

The Intermediary Effect of Organizational Chaos in the Relationship between Organizational Conflict and Psychological Empowerment

Analytical study of the views of a sample from faculty members at Karbala University

Ali Abdulhassan Abbas¹, Fahim Aziz Majid²

^{1, 2} *Department of Accounting, College of Administration and Economics, University of Karbala (Iraq)*

Abstract:

Objectives: This study aims at determining the intermediary effect of organizational chaos in determining the quality of the relationship between organizational conflict and psychological empowerment. Due to the increasing cases of organizational conflict at Karbala University and the emergence of cases of chaos at many faculties, researchers have to conduct this study.

Methodology: The descriptive method was used to measure the study variables. The sample of the study included the Master and doctorate Degree holders in all the faculties of Karbala University. The sample was randomly selected. It included 332 of the study population (1711) . A number of statistical methods were used, such as measuring exploration factor and effect relationships between the variables of the study.

Findings: The study found that the organizational conflict affects the increasing of the organizational chaos with a small significant level. It was found, also, that the organizational chaos affect two dimensions of psychological empowerment. Moreover, there was a

relationship between the organizational conflict and decreasing the psychological empowerment.

Organizational values: The studies, which considered the conflict and the organizational chaos, have not been applied to universities, however this sector suffers from conflicts at all levels, may be as a result of intense competition. When viewing previous researches, we did not notice the application of these three variables, which has a significant effect on the outputs of academic work.

Future researches can benefit from this study in studying each dimension of conflict, measuring its direct effect on the dimensions of psychological empowerment, as well as studying the positive effect of the conflict and the creative chaos.

Keywords: Organizational Conflict, Organizational Chaos, Psychological Empowerment, University, Master Degree holders.

1. Introduction:

The universities are important academic organizations in the society because of their role in nurturing the society with human competencies. Therefore, great attention should be given to this sector, and attention should be paid to the educational and administrative cadres in the sector to support them with modern technology in the information field, increasing the opportunities for external training of these cadres and addressing administrative problems therein. One of the key issues faced by all organizations, especially the academic sector, is the increase in cases of organizational conflict, which is one of the most important issues that occupy the thinking of senior leaders because of its devastating and negative effect on the decline of efficiencies, increased divergence and poor communication between people. Hence, its causes must be identified, addressed, contained and controlled. The continuation of the conflict leads to an uncontrollable chaos and to the emergence of new perceptions and cultures in the organization, which may be characterized by a kind of hostility and isolation of individuals and groups within the academic sector to give continuity of the chaos

state. Thus, chaos may move to another level that can be difficult to address or even control by senior leaders, and this will be very dangerous. These variables, conflict and chaos have an effect on the psychological state of the employees, as they lead to frustration, isolation, lack of hope and inability to self-determination. They, also, make the work done by individuals becomes meaningless to them. Some people may also lose the effect power on some groups or individuals. All of these affect the psychological empowerment of individuals, which is represented by four dimensions, i.e., meaning, efficiency, self-determination and effect.

2. Theoretical sides and hypotheses:

2-1 Organizational conflict:

Anderson (2006, 221-222) noted that long-term conflicts become more personal and hostile. As conflict expands, it can lead to a greater conflict and increased level of tension and anxiety, leading to poor efficiency. Plocharczyk (2007, 90) noted that organizational conflict is a dysfunction resulting from mismanagement, poor communication between co-workers and lack of confidence. The conflict is the result of personality quirks and human peculiarities, and if neglected, it can become devastative to individuals and groups. Beham (2011, 66) argues that organizational conflicts are followed by a variety of negative effects on work areas such as low job satisfaction, absenteeism, low performance and increased workload and turnover. Siira (2012, 187) and Farooqi et al. (2014, 189) argued that organizational conflict is a concern in the organization and is rooted in complex adaptive systems such as human organizations. Cropanzano & Baron (1991, 7) and Lambert et al. (2013, 401) indicated that the causes of the conflict are stress, workload and fatigue, which lead to injustice and a conflict with the employer. However, there are other things that are more important, such as the low salaries, leading to the entry of employees into groups to achieve their interests, reflected on the low organizational commitment. In their study, Vanacken et al. (2007) Laslo & Coldberg (2008, 184) found that organizational conflict reduces the effective performance of the organization and the collaborative work. It makes the organizational environment more complex, and the future consequences more difficult to predict, as conflict arises when goals are inconsistent.

Laslo & Goldberg (2008, 774) and Ustuner & Kis (2104, 28) suggested that conflict arises as a result of the existence of two or more different groups whose interests and objectives conflict. The conflict is a unilateral attempt to identify the efforts of some people, as it is a reaction to the events and contradictions that affect their cognitive and emotional strengths, which creates an environment characterized by complexity and uncertainty. Aldrickb (1971, 282) and Alkaya et al. (2014, 53) noted that the environment and organizational culture play an important role in the development or elimination of conflict, in particular if the organizational environment is not controlled and leads to the development of the organizational conflict.

