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## The intermediate role of learning orientation in the relationship between functional empowerment and creative abilities

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### Abstract

Organizations, including service organizations, always seek to diagnose the obstacles facing the staff, find appropriate solutions for them, and meet all the requirements of the work environment. The study aimed to know the possibilities that the organization, the sample of the study, can offer to enhance the administrative, organizational, and social excellence of the staff members, relying on the application of programs and dimensions of orientation. Towards learning that determines the future success of the organization, and an attempt to measure the degree to which their personal and objective needs are met, which is directly reflected in their feeling of happiness and satisfaction, enhancing that feeling with the variable of job empowerment, which gives them appreciation, respect, and freedom in the workplace and thus enhances creative capabilities.

Through this study, the researcher seeks to diagnose the reality of the three study variables: (job empowerment, orientation towards learning, and creative abilities), and then formulate research hypotheses by testing correlations and influence. The research was applied in the field of functional cadres in the Sunni Trust Office, one of the ministries located in the Governorate of Baghdad.

The study consisted of functional cadres in the departments of the Sunni Endowment Office. A random sample of (200) employees was selected, and descriptive statistical analysis was adopted in processing the data through a questionnaire and analyzing the variables of the study. The researcher reached several conclusions that proved the validity of its hypotheses by the presence of correlations and impact.

One of the most prominent results reached by the researcher was the existence of a significant correlation and influence between the variables of the study at the macro and micro levels.

**Keywords:** Career empowerment, orientation towards learning, creative abilities

### 1. Introduction

In recent times, the world has witnessed wide changes in various areas that have outweighed those of past times. This has resulted in a shift towards a knowledge economy, an economy in which the labour force and capital is no longer the yen core, but another element that is considered the economy's most important resource of knowledge. and the importance of knowledge in modern administrations as a new element of production and a strategic element constituting a competitive advantage for successful organizations, The dramatic increase in information and its accumulation has led to an urgent need to manage it to organize and utilize it to achieve the Goals. which has led to the emergence of the learning-oriented concept as a key part of knowledge-sharing activities involving exchanges of experiences and sharing of knowledge and ideas, Organizations have also paid great attention to creativity as an important characteristic of organizations facing change and seeking to maintain their standing and sustain their activity The scientific progress and technical development achieved by mankind in various fields could only have been demonstrated by the individual's use of his renewed potential and creative ideas. Harnessing it to sustain and consolidate this progress by creating an enabling environment for the Organization's staff to demonstrate and optimize their creativity.

Learning orientation is a key factor in guiding an individual's behaviour; They help him to achieve a certain purpose, making the individual pursue himself through his achievement. The orientation towards learning may affect his success and raise the level of scientific and

practical knowledge, and vice versa if the employee's motivation for learning is lower, his level of knowledge is low.

The concept of functional empowerment has also received increased attention by practitioners interested in human resources in organizations that seek to develop, create, excel and learn. Empowering workers is giving freedom of action and achieving participation in decision-making, thereby achieving creative and discriminatory aspects within the organization.

In return, organizations are no longer merely required to achieve performance, as well as seeking excellence as a necessity for survival, continuity and competitiveness. Therefore, job empowerment, learning orientation and creative abilities in working methods have become the researchers' broad interest in criticism, debate and costs because the current era is one of digitization, information and knowledge, innovative factors and many and different concepts.

## 2. Problem of studying

Organizations' success and survival are linked to their ability to create and empower for learning. This ability is influenced by the quality of the knowledge used. Therefore, organizations wishing to remain must work instead of remarkable efforts that contribute to identifying knowledge that contributes to the development and utilization of the capacities of individuals. Based on the above, the following problems can be raised:

What is the relationship between job empowerment and creative abilities through the intermediary role of learning orientation in Iraq's Sunni Waqf Office?

## 3. Study objectives

The study seeks to achieve a set of goals that can be identified by the following points?

- Identify an impact relationship between functional empowerment and creative abilities in the Sunni Endowment Office under consideration.
- Identify an impact relationship between functional empowerment and learning orientation in the Sunni Endowment Office under consideration.
- Identify an impact relationship between learning orientation and creative abilities in the Sunni Endowment Office under consideration.
- To discuss the impact between functional empowerment and creative abilities through the intermediary role of learning orientation in the Sunni Endowment Office under consideration.
- Draw conclusions and recommendations.

## 4. Importance of the study

The importance of the study lies in the importance of its topic, which addresses the most important modern concepts in the field of administration and seeks to know the nature of the relationship between job empowerment and the creative abilities of employees through the intermediary role of the orientation towards learning in one of the service institutions, especially since the recent trends in their totality call for attention to be paid to the availability and sharing of information to obtain the desired results.

## 4. Limits of study

The limits of the study can be determined by

- **Spatial boundaries:** The field study was conducted at the level of one of Iraq's service institutions, the Sunni Waqf Office.
- **Time limits:** The study was conducted for one and a half months from the beginning of the field study.
- **Human boundaries:** The survey was conducted by a group of managers and staff at the senior, middle and executive levels of the researching organization.

