

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
THE SCHOOL OF SOCIAL SCIENCES**

**THE IMPACT OF EMPLOYEE EMPOWERMENT ON EMPLOYEE  
PERFORMANCE: AN EMPIRICAL STUDY AT THE UNIVERSITY  
OF BABYLON**



**MASTER THESIS**

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**Department of Management**

**Master of Business Administration Program**

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**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
INSTITUTE OF SOCIAL SCIENCES**

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## STATEMENT OF NON-PLAGIARISM PAGE

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct, I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original; to this work.



25.12.2017

Ihab AL-AMEEDEE

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## ABSTRACT

### THE IMPACT OF EMPLOYEE EMPOWERMENT ON EMPLOYEE PERFORMANCE - UNIVERSITY OF BABYLON IN IRAQ AS CASE STUDY

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This study focuses on the most relevant literature in employee empowerment and employee performance to see if the two variables are correlated. A targeted sample of 238 respondents out of 1190 was selected from the university of Babylon, according to the simple random sampling technique which used in this study. The primary data were analysed empirically by relying on SPSS findings simulation. In addition, the Skewness and Kurtosis testing to know the normal distribution of data, and Cronbach testing methods were also used to check any bias statistically in the research variables. Also, the multiple regression was used to test research hypotheses. The study revealed that the first question of research was answered positively and properly. The second question of research was answered positively and properly also. As findings, the study concluded that all the research hypotheses are tested and appropriately validated. Based on the findings, the study recommends that the techniques of employee empowerment should be further supported by administration in the University of Babylon in order to keep the recorded progress be going. It recommends as well further improvement to the self-managed teamwork; the finding revealed that its variable is lower compared to sharing information. Also, this study recommends as well, improve the policy for delegating power to the employees in the university with freedom and autonomy.

**Keywords:** Employee empowerment, employee performance.

## ÖZET

### PERSONEL GÜÇLENDİRMENİN PERSONEL PERFORMANSI ÜZERİNDEKİ ETKİSİ - IRAK BABİL ÜNİVERSİTESİ ÜZERİNE BİR VAKA ÇALIŞMASI

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Bu araştırma personel güçlendirme ve çalışan performansı arasında bir ilişki olup olmadığını tespit etmeyi amaçlamaktadır. Babil Üniversitesinde çalışan 1190 personel arasından 238 katılımcı basit örneklem yoluyla seçilmiştir. Buna ek olarak, Skewness ve Kurtosis testleri verilerin normal dağılımını görmek, Cronbach test yöntemi ise araştırma verilerinde istatistiki olarak herhangi bir sapma olup olmadığını kontrol etmek için kullanılmıştır. Ayrıca, araştırma hipotezini test etmek için çoklu regresyon (gerileme) analizi kullanılmıştır. Araştırma bulguları ile varsayımlarının test edildiği ve uygun bir şekilde doğrulandığı sonucunu göstermiştir. Bulgulara dayanılarak, çalışma personel güçlendirme tekniklerinin kaydedilen sürecin ilerlemeye devam etmesi için Babil Üniversitesi idaresi tarafından daha fazla desteklenmesi gerektiğini önermektedir. Araştırma bunun yanı sıra öz denetimli takım çalışmasının daha fazla geliştirilmesini önermektedir; bulgular bu değişkenin bilgi paylaşımı değişkeni ile karşılaştırıldığında daha düşük olduğunu açığa çıkarmıştır. Ayrıca, çalışma üniversite çalışanlarına serbestlik ve özerklik ile daha fazla güç sağlanması için politikalar geliştirilmesi gerektiğini önermektedir.

**Anahtar Kelimeler:** Personel güçlendirme, çalışan performansı

## INTRODUCTION

Empowerment as one pillar of human resources management practices tends to give the organisations' employees the sense of responsibility and belongingness in the workplace. The 21<sup>st</sup> century has seen a revolutionary change in the dynamic of human resources management practices; the employees are not only concerned to manage the daily issues in the offices, but they are part of management process to create business values and to boost the organisational outcomes. Empowerment remains a challenge in many organisations including public sector; because some employers frequently tend to seize and restrain the managerial authority of their employees. A good approach of empowerment is capital for the survival and the success of an organisation; it makes employees to feel that they are part of the organisation. Iraqi universities just like most universities around the world suffer from a bureaucratic administration system that is believed to be very centralized in its decision-making process which lacks the delegation of authority to subordinates.