Munoz–Flores et al. (2007, 4) and Martinez–Pocino et al. (2008, 41) suggested that the long–term, poorly managed conflict generates bullying (intimidation), which is one of the most negative behaviors in the organization, causing a lot of financial losses, in particular when forming a department to settle the conflict. Bodtker & Jameson (2001, 263) emphasized that the events that lead to the conflict are the emotional ones; and that the conflict is an emotional conflict as it is inception. Theories suggest that emotion stems from the evaluation of a particular event and may interfere with one goal or intersect with plans and raise conflicts. Bruk–Lee et al. (2013, 340) and Bruk–Lee et al. (2013, 340) argued that the conflict may be due to personal differences and may include disagreements on issues related to the organization's policies, employment decisions, benefits and organizational culture, or as a result of the intersection of goals and interests. In his study, Hasani et al. (2014, 1031) concluded that the educational gap, experience and culture possessed by employees are some causes of conflict. This conflict in the organization is inevitable. Every person may be involved in the conflict in the workplace.

Afzalur (2002, 207) added that the organizational conflict occurs in the following cases:

- If one has to participate in activities that are contrary to his or her personal needs.
- If the party holds behavioral views that may contradict another one's views in the organization.
- When the party, to which one belongs, wants to raise resources, everyone will be dissatisfied.

- If the party has positions, values, skills and goals that are prominent and influential in guiding the behavior of its members, while others consider these attitudes, values and goals as exclusive by the other parties.
- There may be two parties in the organization with exclusive and partisan behavioral preferences on some common actions.
- If two parties emerge in the organization, and they are linked to goals, tasks and activities.

Belanger et al. (2015, 35) indicated the need to adopt a number of conflict management strategies because of the low efficiency of work and the dispersion of social relations, even if managers were forced to use harsh force to eliminate conflict. Mo et al. (2012, 123) argued that leadership participation in work, and supporting the cooperative approach, particularly focusing on ethical leadership, reduce organizational conflict.

Bruk-Lee et al. (2013, 3,340–341) concluded that the conflict causes negative reactions. Its effects are divided into three levels (behavioral, physical, psychological). It causes dangerous factors of cardiovascular disease, headache, gastrointestinal disorder, low job satisfaction and psychological problems such as tension, anxiety, anger, frustration, anxiety and chronic psychological pressures, resulting in aggressive behavior of employees and engaging in behaviors of withdrawal from work such as absenteeism, delaying and low performance.

Olekals (1997, 56) explained that the conflict is divided into three levels, either between the departments of the organization, between the working groups or between people within the organization. Gelfand et al. (2008, 141–142) proposed two dimensions of conflict. The first dimension is positive when the conflict is managed in a cooperative and competitive manner in order to develop the organization, or is managed in a negative manner, reflecting the attempts of certain groups to move against other groups. The second dimension describes the negative side. Therefore, as a result of the orthogonalization of these dimensions, it produces four kinds of conflict cultures: dominant conflict culture, cooperative conflict culture, introverted conflict culture and negative and aggressive conflict culture. Divirgilio et al. (2011, 3) added that the conflict is divided into two kinds in organizations: the conflict between individuals and the organizational conflict that emerges from the hierarchy, the inability to settle conflicting interests, the increasing tension between managers and

employees and the authority imbalance, resulting in organizational conflict. The conflict may increase and lead to clashes in the workplace due to differences about seniority, unequal wages, resource allocation, workload, disparity in staff tolerance, personal relationships, gossip, rumors and harassment in the workplace.

Finally in this research we adopted a scale (Rahim's,1983) In order to measure organizational conflict. Because it took the organizational conflict within three dimensions this helps identify the type of conflict that exists in the university.

2-2 Organizational chaos:

Wallin & Ryan (1994, 531-532) argued that chaos theory is one of the most exciting theoretical developments in the contemporary world and that the chaotic environment creates an obstacle to the progress of leadership in achieving its objectives unless a set of measures is taken to re-create the system and empower people within the organization by strengthening their vision and redefining objectives. Hardy (1999, 127-128) and Ekstrand & Ray (2001, 132) suggested that chaos leads to disintegration, uproots many cultures, customs and traditions and precludes the possibility of accurate prediction. The chaos theory is born of rejection or shift from the doctrine of modernity to post-modernity. Elmes & Taylor (2005, 3) stated that people resist through chaos. It is a mysterious form through which threats, vandalism and slow work are used. Resistance is often shown through random chaos, with no goal, and people are characterized by frustration, fatigue and anger from the organization.