## First Research: General Concepts of Study Variables

### 1. Functional empowerment

The term empowerment emerged during the last two decades of the twentieth century, with business organizations focusing on ordering or so-called jus cogens organizations. However, accelerating variables in the business environment and high competition have made it move to adopt a series of modern management strategies such as comprehensive quality management and continuous improvement and quality seminars to achieve competitive advantage. Attention was drawn to empowering presidents for their subordinates by increasing their participation in decision-making and enhancing their effectiveness, as reflected in the Organization's performance, according to Vecchio (2000, 104), staff empowerment refers to a range of motivational methods designed to improve staff performance by increasing the staff member's level of participation and self-determination. Similarly, they are defined as organizational arrangements that give employees greater autonomy, appreciation and decision-making responsibility (Buchanan & Huczynski 2004, 285). In other words, lower-level staff are given greater strength, responsibility and freedom to make choices about how to perform their functions and how to deal with any of the problems related to their work, thereby affecting organizational outcomes. The essence of empowerment is the release of knowledge, experience and motivational power that already exists in people but is largely untapped (Blanchard, Carlos and Randolph, 1999, 6). Hamed, 2010, 66)<sup>[1]</sup> noted that functional empowerment is a catalytic method if properly designed and implemented in organizations, which improves the Organization's performance by increasing the levels of self-determination participation of workers. The process of encouraging and allowing staff to take personal responsibility for any events and improvements in the performance of their assignment while contributing to the overall objective of the Organization. (Amaanda, 2011, 21)<sup>[2]</sup> explained that job empowerment means giving active personnel broad powers to make decisions on the development of services to clients. He knew him (Al-Nimah and Al-Salman, 2012)<sup>[3]</sup> to give all the organization's personnel the authority to make important decisions and to be responsible for their results, and he knew him (Kazim, 2014) is the process of allowing staff to contribute and control their work, being able to participate openly in suggestions and ideas about their work and the Organization as a whole, empowered staff are committed and loyal, are clear, they are eager to exchange ideas and can serve as powerful ambassadors to their organizations. (Kumar, 2014)<sup>[5]</sup> is a parallel to previous definitions in terms of meaning, as it is defined by the distribution of

decision-making power to persons who do not own it in the Organization in such a way that they are able to carry out their work independently. The process of giving authority to employees and helping them to enhance their self-confidence and overcome their weaknesses. (Shahri et al., 2015, 264) <sup>[6]</sup>. It provides employees with a certain degree of autonomy and responsibility and involves them in taking decisions on their specific organizational functions, enabling them to take decisions at the lower levels of the organization where employees have a unique view of the issues and problems facing the organization at a certain level, known as Busara, 2016, 12) <sup>[7]</sup>. It is the transfer of power or authority from the Presidents to the subordinates to achieve effectiveness in the performance of their work, and he knew it (Abbas Waldawi, 2017) was that it provided an appropriate degree of discretion to workers, entrusting them with tasks of a degree of autonomy with their responsibility for the results, reinforced by an effective information system, which created a rapid flow of information, with a focus on workers engaged in operations directly associated with the public, defined by the judge, 2018). That is to give administrative powers to employees in its various forms from the higher administrative levels to the eligible executive levels to save time and distribute tasks and powers in order to relieve the pressure of work and reach the right decision that achieves the organizational goals of the organization, and know it (servants and others, 2020: 129) Optional transformation of work parts for individuals who have the competence to handle appropriate things because they have the authority, responsibility, talent and effectiveness in absorbing work supplies.

Based on the foregoing, the researcher believes that job empowerment is the preparation of supplies that motivate individuals and teams to work in all departments from their patience over their responsibilities and face the challenges that accompany unfamiliar and distinct decision-making by involving team members to select the appropriate way to accomplish the organization's objectives through their common sense, commitment and independence.

## 2. Learning orientation.

The importance of accurate and informed identification of an organization's learning orientation is reflected in its being an effective communication tool with the organization's environment; to justify the legitimacy of its existence and its recognition, respect and attribution of the people and variables that make up that environment on the one hand and as an effective coordinating tool for all activities of participants in the Organization's efforts, In this sense, the importance of learning-orientation shows that it appears to be a pivotal pole for effective communication between all organizational levels and areas of activity, and supporting the Organization's Thinking and Behaviour Unit, which ultimately leads to the production of a set of action maps linking policies, plans, programmes and initiatives with one another, These help to diagnose activity priorities and monitor available and potential resources in the short and future term.

Thus, many concepts of a learning orientation, defined as a future path determined by the interplay between vision and clear mission and in a way that secures the achievement of goals and indicates the system's action (Al Barwari, 2006: 7)

<sup>[9]</sup>. The learning orientation is defined as one aspect of the management process through which a future picture of the Organization is formulated through the formulation of a comprehensive vision outlining the Organization's future situation and then the formulation of the Organization's mission derived from the vision to be followed by the formulation of the objectives pursued by the Organization in accordance with its values in line with variables in the environment (Al-Naimi, 2009: 26) <sup>[10]</sup>, he also recognized that each organization must strengthen its future growth and expansion orientations and ask three models of questions that reflect the content of its learning orientation as follows:

- Should we expand our sphere of activity, retreat, or invest in our current operations without change?
- Should we focus on current activities in the same current industry, or should we diversify our activities in another industry?