Today it has become easy to assert and believe that empowerment in public sector is correlated to company's success. In other words, there is a strong bond of relationship between employees' engagement, their determination and job performance. Job performance is more than an action, it is the factor to draw the destiny of an organisation. When employees are properly empowered it leads to mutual benefice; Doughty (2004) quoted the result is "a win-win-win situation. ...You win by delegating, the business wins by improving processes and, most importantly, the employee feels like the primary winner because they have the opportunity to implement their own ideas to an issue and bring about resolution" (Doughty, 2004: 16). High employee performance in the workplace cannot be obtained with ineffective human resources management practices; qualified and well trained employees are playing vital role to ensure job performance for the companies. And performance measurement is defined as "the process of developing measurable indicators that can be systematically tracked to assess progress made in achieving

predetermined goals and using such indicators to assess progress in achieving these goals” (Harvey, 2008: 3). The performance in workplace is “the aggregated financial or non- financial added value by the employees in contribution to the fulfilment both directly and indirectly to the targeted organisational goals” (Dajani, 2015: 4). Organisations need qualified well equipped and empowered employee for booming the productivity and better manage to common destiny of organisational success. William (2010) pointed out that “Human resource management as a consequence is more fundamental today for the success of any organization than ever before. The query that arises at this point is what measures should organization take to power the human resource output? Workers must no longer be considered as liabilities, rather as a vital resource which needs to be attributed greater attention and constantly developed” (William, 2010: 4). The practices of human resources is primordial for organisational success; modern science in management saw that the existence of the right men in the right place with the right competencies is the conditional to boost the productivity of any organisation, whether public sectors or privates.

This research aims to determine the impact of employee empowerment on individuals working at the University of Babylon, and how these employees officially make good or bad decisions which in turn helps to get the job done successfully or unsuccessfully. This includes shared- information, democratic freedom and autonomy, self-management, team-management and intellectual capacity development on various levels through empowerment and responsibilities. There are limited studies for applying the concepts of empowerment in Iraqi public educational sectors; as a result, this study would start from where other studies ended to deal the subject of empowerment and its role in improving the job performance based on the findings and recommendations gotten from the literature.

The research focuses on three variables to develop this empirical study to find out the impact of employee empowerment on employee performance, and the educational environment chosen for this study is Iraqi Babylon University. To analyse the premises of this study, the researcher collected primary reliable data and analysing them on conceptual terms and scientific manners. The study focused on the most relevant literature to develop the theoretical and conceptual framework regarding employee empowerment and employee performance. The research used quantitative model based on survey addressed to 20% of the study population to

develop a dataset construction, and analyse them by using SPSS statistical methods: frequency, simple and multiple correlation, as well as the regression to test a causal relationship between the independent and dependent variables.

The research concluded that employee empowerment is well applied in the University of Babylon, and the research analysis revealed that all the hypotheses are valid. In other words, the findings stated that there is a meaningful relation between sharing information and employee performance in the University of Babylon. The correlation between freedom and autonomy and employee performance in the University of Babylon is also positive and meaningful. As well as the correlation is quite positive between self-managed teamwork and employee performance in the University, but it needs to be improved further in order to match the general standards and theories of employee empowerment. The findings revealed that the managers of the University of Babylon should develop the techniques for further self-managed teamwork.

The research is structured in three chapters. The first chapter discusses the employee empowerment. The second chapter addresses the employee performance. The third chapter addresses the research methodology, findings simulation, analysis for the research questions and hypotheses, conclusion and recommendations, and the studies for Future work.