Hasse et al. (2016, 92) indicated that the troubled business environment causes the destruction of business under the chaos theory, unless the organization adopts a number of strategies to face these problems. The chaos creates a complex environment. If the organization does not benefit from the attractors in the chaos, it will not be able to face it. Houry (2012, 230) added that chaos is the point where the organization is located, which causes a state of imbalance and bifurcation, leading to the separation of the past and the disconnection of previous operations. Hence, it leads to the emergence of self-regulation. McBride (2005, 235) defines chaotic theory as a qualitative study of unstable behavior in dynamic deterministic nonlinear systems. It does not follow predictable pathways. The

behavior is unpredictable in chaos theory and may be punctuated by periods of inactivity due to sudden change. Clear patterns of behavior may disappear and new patterns may emerge. However, this chaotic behavior does not indicate a lack of system. Rather, the system becomes unpredictable. The chaos theory Interacts extensively with environmental changes. Smits et al (2015, 6) defined it as a system of random behavior linked to specific rules that work with all positive mechanisms and negative reactions. External changes may cause chaos if the organization does not reorganize itself.

Susskind et al. (1998, 56) and Roscigno et al. (2009, 7, 749–750) argue that organizational chaos is the poor organization of work, in particular when the production process is uncoordinated, as conflict of interests leads to chaos and conflicts amongst people, resulting in a negative effect on organizational change and increased gaps in the structure of the organization. Hozson et al. (2006, 383,409), Roscigno et al. (2009, 756–757) and Sweeney (2007, 78) found that organizational chaos leads to job insecurity, low morale, lack of organizational cohesion and increased aggressive behavior in the workplace. Poor leadership encourages the emergence of chaos which creates environments that allow organizational chaos to emerge. Fitzgerald (2001, 340–342) and Hoogerwerf & Poorthuis (2009, 390) suggested that chaos is a state of confusion, delirium and madness. It is the absence of system, loss of communication and awareness amongst people in the organization. There are many principles of chaos, i.e., awareness, communication, uncertainty, emanation. Houry (2012, 230–231) indicated that the organization may reach the edge of chaos, a phase of imbalance which is irreversible, which causes the organization to disconnect the previous operations and the emergence of spontaneous in the self-regulation. The organization moves from one case to another. Chaotic behavior arises from simple systems. Irvin (2002, 380–381) suggested that it allows the vision to be clearer to the dysfunction prevailing in traditional systems. It reveals the fact that all things are linked in one vast fabric of reality, even the events that appear separate in the past are linked in the present and the future. Gray & Sturdy (2010, 47) suggested that if the organization wants to face the organizational chaos, it should adopt many measures, including sharing social capital with some employees, organizational hybridization, centralization and knowledge sharing.

Peake & McDowall (2012, 397–398) noted that change may be in one part of the system and may have some effect as if it is a disproportionate effect. Hence, the chaos allows coincidence, uncertainty, chance and synchronization under the umbrella of chaos. Van Eijnatten & Van Galen (2002, 397), Fitzgerald & Van Eijnatten (2002, 413–414), Levy (1994, 168) and Tsoukas (1998, 297–298) indicated that chaos is characterized by complex, dynamic and nonlinear design. It leads to a state of imbalance in the system resulting from a series of small disturbances leading to unstable systems that evolve. It depends on those small disturbances. The key principles of chaos are: awareness, communication, uncertainty, emanation and waste.

Fitzgerald & Eijnatten (2002, 406) stated that chaos theory leads to highly complex behavior. It defines, describes and makes meaningful predictions of systems that appear to exist. The reductionism analysis is used to illustrate phenomena in terms of the simplest things and the interactions with each other.

Fitzgerald & Van Eijnatten (2002, 406) illustrated a number of characteristics of organizational chaos:

- A number of complex things arise from abstract systems.
- Simple nonlinear systems which lead to a very complex behavior.
- Describes and provides meaningful predictions from organization's systems.
- The reductionism analysis is used to illustrate phenomena in terms of the simplest things and the interactions between them.

Radu et al. (2014, 1546–1547) argued that organizational chaos would undermine the concepts of strict control and stable operations provided by traditional management. He also added that doubts may arise in the personal life of the employees because of the chaos that creates a collective uncertainty that may destabilize the system.

The scale has been relied upon (Susskind et al,1998)Where it was found to be compatible with the current working environment In terms of the nature of the questions addressed.

2-3 Psychological Empowerment Concept:

Peterson & Speer (2000, 40) argued that psychosocial empowerment is the process of increasing personal relationships so that people can take actions to improve their lives. They are divided into three levels: the macro level involving in political and objective change, the micro level focusing on individual or personal change and the combination level between 1 and 2. Barroso castro et al. (2008, 1846) defined psychological empowerment as a state of knowledge which characterizes by the sense of control, perception, efficiency and comprehension of the goal. Bartram et al. (2014, 2405) emphasized that it is represented in promoting self-efficacy amongst participants in the organization. It is a tool to encourage employees to think about their work requirements and to give a real meaning to their tasks. He indicated four dimensions of empowerment: meaning, efficiency, self-determination, effect.