When we want to achieve a targeted level of growth, at the local or global level in our field of activity, should we focus on developing our internal potential and using creative ideas or should we open up and use external sources by adopting acquisition strategies, mergers and alliances? (Wheelen & Hunger, 2001: 133) The learning orientation was defined as guiding the Organization's long-term objectives and organizational objectives by guiding managers and staff on how to implement plans to achieve acceptable results, and working to provide external stakeholders with the Organization's structure for interaction events (Harrison & Jonhes, 1998:6), defined as the way or way to top a career with philosophical impressions, a cognitive perspective and insight From the organization's mission and objectives to practical realities, responding to the environment with a collective mind and thinking and based on the values directed at strategic behaviour on the right path (Mirkhan, 2003:53), defined as the overall planning base and organizational structure of the Organization's activity, and as one of the underlying factors influencing the building of organizational structures, planning and development of the Organization (LFH, 2008:109), defines learning orientation as an insight into the organization's processes to reach high levels of superior performance that reflects managers' perceptions of the environment, as well as their reactions to surrounding environmental conditions (Rudolf & Anthony, 2004: 2), also defined as an analytical process for selecting the future location of the organization depending on variables in its external environment and the organization's adaptation to it (Al-Dahdar, 2006:49) and (Al-Rawi) defined the learning orientation as a tool to coordinate the Organization's efforts by laying the foundation for effective communication between all levels of the Organization; To form a unit of reflection to link all its plans and, as a guide to its resources towards meeting its needs; to define the organization's environment and justify the legitimacy of its existence (Narrator, 2001:32).

A knowledge of learning-oriented digital and traditional learning known as integrated learning is the combination of face-to-face and online learning, where technologies serve as the basis for online learning, often involving face-to-face learning using asynchronous or simultaneous technology applications and tools (02074, Hashemi & Kew). Digital learning is a set of educational methods, methods and

strategies based on modern techniques; Through the recruitment of computer, Internet and educational software and their integration with traditional learning in an integrated organizational environment, the management of members of the organization or institution is empowered and effective in improving the outputs of the administrative process (Khazrji and Benny Khalid, 2019, 176). Learning is the most logical development, characterized by sequencing in the learning development and improvement agenda to integrate technological and innovative progress through online learning. Which brings to traditional learning effective participation, motivation and love of achievement and logical sequencing in the steps of science processes, thinking skills in general and critical thinking skills in particular, Learning becomes meaningful and keeps its impact longer in the minds of employees (Abdelaziz, 2019, 178). Learning is a combination of online learning and face-to-face learning -FaceUsing a variety of learning sources, it is a flexible learning strategy that integrates innovative and technological developments of online learning with interaction and participation in traditional learning in classrooms (2019382, Mondal, Majumder, Mandal).

Learning is an evolutionary approach that combines effectiveness and social networking opportunities among all employees with the potential for active, technically enhanced online learning with both simultaneous and asynchronous communication methods, as well as a strategic approach that improves employee learning and co-working, increased flexibility and access to content creation and delivery, and high organizational commitment in the learning and education process of 201940, Najafi, Heidari). Integrated learning is the description of an organization's management that combines online learning with face-to-face education education ", which is not a substitute for traditional learning, and involves making use of the Internet to provide optimal education in which a large part of online learning activities are conducted, The time spent in the organization is traditionally reduced, the aim being to combine better than online education with education in the organization and to encourage open and staff-oriented learning with greater flexibility for all (124, 2019, Pisoni). Morgan and Strong, 1998:1053) defined the learning orientation as: bringing the attention of everyone in the organization to focus and pay attention to a large picture of the direction of the organization, and between Hit, et al. 2000:13)) The extent to which organizational managers are aware of their environment and of their reactions to the advances being made. (Al-Rawi, 2001:35) noted that strategic direction is a tool for coordinating the organization's efforts through communication between different levels of the organization, and was defined as: the organization's leadership orientation. (Wiklund & Shepherd, 2003:1313) was also defined as: an analytical process by which the organization's future arrangement is determined as a result of changes in the external environment (Aragon & Sanchez, 2005:287 - 308). It was defined as: The way forward, which is determined by the interplay between vision and the clear strategic message, in order to explore the goals set. (Al Barwari, 2006:7) <sup>[9]</sup>. It was identified as one of the main reasons for modernizing the Organization and building the organizational structure to reach high rates of performance that reflected managers' perceptions of the

environment. (Gesture, 2008:109).

Through the concepts stated by the researcher, the orientation towards learning is a road map adopted by the organization, translating its vision and mission to ensure that it achieves its goals with the lowest and highest profits possible, based on the above, the orientation towards learning includes four directions: (Abdul Adis, 2008: 48)

- **Technical orientation:** Through differences and developments in the environment, the organization has to keep pace with these technical advances by using the latest technologies because consumers prefer the best products technically.
- **Orientation towards the employee:** In the sense that the organization offers all preferences and facilities to the employee and sets priority for them and offers value to them so as to preserve them.
- **Competitive orientation:** Through gathering information about them, diagnosing their strengths and weaknesses and knowing their activities.
- **Functional cooperation:** Cooperation has a positive impact on the internal possibilities of the organization to develop services to satisfy the needs and desires of patients. (Abdul Adis, 2008 : 48 )

### 3. Creative abilities

Definitions of creativity have been many as a result of the growing interest of both professionals and academics in this subject and its implications for organizations and their performance. Despite the multiplicity of tariffs, there had been no significant and significant differences between them. Creativity had been defined as the Organization's behaviour in relying on new ideas or methods of introducing a new product, using new methods or introducing new developments.