## CHAPTER ONE

### EMPLOYEE EMPOWERMENT

#### 1.1 Employee Empowerment: Concept and Definition

Employee empowerment as a practical concept and theory has always been viewed, asserted and evaluated to be ambiguous. It has, however; over the years been defined and analyzed in various ways. Employee empowerment undergoes a holistic process of developing an employee's intellectual capacity to reason, plan, project, implement, execute, envision and most importantly to defend their organization loyally and professionally (Fitz-Enz, 2000). Denham Lincoln derived the origin of the word: empowerment as the action of empowering; the state of being empowered" and it was first used in this form in 1849. However, the verb "empower" from which this noun is derived was first apparent in the English language some two hundred years before. The first recorded use of the word (empower) and its derivations was in the seventeenth century by Hamon L'Estrange in his book (The Reign of King Charles) This first usage was synonymous with the idea of authorizing or licensing: "Letters from the Pope", wrote L'Estrange, "empowering them to erect this college" (Denham, 2002). It is defined as "a process through which individuals and teams develop the ability to continuously improve performance and help to improve it. In other words, an empowerment is a develop strategy and organizational prosperity" (Andish, 2013: 106). Blanchard sum up empowerment process in three essential stages: (1) share accurate information with everyone, (2) create autonomy and independence over the boundaries of the organisation, (3) replace hierarchical thinking with self-managed teams (Blanchard, 2001: 18). These three dimensions are interacting; information sharing will allow all employees regardless their managerial level to be informed in timely manner what are going on in the workplace. It can create a trust, breaking down traditional hierarchical thinking and

increases the sense of responsibility to employees. Freedom and autonomy is helping employees to be responsible for them, to be part of decision-making process. Self-managed team is to move from individual productivity to team responsibility, collective work, reducing the managerial costs and boosting the organisational outcomes. Esam and Abdul Talib (2012) focused on two dimensions to conceptualise the meaning of empowerment: psychological dimensions, and structural dimension. The first dimension described the empowered employee as feeling of performing with high endeavours and achievement that derived from level of instinct motivation, obligation, dedication and commitment. While the second dimension sees empowerment as management action from perspective of organization's policies and structure (Mustafa, 2012: 3). And according to that structural dimension of empowerment, following points are being noticed: (1) full job description, (2) information accessibility to all managerial levels, (3) supporting employee job responsibility, (4) and the availability of necessary resources to perform a job.

Spreitzer (1996) pointed out that empowerment is making a situation for people so that they sense they are able to control their destiny to get the individual and organizational objectives (Nakhoda, and Rahimian, 2015: 2). In general, it can be clarified that empowerment is mandate of authority or strength to someone who is able to achieve his responsibilities correctly, through: available information, decision-making that increases the level of performance of the organization, independency, the innovations of individual, the skill possessed by the individual and the knowledge available which the individual has. Conger and Kanungo (1988) pointed out that empowerment is a set of motivational aspects and concepts for self-efficacy of employee, Where it is interested about the administration style, and involvement of employees. In other words, the empowerment is concerned with independency, authority, control and latitude (Chan, 2010: 3).

Empowering employees brings a more structural, professional and functional spirit of engagement in any given workforce. This spirit of engagement causes employees to rise to the occasion of leadership through a mutual sense of ownership inside and outside the workplace. And according Dunlop (2004), when employees are empowered, they intuitively; take stands, make firm decisions, take reasonable actions and ultimately defend the interests of their companies in many ways than one. This pledge of loyalty is experienced all way round either through the top



administration or all the way down to the lower ranked employee.(Dunlop, 2004). Also. McLeod (2007) pointed out that the dynamic of this empowerment in its fluid and elusive sense may be different from organizations to organizations from structures to structures. It is important to note that what empowers a certain organization's employee might not be empowering for another organization's employee the situational realities may not be complimentary with the situational realities in the other organization (McLeod, 2007). While Ellinger and Keller (2003) noticed that employee empowerment reflects and reveals the principles, working system and culture of any organization it shows the level of trust that an organization can have for its employees. This level of trust is often; visibly felt throughout the times of appreciations, job approval, appraisals and compensations on jobs done or tasks accomplished (Ellinger, 2003). So, employee empowerment through these above-mentioned assertions is therefore believed to be the backbone and the intelligence that can guarantees progress, sustainability and stability in any organization. With the understanding of this reality, it becomes, however, important to note that; empowerment is far much more than just a concept, but it is empathically and indeed a process which begins with a motive and the intention to better the workplace for a more productive projection of good. This further explains why each organization has to understand what the crucial need and wants of their employee in relations to their productive output.