Javed et al. (2016, 3) suggests that psychosocial empowerment leads to finding the attitudes and approaches of people in all directions. It is the process of increasing the employee's emotions and self-efficacy by identifying the conditions that cause disability and removing them from all organizational practices. The concept of empowerment includes the existence of decentralization in decision-making. Forenza (2016, 4-5) argues that psychosocial empowerment refers to the individual's ability and social relationships through the sense of belonging to the community. Bhatnagar (2012, 929) concluded that psychological empowerment is associated with employees' creativity and increased participation in work. George & Hancer (2004, 37) and Ambad et al, (2012, 9) also described the psychological empowerment as an incentive for the employees to assess work, achieve job satisfaction and enhance organizational commitment. Ouyang et al. (2015, 87) suggested that the psychological empowerment of employees increases as duration increases, resulting in increasing the organizational commitment of the employees as the psychological empowerment increases. Macinga et al. (2015, 267-268) concluded that the psychosocial empowerment is strongly associated to the organizational citizenship behaviors, increased employees participation and job satisfaction. It makes employees feel that their tasks are meaningful and that they have independence in business.

Gkorezis & Petridou (2012, 3607) concluded that the empowerment can be enhanced by occasional rewards and financial incentives to the employees, as well as enhanced relationships between supervisors and employees. Yen et al. (2016, 302) stated that it is represented in giving the rights of decision-making to the employees by the manager, resulting in improving the independence and the control of employees goals. The strategic goal of empowerment is to allow the employees to take a more active leadership role in their workplace. Bhatnagar (2005, 423) emphasized that it is represented in solving the problems of expatriation and redefining the nature of supervision or administration, reward systems, jobs design or even changing the nature of the work environment and controlling the status quo.

Kostiwa & Meeks (2009, 277) noted that the psychosocial empowerment's advocates assert that it provides access to the authority and teamwork. It improves performance, involvement in decision-making and the transfer of authority to the employees. Whitaker & Westerman (2014, 270-271) indicated its role in aligning spiritual values in the workplace with personal initiative, job participation, flexibility of attitudes and mitigation of work pressures. Jose et al. (2015, 238) concluded that the reality of the working environment directly affects the perceptions of employees, which affects the level of job satisfaction. De Villiers & Stander (2011, 406) noted that the clarity of the role has a positive effect on increasing the psychological empowerment. Bhatnagar (2007, 1791) added that there is a positive relationship between increased psychological empowerment of employees, procedural and distributional justice and the development of capacities, work policies and information exchange. Lee & Wei (2011, 283) emphasized the positive correlation between the four dimensions of the psychological empowerment and the organizational commitment. Van den berg et al. (2013, 576-577) emphasized the importance of applying the psychological empowerment on cancer patients after treatment to increase their self-confidence to bear the burdens and reduce the level of tension.

Arciniega & Menon (2013, 2949) emphasized the focus on the strengths of organizations in terms of the working environment. Sprinitzer (1995) suggested a four-elements model: meaning (compatibility between role requirements and personal beliefs), efficiency (specific work and self-efficacy), self-determination (self-determination and autonomy) and effect

(effect on work outcomes). Employees' perception is associated with the psychological empowerment to control the work environment. Van Dop et al. (2016, 654–655) suggested three dimensions of the psychological empowerment: personal empowerment, interactive empowerment and behavioral empowerment.

Humbertstad and Dysvik (2016, 1240), Brunetto (2012, 2240), Joo & Shim (2010, 428–429), Andrade et al. (2015, 3) and Spreitzer (1995, 1443) indicated some psychological cases that reflect the active attitude of the employee in performing his roles in the work. The psychological empowerment is represented in: meaning, efficiency, self–determination and Effect, indicating the value of the goal at work or purpose.

Meaning: it is the compatibility between requirements of work roles and one's beliefs, values and behaviors.

Efficiency: it is the general feeling of the capability to perform the work activities with the necessary skills.

Self–determination: it refers to the sense of autonomy in the presence of options in starting and organizing business.

Effect: it refers to the degree to which an individual can affect strategic, managerial or operational outcomes.

The scale has been relied upon (Humborstad&Dysvik,2015) It included four dimensions and this scale was agreed with several studies. In addition, it is the more agreed standard. Where it included questions that are more detailed.

3 Methodology:

3–1 Research Problem:

The problem was diagnosed through field cohabitation and frequent meetings with faculty members. The problem was the weak understanding of the role of organizational conflict that may emerge amongst individuals, arise and spread between the groups, then become at the level of the organization, resulting in the organizational chaos due to the inability of the

senior management to diagnose problems, to develop solutions and to address them once they occur, reflecting in the low psychological empowerment of the employees in the organization. Therefore, the research problem is reflected by the following main question:

(Are faculty members at the faculties of Karbala University, the study sample, aware of the intermediary role of the organizational chaos in the relationship between organizational conflict and low psychological empowerment?)

3-2 Objectives and hypotheses of the research:

The research aims at identifying the type and causes of organizational conflict in the organization; and which is the most influential one in the occurrence of chaos and instability, as well as highlighting the impact of the research variables at the level of the educational environment, providing feedback to the administrative leaders at the university to develop solutions to these problems, determining the intermediary role of chaos on the conflict and psychological empowerment and identifying the weaknesses which the chaos will cause, resulting in destabilization and loss of confidence among people.