Creativity is a mental ability that manifests itself at the level of the individual, group or organization. and this creative capacity can be developed and developed according to the capabilities and capabilities of human resources, groups and organizations, It is a multi-stage process that results in a new idea or work that is characterized by the most fluency, authenticity, sensitivity to problems and retention of direction and is characterized by the ability to focus for periods of interest and the ability to form new linkages, discoveries and relationships (Safadi, 2019, 67).

Creative abilities are new and useful ideas related to solving certain problems or assembling and reconfiguring known patterns of knowledge into unique forms and creativity is not limited to the tactical aspect because it includes not only the development of goods and related processes and the preparation of the market, It also goes beyond machinery, equipment, manufacturing methods, improvements in regulation itself, composition results and job satisfaction to ensure and increase productivity (Abdul Razek: 2019).

Some define it as the successful use of new processes, programmes or products that emerge as a result of decisions within the Organization. Creativity must be built on the distinction of one's vision and solution of problems, on one's mental and intellectual capacity and knowledge that can be developed and developed with the right climate, leadership on capacity and interactive working relationships that develop the ability to access new ideas and solutions in a creative manner.

Creativity is the process by which a new idea, practice, product or service that can be adopted by or imposed on the organization's employees by decision makers results in a change in the organization's environment, processes or outputs (Ismail, 2014).

It is the integral unit of the set of substantive factors leading to new and authentic production of value to the individual and the community. Creativity in a broad sense means finding new solutions to ideas, problems and approaches.

Many concepts are used under the title of innovation: creativity, creativity, skill, as synonyms and all mean the birth of something new that is unfamiliar or looking at things in new ways. Some writers may be inclined to differentiate the terms creativity and innovation to give both terms an independent connotation unlike some researchers using the terms creativity and innovation to denote the same concept (Choi, 2014).

Creativity can be distinguished from innovation. Creativity is the thinking of new and appropriate ideas, while innovation is the successful application of those ideas within the Organization. Innovation produces anything new from solving a problem or an artistic expression and grandmother (modernity) is relative to what is new for an individual who may be known to me others. Creativity is a special case of innovation when the new thing is new to the individual and Kremer, et al: 2019).

Creativity in management work arises as a result of achievement, as the Department's primary function is achievement and creativity. The concept of creativity is the manager's ability to adapt the Organization to internal and external environment and to make the Organization better able to perform its functions and achieve its objectives under new variables.

Creative abilities can therefore be defined as the ability to provide methods and ideas that can optimize workers' responsiveness and motivate them to invest their abilities and talents to achieve organizational goals. Creativity is only an individual's vision of a phenomenon in a new way. So it can be said that creativity requires the ability to sense a problem that requires processing, and then the ability to think differently and creatively and then find the right solution.

## **2. Relationship between career empowerment, learning orientation and creative abilities**

Two studies conducted in 1998 by Mary Hockott Business School, Stanford University) Thomas Stone (Oklahoma State University) refers to (a) when providing staff with freedom, autonomy, self-government and adequate training to deal with service problems, they are more vulnerable to job satisfaction. (b) Customer satisfaction becomes faster when "service problems are solved by responsive and passionate employees". The study also showed that workplace supervisors in the residential construction industry with authority and decision-making are more satisfied with their jobs than supervisors without authority, and that the relationship between human resource empowerment and employee satisfaction is strong and positive. This study has generated key tools or elements that employers can focus on to improve the level of satisfaction and empowerment of their employees, and a relationship between empowerment and satisfaction has been

discovered. By improving satisfaction, empowerment will be positively affected. Similarly, when staff are empowered on site, their job satisfaction improves (75-27: 2005, Halvorsen).

While a study (74:2005 alorsen when empowering supervisors at the workplace by the employer confirmed this should give a positive reaction innovative creative ideas and continuous process improvement are positively reflected in the increased quality of products provided due to increased responsibility, motivation and empowerment, About this, employees must be able to meet customers' demands quickly, Improving customer satisfaction and increasing sales with the end result as well, middle and senior management can devote the time available to more profitable businesses and businesses. In addition, increasing the level of empowerment increases the level of job satisfaction, This contributes to the low turnover of staff the absence of the intention to leave work, and to maintain them. Well-trained and fair pay satisfaction staff also contribute to a lower level of staff turnover through satisfaction resulting in higher rates of return. Dedicated staff are likely to be involved in activities leading to customer satisfaction and increased profitability of their organizations. (Chow et al., 2006:479)

The results of the study (Ahmed and Mansour 2011 (346) showed that the area of incentives and wages received the lowest level of job satisfaction workplace ", which requires attention in each area, while another study showed that the workplace and its compatibility with staff members' competencies are more satisfied with employment than the rest of the staff and that increasing ages, years of service and proximity to the workplace has an impact on wage and salary increases, This has increased staff satisfaction, as well as the fact that staff over the age of (32) years with a service of more than (9) years who are more satisfied with the development opportunities and empowerment of other staff (Mahmoud) and Imran 2012 (368)