By analysing and looking closely at the different definitions, it can be noticed that there are a lot of misconceptions and misbelieves about the concepts of employee empowerment which is often debated or categorized as excessive power, toxic power, and obsessive power. The doubtful questions are: How much power is to be given? To whom the power should be given? To what extent and limit the power should be given? For what reason or purpose the power should be given? What risks or threats could be faced if the power is given? What does the organization stand to gain or lose if power is not given? These ongoing debates often led to rethink about empowerment process, whether to keep it and doing with full of strategies and intelligences or to withdrawal it from the entire process. Chiang (2012) stated that the attempt to try and implement the process while the outcome gets evaluated is always worth the move. Scholars, economists, managers alike have over the years recommended employee empower to be on the forefront agenda of any

organization that is to be envisioned and planned for a successful existence and secured place in the ever-competitive global market (Chiang, 2012: 2). Empowerment, therefore, does not only a one-way benefit result but however, it has a whole way benefit result. An empowered employee is the one who helps the organization out of situations when loyalty, dedication, and service are needed the most. From working at the odds times of the day to unpaid jobs, the loyalty of employees can indeed be tested during the challenging days of trails (Luthans, 2008).

Basically, by viewing the process of employee empowerment as a stimulator for employee performance it justifies and explains the dimensions of employee commitment levels, regardless of their: economic situation, financial status, cultural classification. Employee empowerment has in the many ways than one the abilities and capacities to influence and ignite employee performance by proving that employees have the abilities, skills, intellects, and productive know-how that is required to execute any a task at any given time, size or area (Aryee, 2004).

Pragmatically, with a careful attempt to practically understand how employee empowerment works globally with regard to the political, economic and social reality that are multicultural diverse in most nations through the impact of employee empowerment works can interact and interconnect with one and another on a professional level of respect. Employee empowerment can be professionally and strategically understood, accepted as the process by which the productivity of organizations around the world advances professionally (Dunlop, 2004).

The phenomenon of empowerment is wider in scope, broader in a definition and deeper in impact than any other applied measure or approach. Although the term power can be mistaken for greed, selfish and ambitious, it, however, becomes easy and safer to assert that employee empowerment has meant more and have given organizations the opportunity to achieve more within the complexity of a striving and competing world. Now therein and within a holistic analysis, it becomes evidently clear to understand through a functional spectrum that employee empowerment has had a far-reaching influence and impact on work ethics and success of most organizations (Roberts, 2003).

### **1.1.1 The Benefits of Employee Empowerment in the Workplace**

As we previously debated the question of employee empowerment in workplace, and why some organisations are going through it and others are withdrawing it. Here we are briefly introducing the main reasons and benefits for adapting empowerment measures in the workplace, and why it is so important. These ideas can be summarised in the following points:

1. Employee empowerment allows the sense of creativity, it makes employees feel so important in the organisations and very valued, and this can get them engaged in creative and critical thinking. When employees are empowered, they use their abilities freely to innovate better ways to put their companies in competitive advantage (Ganjinia and others, 2013).
2. It brings job satisfaction and loyalty in the workplace; employees will feel more comfortable in doing their jobs; it is giving a sense of worth and confidence. That will increase their satisfaction, develop their working style. They get so loyal to the organisation and work harder to improve its images insides and outsides their working environment. That will contribute consequently to increase the organisational outcomes (Abou Elnaga, 2014).
3. Empowerment is involving employees in the decision-making process, in our information age; customers have easily access to information regarding their needs, the products they are looking for. Therefore, empowering employees will get them engaged to catch up changing conditions for customers' needs and take quickly decision to satisfy their demands (Elbo, 2012).
4. Empowerment can improve productivity and reducing Costs; employees know how to reduce costs and improve productivity; so when they are empowered they may feel free to share their ideas and making them listened. John Zink, the PHCC Educational Foundation said: "Sometimes it takes an employee stepping outside of their authority to show the benefits of employee empowerment an owner," he says. Employees who feel confident that their input will be valued, listened to and acted upon will be more likely to share those ideas, benefiting employee and employer.

Employees who perform their tasks on a daily basis have an intimate understanding of how their jobs are done” (Narmadha, 2015).