Through reviewing previous researches, which was taken in the theoretical aspect, and after viewing the hypotheses of each research, we have reached three key hypotheses:

- The first key hypothesis: A number of previous researches, which indicated the role of organizational conflict in creating the organizational chaos, have been adopted, including Pondy's (1967), Nonaka's (1988), Kilburg's (2000), Hodson's et al. (2006) and Kreutzer's & Jager's (2011) researches. It was concluded that there is a significant positive correlation between the dimensions of the organizational conflict (individual-level conflict, group-level conflict and organization-level conflict) and the organizational chaos variable.
- The second key hypothesis: A number of previous researches, which indicated the effect of organizational conflict on the psychological empowerment, have been adopted, including Groom's & Webb's (1987), Short's & Johnson's (1994), Johnson's & Short's (1998) and Bigdon's & Korf's (2004) researches. It was concluded that there is a significant negative correlation between organizational conflict and psychological empowerment.

- The third key hypothesis: A number of previous researches, which indicated the relationship between chaos and psychological empowerment in terms of the role of empowerment in reducing the chaos or vice versa, have been adopted, including Cummins's (1996), Warschauer's et al. (1996), Quinn's & Spreitzer's (1997), Bowen's & Lawler's (2006) and Numagami's et al. (2010) researches. It was concluded that there is a significant negative correlation between organizational chaos and psychological empowerment.
- The fourth key Hypothesis: The organizational chaos contributes to increasing the negative effect of the conflict on the psychological empowerment.

3-3 Research variables and methods of measurement:

- Organizational conflict: It is the independent variable of the research. Rahim's (1983) scale was adopted to determine the sub-dimensions of the organizational conflict, which are three dimensions (conflict at the individual level, conflict at the group level, conflict at the organization level).
- Organizational Chaos: It is the intermediary variable of the research. Susskind's et al. (1998) scale was adopted.
- Psychological Empowerment: It the dependent variable of the research. Humborstad's & Dysvik's (2015) scale was adopted to determine the sub-dimensions of psychological empowerment, which are four dimensions (meaning, efficiency, self-determination, effect).

3-4 Study population and temporal limits:

The study identified its area in the educational sector, targeting a population from the faculties of Karbala University of (1711) faculty members, focusing on a random sample of (400) faculty members. The questionnaire was distributed to the sample. The collected questionnaires were (332) after excluding (7) invalid questionnaires and (61) not collected questionnaires. The research period was 9 months. Table (1) illustrates the general characteristics of the research sample.

Table (1) general characteristics

Age group			Gender		Academic achievement		Number of years of service		
Less than 35	35-45	46-more	Male	Female	M.A.	Ph.D.	1-10	11-20	21-more
56	129	147	187	145	97	235	33	135	164

4 –Results:

This section includes a presentation of the statistical analyzes conducted on the responses of the sample members. It included verifying the validity of the study tool (questionnaires), as well as conducting a test of the study hypotheses based on the appropriate statistical tools:

First: Structural validity:

In order to verify the validity of the scale adopted to collect the data of the study, the confirmatory factor analysis was based on as the scales adopted in the study are ready scales from reliable scientific sources. Their readiness has been verified in other environments. The statistical program (Amos ver.23) was used for the test. The researchers have adopted pre-set criteria by Schumacker & Lomax, (2010, 169):

- Values of paths that link (Latent Variables) with (Unobserved Variables) which are considered acceptable if exceeded 40%, as well as the suitability of the standard errors, which are the smaller the better, and the Critical Rte (C.R).
- Model matching indicators (CIMn/df, GFI, RMSEA).

Following are confirmatory analysis details of the research variables.

4-1 Organizational Conflict Scale:

Figure (1) shows that all estimates of standard parameters for the organizational conflict variable exceeded 40%. As shown from the lines that link the sub-dimensions, and in order to confirm their significances, the researchers calculated the Critical Ratio (CR). All parameters were significant at a level of (0.05). For the important indicators of matching the model, they were all within the statistically accepted limits (Cmin /df 2.296, GFI 0.94, AGFI 0.908, RMSEA 0.06). Thus, the model obtained the matching that implies that the organizational conflict is a measurable variable through (3) interdependent dimensions and through (14) items distributed between the above mentioned dimensions. The questions (6, 8, 14, 18, 19, 20, 21), concerning the dimensions of organizational conflict, were excluded from the questionnaire due to non-compliance.