The results of a study (499-498: 2012, Andrew & Sofian) showed a significant difference between functional engagement and organization, with the staff member's joint support as a key individual factor influencing both participation measures and the outcomes of work outputs. In addition, the last three decades have seen the prevalence of employee empowerment practices in the public and private sectors s empowerment could be used to improve job satisfaction, Organizational commitment creativity and performance, as all previous empirical studies analyzed the direct impacts of enabling employees in their result variables as well as spillover effects mediated by job satisfaction and creativity are key causes of empowerment practices in influencing employees' behavioural outcomes (4490:2013, Fernandez & Moldogaziev).

In the same vein, organizations should be keen to increase staff empowerment. as their contributions have a significant impact on business productivity, revenues and overall effectiveness, Empowerment depends to a large extent on staff members' knowledge and skills as it affects the quality of their decisions when building a high human capital base, Highly skilled staff should be empowered to make the decisions they can handle (163:2015 Munjuri & KObonyo).

**H:** There is a statistical impact between functional empowerment and creative abilities through the brokering

role of learning orientation in the researching organization.

**Study II: Procedures and methods of study**

**1. Study methodology:**

The analytical descriptive approach has been used to achieve the study's objectives, through which the phenomenon in question is described, the analysis of its data, the relationship between its components and the opinions on it, the processes it contains and the effects it creates.

**2. Study Society**

The study community is defined as all the vocabulary of the phenomenon studied by the researcher. Based on the problem and objectives of the study, the target community consists of the employees of the Sunni Waqf Office, which consists of the main forces, as well as the 1,000 employees in the central departments.

**Table 1:** Distribution of members of the study community

Total	Female	Male	Job Position
582	82	500	Administrative
418	46	372	Leadership positions
1000	128	872	Total

Source: Office of Staff Management, Personnel.

**3. Sample study**

Due to the large size of the study community and to save time and cost, the researcher used a simple random caste method to collect the initial data needed for the study. The sample size of the study consists of (230) employees. The questionnaire was distributed to the sample; c200 were recovered and 29 were excluded because they did not conform to the correct criteria for analysis at a rate of 90%. Therefore, the researcher relied on 200 analytical questionnaires.

**Table 2:** Characteristics of Individuals Investigated in the Dental Office Sample Study

Gender															
Female						Male									
%			Number			%			Number						
18.4			80			81.6			120						
Age															
50 and more				40-49				31-39				30 and less			
%		Number		%		Number		%		Number		%		Number	
13.4		43		26.6		50		31.7		54		28.3		53	
Educational qualification															
Phd		Higher diploma		Masters		Ba		Diploma		Secondary					
%	Number	%	Number	%	Number	%	Number	%	Number	%	Number				
16.7	33	8.4	28	1.7	25	54.9	56	11.7	30	6.6	28				
Years of service															
16 and more				11-15				6-10				Less than 5 years			
%		Number		%		Number		%		Number		%		Number	
31.6		54		11.7		41		33.3		55		23.4		50	

Source: Prepared by the researcher

It is clear from table (2) that the description of sample members by sex shows that males constitute the largest proportion of the total number of sample members, while females make up the lowest proportion of the total sample personnel. It is noted that the dental services depend on males in administrative locations, whereas with regard to age they may be shown from the numbers shown in the table. (2) Most members of the study sample fall into category II (30-39) The year with the highest ratios of the total number of members of the sample indicates the university's orientation towards youth groups in the management of its departments. a Followed by category I (less than 30 years) followed by category III (40-49), and category IV (50 years and more) was the lowest proportion of total sample personnel. With regard to academic achievement, the above table shows us the high proportion of individuals holding a bachelor's degree ", followed by the proportion of individuals holding a doctorate followed by individuals holding a diploma, Followed by a higher diploma, followed by a preparatory diploma, The proportion of individuals holding a master's degree was the lowest. All individuals receive a university scientific qualification in proportion to the study sample. (54%) for the bachelor's degree campaign, this result shows the ability to put forward practical ideas that help the development of the Sunni

Endowment Circles.

Table (2) shows the description of the study sample individuals according to the categories of years of service, and notes that the individuals whose length of service is limited between (5-10) years in excess of other categories, followed by category IV (16 and more), followed by the first category (less than 5) years, and the two categories (11-15) Having reached the lowest ratios of the total number of study samples, there is a high level of experience in the investigated Sunni Endowment Services which gives managers the ability to predict the problems facing their university and make appropriate decisions. This is confirmed by the acquisition of a sample study in the category of individuals. (10) One year and more than half of the sample's total, with good ratios of service to the interviewees being an indicator of accumulation of experience and clear perceptions of the dimensions and variables of identification.