5. It is contributing to better provide customer service; the empowered employees are able to bring the trust of customers and create their loyalty. They are closed to the customers, and know better how to attract them. They tend to get with the customers a more personal approach, and feel so motivated to solve problems with clients beyond the classical measures or managerial procedures. In turn, customers get more satisfaction, which is improving their loyalty and their retention (Peters, 2008). And Emerson (2012) highlighted a survey, “82%: great customer service experience is having their issues resolved quickly.” When employees are not empowered, customers must work their way up the chain of command in order to get their problems resolved. Often times they have to wait while someone in a position of higher authority is located, and sometimes your upset customers must repeat their sad story to several people. Waiting and repetition do not lead to happy customers. Empowered employees can resolve issues immediately—eliminating the need for repetition and waiting.(Emerson, 2012: 1).
6. Empowerment is bringing change in the organisation; when employees are empowered they will feel free and responsible for bringing change in how things should be working in the contemporary’s fast-changing environment in business life. This of course will contribute to the organisations to catch up the competitive advantages compared to its competitions. (Saylor 2013) and O’Malley (2015) stated that “empowered employees are attuned to your organization’s culture and recognize their role as brand ambassadors. Therefore, they care about representing your organization correctly. When your organization needs to make a shift, your empowered employees can help ensure that the change actually happens.O’Malley explains it this way”: “organizations that push decision-making out into the field are more agile and responsive to changing circumstances” (O’Malley, 2015: 2).

These mean that; the benefits that employee empowerment leaves with an aisle of truth to the fact that employee empowerment is a phenomenal process. No matter

how fluid and elusive the influence of employee empowerment is in the workplace it would always and forever be a recommended source or a force of action for rebuilding the strength of organizations or companies. (Liden, et al: 2000). Employee empowerment through the implementations and study of approaches and perspectives on employee types and management can have a wider range of influence and create a remarkable impact on the profiles of institutions (Dunlop, 2004; Roberts, 2003).

Empowering employees to increase their satisfaction and the organization's performance will require a greater amount of communication than ever thought possible. This will require management to invest in increased amounts of time communicating to employees and allowing for feedback. In addition, it will require that management honestly evaluate the communication styles and methods that are being used in the institution to ensure the most efficient processes possible. Communicating and sharing information accomplishes several objectives that are not only important for the empowerment process, but also for overall employee satisfaction with the organization (Fortier, 2017).

### **1.1.2 Historical Evolution of Employee Empowerment**

The concept of empowerment has been developed over time from the end of the Second World War to our modern era. Different scholars and practitioners in business life tried to deal with the topic differently and advanced their arguments accordingly. This is a summary of the historical evolution of empowerment concept chronologically. According to Gillon (2016), the concept of empowerment began in the 1950s as a radical critique of the power structure; it was co-opted by various liberal and conservative groups in the 60, 70s and 80s. He continues saying that the birthplace of the concept of empowerment started as a movement in Montgomery, Alabama when Rosa Parks and her colleagues decided to led the Montgomery Bus Boycott in 1955 during the cold winter. Jo Ann Robinson, one of the organizers, said of the boycott victory, "We felt that we were somebody" (Gillon, 2016).

Gandhi movement in South Africa had contributed to empowerment movement also. As soon as he arrived to South Africa, Gandhi was confronted by the racial segregation and discrimination that were facing the Indian minority at the hands of Boer and British authorities. Gandhi left for Pretoria, the capital of the Transvaal, in

connection with a lawsuit. When the train reached Pietermaritzburg, the capital of Natal, at about 9 p.m. a white passenger who boarded the train objected to the presence of a coloured man in the compartment and Gandhi was ordered by a railway official to shift to a third class. When he refused to do so, a constable pushed him out and his luggage was taken away by the railway authorities. It was winter and bitterly cold. As an unwelcome visitor due to his attitudes against discrimination, Gandhi devoted himself to fight for the deep disease of colour prejudice and preserving full civil rights (Gandhi, 1982).

