degree and this result due to the lack of managers' interest to provide supports fairly, which cause the educational supervisors to interact to a medium degree and get the work done, in order to avoid accountability without being creative at work, and also the overall degree of the dimension came to a medium degree.

#### Fourth Dimension: organizational ethical values

Results of this dimension shown in table (5)

Table (5) arithmetic means and standard deviations of the organizational ethical values dimension prevailing at the offices of Directorates of Education in Irbid

Number	Items	Mean	STDEV	Degree
1	Manager makes tangible efforts to nominate those who meet the requirements of educational supervision	3.24	1.13	Large
2	Manager uses modern management techniques to manage the office	2.96	0.91	Medium
3	Manager implants the mutual trust with supervisors	2.75	1.28	Medium
4	Manager implants the self-control among supervisors	2.66	1.24	Medium
5	Manager discusses the results of performance evaluation with supervisors at a high transparency	2.64	0.90	Medium
Overall degree of fourth dimension		2.85	0.81	Medium

Results shown in table (5) indicated that the item “Manager makes tangible efforts to nominate those who meet the requirements of educational supervision” came to a large degree, and the researcher attributes this result to the existence of a real conviction among educational supervisors of their eligibility for supervisory work, and therefore they believe that selection came according to specific organizational values related to conditions of applicant eligibility for this role. The rest of items in this dimension came to a medium degree, and the researcher attributed this result to the manager’s sole management of the office, and sometimes goes with some opinions that he sees it will work to modify his image in front of officials. The item “Manager discusses the results of performance evaluation with supervisors at a high transparency” came in the last place with

a medium degree, and the researcher attributed this result to the nature of evaluation process, which often performed in secret way due to the sensitivity of the issue. Therefore, supervisors believe that office managers are still inconspicuous about their performance evaluation reports, which sometimes subject to the temperament of manager as indicated by the educational supervisors.

**Study results related to the second question** “Are there any statistically significant differences at level  $\alpha \leq 0.5$  in the responses of sample members about the participation in decision-making, due to the variables (gender, qualification, and years of experience)?” are shown in in tables (6), (7) & (8).

Table (6) responses of sample members about the participation in decision-making, due to the gender variable

Dimension	Category	Number	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Male	83	2.82	0.64	131	-0.68	0.48
	Female	54	2.87	0.62			

It shows from table (6) the nonexistence of statistically significant differences at level ( $\alpha \leq 0.5$ ) in the study sample responses, due to the gender variable. The researcher attributes this result to the similarity in the circumstances of their evaluation,

taking into consideration they are supervisors and they perform the same technical tasks and duties, and because everyone are subject to the same regulations and laws, the results came very close.



Table (7) responses of sample members about the participation in decision-making, due to the qualification variable

Dimension	Category	Number	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Bachelor	23	2.86	0.64	131	-0.05	0.96
	Higher than Bachelor	114	2.84	0.63			

It shows from table (7) the nonexistence of statistically significant differences at level ( $\alpha \leq 0.5$ ) in the study sample responses, due to the qualification variable. The researcher attributes this result to the same educational preparation

received by the educational supervision staff, where the results came very close because everyone are subject to the same training courses related to the educational supervision.

Table (8) responses of sample members about the participation in decision-making, due to years of experience variable

Dimension	Category	Number	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Less than 5 yrs.	64	2.84	0.67	131	-0.30	0.76
	5 yrs. and more	73	2.86	0.64			

It shows from table (8) the nonexistence of statistically significant differences at level ( $\alpha \leq 0.5$ ) in the study sample responses, due to the years of experience variable. The researcher attributes this result to the concept of participation in decision-making, which relatively new concept in the educational work and it's a participatory organizational trend in the educational leadership that may display the bureaucratic movements in management, and with this trend the years of experience variable wasn't crucial in guiding the responses of study sample, therefore the result was very close.

Conduct similar studies in light of other variables that contribute to the activation of organizational trust in the different educational institutions.

## RECOMMENDATION

Urge the managers of Directorates of Education offices to strengthen the organizational commitment of the educational supervision staff.

Direct the managers of Directorates of Education offices to delegate the authorities related to the educational supervision to educational supervisors.

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