**4. Study tool**

The researcher prepared the study tool to find out the intermediate role of learning orientation in the relationship between functional empowerment and creative abilities: an applied study on a sample of workers in the Sunni Endowment Services. The researcher followed the following

steps to build the identification:

- Access to and use of administrative literature and previous studies relevant to the study's subject matter in the construction of identification and the drafting of its paragraphs.
- The researcher consulted a number of Iraqi university professors and administrative supervisors in determining the dimensions of the identification and poverty.
- Identification of key areas covered by the questionnaire.
- Identify the paragraphs that fall under each area.
- Presentation of the identification to the supervisor for discussion and comments.
- The resolution is designed in its initial form and has formed from two main axes.
- The questionnaire was presented to 7 arbitrators with experience in academic, administrative and statistical fields at both universities and government institutions. Annex 1 indicates the names of the members of the arbitral tribunal. In the light of the arbitrators' views, some of the paragraphs of the deletion, addendum and amendment identification have been amended to finalize the resolution on (67)
- The identification of the intermediate role of learning orientation in the relationship between functional empowerment and creative abilities was prepared: an applied study on a sample of workers in the Sunni Endowment Services. The identification of the study consists of two main sections:
  - **Section I:** personal data on respondent sex, age, number of years of service, scientific qualification, nature of work)
  - **Section II:** Intermediate Role of Learning Orientation in the Relationship between Functional Empowerment and Creative Abilities: Consists of (67) Paragraph.

**Third section: Test direct impact relationships between search variables**

For the purpose of testing the direct impact hypotheses of our current study of the IV, V and VI main hypotheses, the researcher used the method of modelling the structural equation as a guide by applying the 23. Amos V program. For the parameters against which the structural model is evaluated, they are as follows:

- Set of regression parameters: R2, Constant, Standard and Unstandardized Coefficients, Standard Error, Critical Ratio (CR), used to measure the morale estimates of standard pathways, and the Standard Error, the level of morale Vue values.
- Model Fit: Researchers used to analyze regression when verifying model conformity limited to indicators of the three variables.

**Based on the foregoing, direct impact hypotheses will be tested as follows**

**1. There is a multiple, morally significant impact relationship between functional empowerment in its dimensions and learning orientation.**

Table 3 shows the standard regression pathways and the R2 value of the effect of the independent variable dimensions of functional empowerment. (Information Sharing (X1),

Freedom and Autonomy (X2), Task Forces (X3)) in the intermediate variable oriented towards learning. This format shows that the structural model has been fully evidenced by the values of the model's conformity indicators. Table (3) shows the non-standard regression pathways, constant regression value and standard error of the fourth main hypothesis as shown in the outputs of Programme 23. and table (3) shows the main hypothesis IV pathways, normative and non-normative regression weights, normative error, critical ratio, level of morale and value (R2).

**Table 3:** Pathways and Parameters of the First Hypothesis Test.

Paths	Estimate	Standard R.W.	S.E.	C.R.	P	R <sup>2</sup>
Z<--- X1	.358	1.577	.274	5.752	***	.68
Z<--- X2	.365	1.549	.271	5.719	***	
Z<--- X3	.195	.761	.227	3.351	***	

*Source:* Researcher's preparation based on programme outputs (Amos (V. 23).

**The results of table (3) were as follows**

- The value of the post-impact modular regression coefficient to share information in the learning orientation has reached (0.358) Which means that the creative capabilities of the research institution will change by (0.358) If interest in participation increases by one unit, which is supported by the critical ratio (CR) for the regression coefficient is (5.752) which is a moral value, and we note that this dimension was the middle dimension influencing the orientation towards learning.
- The value of the modular regression factor for the effect after freedom and autonomy in the orientation towards learning is 0.565, which means that the orientation towards learning in an enterprise will change by 0.565 if interest in freedom and autonomy increases by one unit. This is supported by the critical ratio (CR) of the regression factor is 5.719, which is a moral value.
- The value of the modular regression factor for the effect of the task forces' learning orientation is 0.195, which means that the orientation towards learning in the investigating institution will change by 0.195 if the interest in the task forces increases by one unit, which is supported by the critical ratio (CR) of the regression factor of 3.351, which is a moral value.
- The value of the determination factor (R2) is 0.68, which means that the functional empowerment dimensions explain (68%) of changes in learning orientation. The remaining 32% is due to other variables not included in the research.

All of the above indicates acceptance of the fourth main hypothesis, while these results explain the impact of the independent variable (Functional empowerment) in the median variable (orientation towards learning) at the organization level Sample research and this underscores the importance of workers' enjoying a high level of career empowerment of sharing information to develop work and accomplish difficult tasks, Freedom and autonomy to detect deviations and interact effectively with the environment, and task forces to conclude facts and make appropriate decisions, All this improves the level of learning orientation of those cadres working in the research organization. This

result is consistent with the view (2005:948, Aearn & Rapp) that a highly empowered employee is more successful in working in the working environment and will respond more to learning-oriented behaviours, as the readiness of empowering an employee depends on a range of the staff member's abilities, knowledge and experience.

**2. There is a multi-meaningful impact relationship between functional empowerment in its dimensions and creative abilities.**

Table 4 shows the standard regression pathways and the R2 value of the effect of the independent variable dimensions of functional empowerment. (Information Sharing (X1), Freedom and Autonomy (X2), Task Forces (X3)) in the Creative Capabilities Variable and that form shows that the structural model has been fully matched by the values of the model's conformity indicators, Table 4 also shows non-standard regression pathways, constant regression value and standard error of the fifth main hypothesis as shown in statistical programme outputs and table (4) shows the main hypothesis V pathways, normative and non-normative regression weights, normative error, critical ratio, level of morale and value (R2).