In the beginning of 1960s, radical empowerment concept had emerged by the professionals tending to change the managerial models and dominance system of leadership in the workplace. In other words, it was tending to bring a fundamental critique and changing the status quo in the organisations. Rapidly, and in 1977 the concept started to regain social and business life alike; to give the people a mechanism to auto-control their daily life, solving their social and managerial problems beyond direct supervision from others (Traynor, 2003). And according to Anne Emmanuelle Calves (2009), by the 1990s, the concept with other fashionable terms, such as community, civil society, and agency, began to gradually gain a footing in the international gender and development agenda led by international development organizations for poverty reduction: the participation of the poor in development (Calvès, 2009). In addition, the UN conference on population and development which held in Egypt-Cairo in 1994 gave further dimension to women's empowerment. The gender empowerment concept that seriously defended by feminist activists presented during the conference (UNFPA, 1994). The rising of world poverty got many international organisations to be engaged for eradication of poverty and enhancing empowerment including gender empowerment, four events were debating the issues: the Millennium Summit in New York in 2000 by focusing on poverty and women rights, including their empowerment (UN, 2000). The sustainable development summit in Johannesburg in 2002 also touched empowerment dimension (UN, 2002b). The Monterrey conference on financing for development in 2002 had seen empowerment as the best tool for eradicating poverty (UN, 2002a). Finally, World Bank development report for 2000- 2001 touched as well empowerment as institutionalisation's policies to eradicate poverty (World Bank, 2001).

Women's activists identified two components of female empowerment. The first is intellectual empowerment which refers to the knowledge and expectations which a woman holds, and the second is experiential empowerment: the capacity to control behaviour. These two concepts are independent of each other and the authors argue that empowerment at one level does not necessarily entail empowerment at another (Ramazanoglu, 1991: 2). Additionally, and particularly relevant to physical abuse, was the addition of a third dimension of empowerment, the transitional level of the network. This relies on the idea that empowerment is context-dependent, where a young woman's intellectual empowerment: knowledge and expectations is mismatched with her capacity to control her sexuality/ the violence in practice: experiential empowerment (Morgan, 1988: 4).

Those basic events brought to business life and in the workplace, employee empowerment paradigms and get the management writers to deal with topic accordingly, such Fitz-Enz, Ken Blanchard, Dunlop, and many others. Since the 1980s, an increased interest in empowerment has been seen in diverse subject areas within psychology and management, including motivation, task performance, leadership, group processes, decision-making, and organizational design, because empowerment can enhance employee performance, well-being, and positive attitudes of individuals, teams, and organization (Seibert, 2011: 981). Wasyluk (2016) noticed that empowerment "is a both strategy and philosophy to get employees think, behave, make decisions and take actions autonomously through the sharing of power, information and rewards (Wasyluk, 2016).

### **1.1.3 Theories of Empowerment**

It is believed that employee empowerment -with information sharing, autonomy and freedom, and self-managed teamwork- can contribute to further creativity and innovation in the workplace. The question is how business scholars approached the concept to describe the various dimensions of employee empowerment? What are the tenets theories in the discipline? Below a summary for those relevant theories in employee empowerment:

1) The socio-structural perspective: Through a socio-structural perspective the statuses of employees are defined, studied and examined in relations to their skills and expertise. And within the context of their findings a structural plan is

strategically adopted to enhance, design, organize, and develop specific organizational policies, measures, systems, principles, practices, and structures to give specific employees the specific power, authority, and influence that will be needed in order to carry out the specific job tasks ahead. The specificity of this empowerment is fundamentally vital to the socio-structural perspective approach. (Harris, 2009). Tony Carter (2009) advanced that social dimension theory can be viewed as the behavior of organizations, as a system in terms of inputs, outputs and feedback loops both internally and externally. Effective social theory allows employees to develop social skills which may improve customer relations and result in increased levels of customer retention. People in organizations work in an ongoing social system which has a unique set of values, ideals, frictions, conflicts, friendships, coalitions and all the other characteristics of work groups (Carter, 2009).