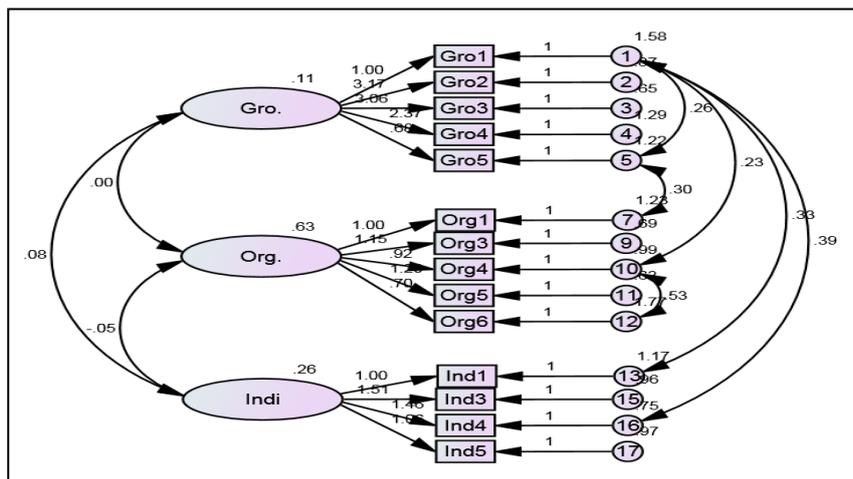


Figure (1) confirmatory factor analysis of the organizational conflict variable

4-2 Chaos Scale:

Figure (2) shows that all estimates of standard parameters for the organizational chaos items exceeded 40%. As shown from the lines that link the sub-dimensions, and in order to confirm their significances, the researchers calculated the Critical Ratio (CR). All parameters were significant at a level of (0.05). For the important indicators of matching the model, they were all within the statistically accepted limits (CMin/df 2.783, GFI 0.98, AGFI 0.95, RMSEA 0.073). Thus, the model obtained the matching that implies that the organizational chaos is

a measurable variable. The questions (2, 3, 5, 6), concerning organizational chaos variable, were excluded from the questionnaire due to non-compliance.

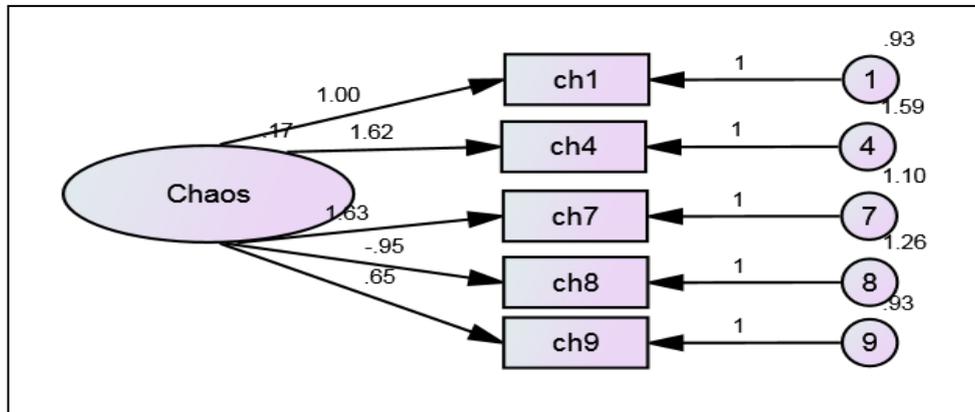


Figure (2) confirmatory factor analysis of the organizational chaos variable

4-3 Psychological empowerment scale:

Figure (3) shows that all estimates of standard parameters for the psychological empowerment items exceeded 40%. As shown from the lines that link the sub-dimensions, and in order to confirm their significances, the researchers calculated the Critical Ratio (CR). All parameters were significant at a level of (0.05). For the important indicators of matching the model, they were all within the statistically accepted limits (CMin/df 0.680, GFI 0.99, AGFI 0.98, RMSEA 0.00). Thus, the model obtained the matching that implies that the psychometric empowerment variable is a measurable variable through two dimensions, meaning and effect, and through five questions. Question (3), concerning the meaning dimension, as well as all question concerning efficiency and self-determination dimensions, were excluded from the questionnaire due to non-compliance. Effect questions were not excluded.

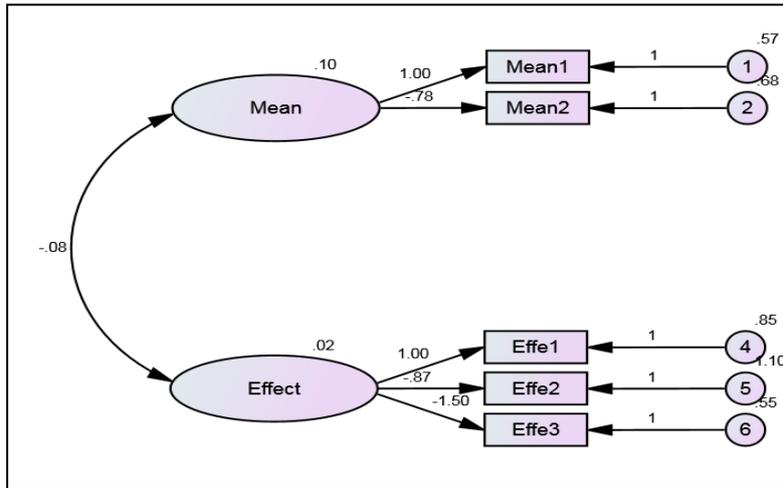


Figure (3) confirmatory factor analysis of the psychological empowerment variable