**Table 4:** Second hypothesis test pathways and parameters

Paths	Estimate	Standard R.W.	S.E.	C.R.	P	R <sup>2</sup>
y <--- X1	.251	1.155	.264	4.380	***	.73
y <--- X2	.239	1.062	.261	4.076	***	
y <--- X3	.464	1.892	.218	8.662	***	

Source: Researcher's preparation based on programme outputs (Amos (V. 23)).

The results of table (4) were as follows:

- The value of the modular regression coefficient for the effect of sharing information in creative abilities has reached (0.264) Which means that the creative capabilities of the research institution will change by (0.264) If interest in sharing information increases by one unit, which is supported by the critical ratio (CR) for the regression coefficient is (4.380) which is a moral value, and we note that this dimension was the middle dimension influencing creative capabilities.
- The value of the normative regression factor for the effect of post-liberty and autonomy in creative capabilities is 0.239, which means that the institution's creative capabilities will change by 0.239 if interest in freedom and autonomy increases by one unit. This is supported by the critical ratio (CR) of the regression factor is 4.076, which is a moral value.
- The value of the modular regression factor for the effect after task forces in creative capabilities is 0.464, which means that the creative capabilities of the research institution will change by 0.464 if the interest in task forces increases by one unit, which is supported by the critical ratio (CR) of the regression factor is 8.662, which is a moral value.
- The value of the determination factor (R2) is 0.73, which means that the functional empowerment dimensions account for 73% of changes in creative abilities. The remaining 27% is due to other variables not involved in the research.

All the above indicates acceptance of the fifth main hypothesis, while at the same time explaining the impact of the independent variable (Functional empowerment) in the subordinate variable (creative abilities) at the organization level Sample research and this gives a clear picture of the Organization's commitment to its work to serve as an example for all staff in the Organization's departments in the conduct and performance of their duties, Using effective enabling strategies, emphasizing participation in decision-making, Providing confidence and social support to members of the staff, and attention to the dissemination of basic information and knowledge, All this contributed to enhancing the organization's creative capabilities sample research. This result is consistent with the opinion (, 2009:7 (Blanchard et al.), which emphasized that giving individuals greater control, freedom and responsibility for their functions gains additional creative capabilities, reflecting the Organization's productivity and service excellence.

**3. There is a multi-meaningful impact relationship between learning orientation in its dimensions and creative abilities.**

Table 5 shows the standard regression pathways and the R2 value of the effect of the independent variable dimensions of functional empowerment. (Meetings (Z1), Teleconferences (Z2), Effective Learning (Z3), Official Networks (Z4), informal networks (Z5)) in the variable of creative capabilities. Table 5 shows that the structural model has been fully evidenced by the values of model conformity indicators. Table 5 shows non-standard regression pathways, steady regression value and standard error of the sixth main hypothesis as shown in the outputs of programme 23 (Amos V). and table (5) shows the sixth main hypothesis pathways, normative and non-normative regression weights, normative error, critical ratio, level of morale and value (R2).

**Table 5:** Third hypothesis test pathways and parameters

Paths	Estimate	Standard R.W.	S.E.	C.R.	P	R <sup>2</sup>
y <--- Z1	.096	.422	.281	1.502	.133	.68
y <--- Z2	.098	.403	.276	1.459	.145	
y <--- Z3	.216	1.081	.322	3.355	***	
y <--- Z4	.307	1.415	.337	4.203	***	
y <--- Z5	.230	1.019	.272	3.743	***	

Source: Researcher's preparation based on programme outputs (Amos (V. 23)).

The results of table (5) were as follows

- The standard regression value of the impact after meetings on creative abilities (0.096) and the ratio of indication was greater than (0.05) so there is no impact of the dimension of meetings on creative abilities.
- The standard regression value of the impact of teleconferencing in creative abilities (0.098) was greater than (0.05) so there is no impact of teleconferencing on creative abilities.
- The value of the modular regression factor for the effect of effective learning in creative abilities is 0.216, which means that the research institution's creative abilities will change by 0.216 if interest in effective learning increases by one unit. This is supported by the fact that the critical ratio (CR) of the regression factor is 3.355,



which is a moral value.

- The value of the modular regression factor for impact after formal networks in creative capabilities is 0.307, which means that the enterprise's creative capabilities will change by 0.307 if interest in formal networks increases by one unit, which is supported by the critical ratio (CR) of the regression factor is 4.203, which is a moral value.
- The value of the modular regression factor for impact after informal networks in creative capabilities is 0.230, which means that the research institution's creative capabilities will change by 0.230 if interest in informal networks increases by one unit. This is supported by the fact that the critical ratio (CR) of the regression factor is 3.743, which is a moral value.
- The value of the determination factor (R2) is 0.68, which means that the dimensions of the learning orientation account for 68% of changes in creative abilities. The remaining 32% is due to other variables not included in the research.