2) The psychodynamic perspective approach: Through a psychodynamic perspective or approach the mental states of employees are retrospectively defined, analyzed, studied and examined in relations to their personality, behavioural traits and upbringing. As retrospectively analyzed and opined by Sigmund Freud (2015): The psychodynamic perspective approach is a psychoanalytical science that examines personality traits and behavioural patterns that are hard to understand when they are not analyzed. The process of this approach examines some specificity of the human elements such as: (1) Thoughts Patterns, (2) Feelings, (3) Mindsets, (4) Self-perception, (5) Self-beliefs. (Freud, 2015). Kim (2016) said that Psychological empowerment is composed of four cognitions: meaning, self-determination, competence, and impact. Self-determination is an individual's sense of autonomy or control concerning the initiation or regulation of one's actions. Competence refers to the belief in one's capability to successfully perform work activities. Impact is the belief that one can make a difference in the managerial process; that one could influence operational outcomes in the work unit. The four dimensions are described as independent and distinct yet related and mutually reinforcing, qualities that capture a dynamic state or active orientation toward work. Therefore, it is important to develop a fuller understanding of the nature of empowerment, the factors that lead to employee feelings of empowerment, and the consequences associated with an empowered workforce (Kim, 2016).



3) The critical perspective: the critical perspective is empathically focused on the fears, insecurities, risks, posed threats and aftermaths of empowering employees through a wrong process which could in a pragmatic sense create a totally different working environment that clearly never existed prior to empowerment. There is, however, a list of concerns and doubts about the ways things might go wrong after employing some, staffs that were either supposed to be trained first or officially observed within a long period of time before handing over a huge responsibility to them on the count and faith of empowerment (Wilkinson, 1997). Gretchen (2008) advanced his argument that feeling empowered is not the same as being empowered. And intervention for empowering employees by putting them into work team results in extensive peer pressure that leave employees feeling ever more controlled and disempowered, unless power is granted to employees through real ownership and control in the organisation (Spreitzer, 2008).

4) Advanced Change Theory: is based on two underlying assumptions: (a) change requires making painful adjustments to one's behavior; and (b) change requires placing oneself in jeopardy – taking risks that put the common good above self-preservation. So, to paraphrase Gandhi and Jesus, the practitioner of ACT seeks to “be the change you want to see in the world” by “dying to self.” By doing so, the leader should: (1) Focus on creating a new social reality; builds community of inclusion while minimizing hierarchy; enrolls participants in making painful behavior changes away from self interest. (2) Seek to align works and actions, focusing on common good over self interest. Continuously seeks to improve integrity; honest self assessment, open to feedback; personal discipline to change behaviors that are not aligned. (3) Develops confidence in willingness and ability to “discard inaccurate assumptions in the midst of ongoing action. (4) Seeks to change personal attitudes and behavior as a means to challenge the system and enact change (Pochron, 2008).

### **1.1.4 The Conditions of Employee Empowerment**

#### **1.1.4.1 Employee empowerment: Sharing information**

Sharing information with employee is the first step to empower them, to make them part of the process for decision-making. It is helping the employees to feel that

they belong to something bigger; something bigger than managing daily issues and their individual job. In order to do this, organizations should start to giving to their employees a chance to have access to information, such as: the organization's overall mission, planning, goal setting, vision, and strategic plans. When organizations share the general picture with their employees, they agreed upon what constitutes a successful and acceptable deliverable. It is known that empowerment it not to close supervision, but it can then chart employees` course once they feel belongingness to their employers (Ping, 2011).

By doing that, working environment needs a mutual trusteeship; employees should be trusted by their employers capable for taking the right decisions, doing the right things, and making even the right choices. Employees will place their trust on their organization by receiving such kind of privilege; when they get clear expectations from their employers by empowerment, they will be relaxed and trust on their employers. They can focus their efforts, their energy to make things done without worrying, and wondering. And their competencies and their commitments may be so surprised. The experience proved that empowering middle and lower levels of employees can add ideas, knowledge, value, and experience that you will not be gotten from the senior team (Ping, 2011).

Brainstorming is the classical way to boost information sharing in the workplace. It is the first stage not only to explore new project, but also for innovative ways for doing things. It's a useful method to solve problems and drawing new lines about how things should be conducted by collecting information and having a group discussion. And according to Arivananthan (2015), Brainstorming is effective when used early during a workshop to generate ideas that can be culled and refined in later workshop sessions. This helps involve participants in shaping the course of the workshop, and thus creates a sense of ownership and commitment. Brainstorming can also be used later during a workshop, to collect ideas that the workshop may have inspired in participants and define next steps in a project/ initiative ( Arivananthan, 2015: 17). Below some guidelines to make brainstorming useful for getting ideas and share information: (1) Make the objectives crystal clear from the start. What are you trying to find/solve? What constraints are you operating under? (2) Just as with other collaborative meeting techniques, allow everyone to have a say. Facilitate the session so that the people who are quiet have equal time in

the spotlight as those who have the tendency to dominate discussions, (3) Take away the possibilities of anchoring by letting people generate ideas individually first, before coming together to discuss and elaborate, and go for quantity over quality at the start (Arivananthan, 2015: 17-19).