5 descriptive statistics and correlation coefficients between the research variables:

Table (2) shows the descriptive statistics and correlation coefficients between the research variables as follows:

Table (2) descriptive statistics and correlation coefficients between the research variables

Var.	M	SD	1	2	3	4	5	6	7	8
Ind.	2.37	0.75	1							
Gro.	3.12	0.76	0.46**	1						
Org.	3.00	0.91	-0.052	-0.031	1					
Conflict	2.83	0.51	0.67**	0.70**	0.55**	1				
Chaos	3.8	0.39	0.202**	0.25**	0.30**	0.40**	1			
Mean	2.34	0.47	0.024	-0.060	-0.034	-0.040	-0.039	1		
Effe	2.49	0.43	-0.096	-0.051	-0.008	-0.078	-0.055	0.104	1	
Psychological empowerment	2.41	0.33	-0.044	-0.074	-0.032	-0.078	-0.063	0.77**	0.71**	1

P** < 0.01, N = 332

- Individual–level conflict (Ind.): The above table shows that the individual–level conflict has an arithmetic mean of (2.37), which is less than the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.75). Accordingly, the researchers inferred the existence of a weak individual–level conflict between the employees at Karbala University. The value of the standard deviation was low, which means that the responses of the sample members are consistent.
- Group–level conflict (Gro.): The above table shows that the group–level conflict has an arithmetic mean of (3.12), which is more than the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.76). Accordingly, the researchers inferred the existence of a moderate group–level conflict between the employees at Karbala University. The value of the standard deviation was low, which means that the responses of the sample members are consistent.
- Organization–level conflict (Org.) The above table shows that the organization–level conflict has an arithmetic mean of (3.00), which is equal to the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.91). Accordingly, the researchers inferred that there is a discrepancy between the perceptions of the sample members about the existence of organization–level conflict between the employees at Karbala University. The value of the standard deviation was greater than its predecessors, which means that the responses of the sample members are inconsistent.
- The above table shows that chaos has an arithmetic mean of (3.8), which is more than the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.39). Accordingly, the researchers inferred that the research sample members are very aware of the existence of chaos in the University of Karbala. The value of the standard deviation was low, which means that the responses of the sample members are consistent.
- The above table the meaning has an arithmetic mean of (2.34), which is less than the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.47). Accordingly, the researchers inferred the lack of meaning, which is one of the dimensions of psychological empowerment problems at Karbala University. The value of the standard deviation was low, which means that the responses of the sample members are consistent.
- The above table shows that effect has an arithmetic mean of (2.49), which is less than the estimated arithmetic mean of (3). The standard deviation of the responses of the sample is (0.43). Accordingly, the researchers inferred the lack of effect, which

is one of the dimensions of psychological empowerment problems at Karbala University. The value of the standard deviation was low, which means that the responses of the sample members are consistent.

The above table shows the existence of varied correlations in terms of strength and direction between the variables of the study, which allows the researchers to continue to test the effect relationship between the research variables.

6- Testing hypotheses:

6-1 Testing the first key hypothesis:

(Organizational conflict contributes positively to increased organizational chaos).

The researchers used simple regression analysis to see the effect of organizational conflict on organizational chaos. The following table (3) shows the model parameters.

Table (3) simple regression analysis parameters

Dependent variable	Organizational chaos		calculated T of regression coefficient	calculated F of regression model	R ²
	β	A			
Independent variable					
Organizational chaos	0.30	2.94	7.89	62.29	0.16
Significance level			0.00	0.00	

The above table shows the following:

- The value of regression coefficient of organizational conflict on organizational chaos is (0.30), which is a positive value indicating that the greater the organizational conflict with its three levels were, the greater the organizational chaos. This value was significant at 1%; that is, mistakes are made 1 time every 100 rejections of correct null hypothesis.
- The value of calculated (F) is (62.29), which is also significant at 1%; that is, the estimated regression model is constant at the mentioned level.

- The value of (R2) is (0.16), which indicates that organizational conflict accounts for 16% of the changes that affect organizational chaos, while the remaining is due to variables not included in the model. Accordingly, the researchers inferred the validity of the first key hypothesis.

6-2 Testing the second key hypothesis:

(The organizational conflict negatively affects the psychological empowerment of the employees).

The researchers used simple regression analysis to see the effect of organizational conflict on physiological empowerment. The following table (4) shows the model parameters.