All of the above indicates acceptance of the sixth Chairperson's hypothesis, while at the same time explaining the impact of the independent variable (Learning orientation) in the subordinate variable (creative abilities), this confirms that career cadres have a high level of learning ability and this result is consistent with the opinion of the (2001:125Cohen & Carmeli) who noted that human resources capacities (Knowledge, human capital) is the primary strategic source that contributes significantly to superior organizational success and creativity in the organizations' ongoing environmental variables.

**4. There is an indirect and moral impact between functional empowerment and creative abilities by moving towards learning as an intermediate variable.**

**Table 6:** fourth hypothesis test pathways and parameters

Paths	Estimate	Standard R.W.	S.E.	C.R.	P
z <--- x	.819	1.279	.064	20.104	***
y <--- z	.362	.379	.063	6.019	***
y <--- x	.553	.902	.098	9.185	***

Source: Researcher's preparation based on programme outputs (Amos (V. 23).

**Table 7:** Direct and indirect routes of the seventh hypothesis

Paths	direct impact	indirect impact	Overall impact	R2
y <--- x	0.55			0.67
Y <--- Z <--- x		0.36*0.82=1.18	0.379	0.76

Source: Researcher's preparation based on programme outputs (Amos (V. 23).

Figure (6) shows a direct impact of the functional empowerment variable in creative abilities and this is shown in table (6) where its value (0.55) and the indirect impact of the functional empowerment variable on creativity through the learning orientation variable (1.18), Thus, a change of 1 in functional empowerment directly affects 0.55 in creative abilities and indirectly through a learning orientation of 1.18. and thus the total direct and indirect impact of functional empowerment (0.379), or the value of the interpretation factor (R2) has reached (0.76) which means

that career empowerment and learning orientation explain the percentage (76%) of changes in creative abilities, and the remaining high (24%) They are attributable to other variables not involved in research, and these results confirm the direct impact of career empowerment on creative abilities, and the indirect impact of career empowerment on creative abilities by moving towards learning at the level of the researching organization.

**Conclusion**

Functional empowerment has become a feature of leading organizations seeking excellence through their human component, which has become the organizations' true wealth.

Embracing the concept of learning orientation and reflecting its dimensions requires an environment that encourages learning, sharing knowledge and experiences and working within a team and requires possible human resources that act freely and flexibly and communicate easily and adapt to the Organization's external circumstances, This unleashes learning, knowledge renewal and sharing to keep abreast of everything new and strive for success, continuity and enhanced creativity.

Based on the theoretical and applied study, a set of conclusions was reached against which a set of suggestions was made as follows:

This paragraph presents the most important field findings resulting from the constructive truthfulness tests and the description and diagnosis of study variables. It explains the study's hypotheses. It explains the results of the statistical analysis and explains the nature of the relationship between the study variables. It therefore reflects the summary of the field efforts undertaken in the preparation of this research, namely:

- The adoption of functional empowerment dimensions (information sharing, freedom and autonomy, task forces) combined by the organization's research management has a moral impact on the orientation towards learning. This confirms that increasing career empowerment among career staff improves the level of learning orientation.
- The highest impact of functional empowerment in the learning orientation was found to be after freedom and autonomy, then information sharing, and finally task forces, so there is a significant impact of functional empowerment dimensions in the organization-wide learning orientation variable.
- Adopting a learning orientation in its dimensions (meetings, teleconferences, effective learning, formal networks, informal networks) By the organization's management sample research mentally affects creative abilities s commitment to their work in their behaviours and in the performance of their duties, Use effective training strategies and emphasize participation in decision-making, Providing workers with confidence and social support and attention to the dissemination of basic information and knowledge; All this contributed to enhancing the organization's creative capabilities sample study.
- The highest impact of learning-oriented dimensions in creative abilities was found to be after formal networks in informal networks, and then effective learning, while

meetings and teleconferences have not yet affected creative abilities, and thus there is a significant impact of learning-oriented dimensions in the organization-wide creative abilities variable sample study.

- ' The adoption of functional empowerment dimensions (information sharing, freedom and autonomy, task forces) combined by the organization's management of the study sample has a moral impact on creative abilities. This confirms that the study sample has seriously been able to build good creative abilities in the service working environment by retaining highly functional staff and. It turns out that the highest impact of job empowerment dimensions in creative abilities was in the aftermath of task forces, then information sharing, and finally freedom and independence, so there is a significant impact of job empowerment dimensions in the variable creative abilities
- Statistical results demonstrated an indirect and meaningful impact relationship on functional empowerment and creativity through learning orientation, and the intermediate effect of learning orientation variable was partial rather than complete between independent functional empowerment) Creative abilities (subordinate variables), this indicates that the changing learning orientation partially mediates the relationship between functional empowerment and creative abilities at the organizational level.

### Recommendations

- The organization's management of the sample study should employ the functional empowerment dimensions of (information sharing, freedom and independence, task forces) in all its activities and functional processes as they contribute significantly to increasing the motivation of work and realizing more opportunities as well as enhancing the creative capabilities and value of competing organizations.
- Enhancing the learning orientation dimensions and the need to apply them in the service work environment and in line with the nature, cultures and structures of the organization Sample research
- Enhancing the dimension of creative abilities and the need to apply them in the service work environment and consistent with the nature, culture and climate of the organization Sample research.

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