Dependent variable	Physiological empowerment		calculated T of regression coefficient	calculated F of regression model	R ²
	β	A			
Independent variable					
Organizational chaos	-0.05	2.56	-1.40	1.96	0.006
Significance level			16%	16%	

Table (4) simple regression analysis parameters

The above table shows the following:

- The value of regression coefficient of organizational conflict on physiological empowerment is (-0.05), which is a negative value indicating that the greater the organizational conflict with its three levels were, the lower the physiological empowerment. This value was significant at 16%; that is, mistakes are made 16 times every 100 rejections of correct null hypothesis.
- The value of calculated (F) is (1.96), which is also significant at 16%; that is, the estimated regression model is constant at the mentioned level.
- The value of (R2) is (0.006), which indicates that organizational conflict accounts for 0.6% of the changes that affect organizational chaos, while the remaining is due to variables not included in the model. Accordingly, the researchers inferred the validity of the first sub-hypothesis.

6-3 Testing the third key hypothesis:

(Organizational chaos negatively affects the psychological empowerment).

The researchers used simple regression analysis to see the effect of organizational conflict on physiological empowerment. The following table (5) shows the model parameters.

Table (5) simple regression analysis parameters

Dependent variable	Physiological empowerment		calculated T of regression coefficient	calculated F of regression model	R ²
	β	A			
Independent variable					
Organizational chaos	-0.054	2.62	-1.15	1.31	0.004
Significance level			0.25	0.25	

The above table shows the following:

- The value of regression coefficient of organizational conflict on physiological empowerment is (-0.054), which is a negative value indicating that the greater the organizational conflict with its three levels were, the lower the physiological empowerment. This value was significant at 25%; that is, mistakes are made 25 times every 100 rejections of correct null hypothesis.
- The value of calculated (F) is (1.31), which is also significant at 25%; that is, the estimated regression model is constant at the mentioned level.
- The value of (R2) is (0.004), which indicates that organizational conflict accounts for 0.4% of the changes that affect organizational chaos, while the remaining is due to variables not included in the model. Accordingly, the researchers inferred the validity of the third key hypothesis.

6-4 Testing the fourth key hypothesis:

After testing the key hypotheses, the third hypothesis was tested through the method of path analysis to determine the direct and indirect effects of organizational conflict on the psychological empowerment of the employees through organizational chaos.

The following table (6) shows the findings of the analysis:

Table (6) path analysis between the research variables

Path	Direct effect	Indirect effect	Overall effect
Organizational conflict ----- Psychological empowerment	-0.03		-0.041
Organizational conflict ----- Chaos ----- Psychological empowerment		-0.011	

The above table shows that chaos led to an increased negative effect of organizational conflict on psychological empowerment. Although the direct effect of organizational conflict on psychosocial empowerment was negative (-0.03), however, the involvement of chaos as an intermediary variable led to increase the negative effect to (-0.441). Accordingly, the researchers inferred the validity of the third key hypothesis.

In order to test the significance of the overall effect of the path analysis, the researchers used "Sobel analysis" and "Free Statistics calculators" through World Wide Web. The test value was (-1.14), which is significant at 12%.

7- Conclusions:

The findings showed that the group-level conflict is the highest one, indicating that the group members are divided among themselves as a result of the conflict of interests and objectives amongst individuals within the group. The organizational conflict comes in the second level, indicating that the organization is divided into a number of conflicting groups as a result of the conflict of interests between groups. It was found that the organizational conflict is more

restricted to men than to women, in particular the holders of PhDs who have 11 years of service or more. The research hypotheses revealed a positive relationship between increasing organizational conflict and the organizational chaos. The greater the group-level and organization-level conflict were, the greater the chaos will be. It was found that the organizational conflict through organizational chaos contributes to a decrease in two of the dimensions of psychological empowerment, meaning and effect, significantly from our findings. There is also an inverse relationship. As, when levels of chaos increase, the psychological empowerment of people in the organization decreases. If the variables of organizational conflict and organizational chaos are combined together, this will lead to an inverse relationship with the psychological empowerment of the individual. This is reflected in employees feeling of frustration, and their lack of interest in their work, as well as the belief that the activities they are doing are not meaningful to them. Additionally, it causes them to lose effect and control of what happens in their sections. The increased conflict and organizational chaos led to a divergence between the groups and the loss of social communication, which was reflected in the completion of work in the organization. The employees lost the sense of loyalty to the group; and the mutual cooperation between groups was decreased.

There are some causes of chaos, as noted through field visits. These causes are the implementation of improvised work, lack of planning, incomplete work, which has become common clearly, bad timing, non-prioritization, negligence in taking advantage of time, the absence of continuous follow-up of achievement rates in the implementation of plans and achieving goals, in addition to ongoing conflicts which are of dynamic nature, leading to a decline in trust amongst individuals; and they were considered as the main cause of creating chaos that had the reasons to appear faster. Therefore, the organizational identity will be lost due to the loyalty of people to certain groups rather than loyalty to the organization. So, in order to develop possible solutions, the university must depend on the methods of managing the organizational conflict and on the extent to which the individual possesses the essential abilities to assume managerial positions. External training courses should be conducted with universities outside Iraq to provide individuals with more expertise that is not available locally in order to raise the levels of psychological empowerment. Moreover,

conflicting groups should be identified; and meetings should be held to find out the reasons of the conflict to reach quick non-bias solutions to avoid reaching more complex levels of conflict.

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