#### **1.1.4.2 Employee empowerment: Freedom and autonomy**

Autonomy is to delegate to employee a sense of responsibility by giving them tasks with full of freedom and autonomy concerning the ways they are handling those tasks. It is a cornerstone for the process of empowerment. Employee should have a full autonomy to make decisions without overruling their responsibility, nor relying on their supervisor. Sada (2003) pointed out that The success of a particular initiative will be dependent in the first instance on the empowered being given the authority and freedom to make decisions which they themselves consider to be valuable, significant and important. Delegation of authority is the process managers use to transfer formal authority from one position to another within the organization (Sada, 2003:16). Empowering employees by giving them autonomy in their jobs is releasing the following advantages: (1) it frees managers' time so they can do more important work, (2) it develops employee's skills, (3) It demonstrates confidence in delegates, (4) it reduces the time managers spend on decisions, (5) it increases flexibility of work, (6) and it increases productivity of the organization and increases as well the capability for taking quick decisions (Hajian, 2015).

Kumar (2014) stated the following points why organizations tend to delegate power to their employees with full sense of autonomy and freedom (Ramesh, 2014):

1) Decentralization: it means giving employees the authority to make timely decisions. Individual empowerment cannot occur within a highly centralized system of control because such systems reserve decision-making power for the few who occupy the centre, thus inhibiting individual initiative. People are not motivated to change when they don't have authority to do anything with what they have learned ( Ramesh, 2014: 4).

2) Encourage creativity and innovation: by empowering the employees with autonomy, they will adapt themselves to organizations' values. It encourages as well employees to work towards meeting organizational objectives. They can develop

innovative and creative ideas that might improve the systems and processes (Ramesh, 2014: 4).

3) Align goals of employees with those of the organization: delegating power to employees with autonomy provides them a clearer view of organizational goals and strategies. They understand their role and value the autonomy given to them. Employees are satisfied and display enthusiasm towards their jobs and align their goals with organizational goals (Ramesh, 2014: 4).

#### **1.1.4.3 Employee empowerment: Self-managed teamwork**

Self-managed teamwork is to engage individual team members and give them the opportunity to use their experience and their skills beyond their specified job title within an organization. Empowering employees in self-managed team at workplace is so challenging than usual. It is increasing the level of discretion to employees over their daily works, and giving further motivation to job performance ( Nelson, 2016).

And according to Kumar (2014), self-managed teamwork is more advantage to organizational performance for different reasons:

1) It increases productivity: self-managed teamwork is more productive, and the team can make freely its decisions, and act quickly without wasting time and work as a part of self managed teams. Naturally, a team of empowered employees working collectively are more successful in improving the productivity of the organization (Ramesh, 2014).

2) It is improving the quality of work, the team need to feel as they are participating in the well-being of the organization. They want to know that they are contributing to the organization's success and that they are making a difference in the world (Ramesh, 2014).

While Greg Howell noted that self-managed team is releasing many benefits to the organizational objectives: (1) Innovation: Team members have the freedom to review and improve working practices, (2) Effective decision making: Self-managed teams can develop quicker or more effective decision-making skills, (3) The team is mutually supportive and members learn from each other instead of approaching the team leader for advice, (4) Improved customer satisfaction: Self-managed teams benefit organizational performance through improved sales figures and customer

service, (5) Commitment: Team members can become more involved in projects as a direct result of having increased autonomy and responsibility (Koskela, 2001).



## CHAPTER TWO

### EMPLOYEE PERFORMANCE

#### 2.1 Concept and Definition of Performance

To better conceptualise and understand the meaning of performance, some definitions are underlined below. Performance has been defined by Berman Evan “the effective and efficient use of resources to achieve results” (Berman, 2006: 5). It is defined as “a continuous process of identifying, measuring and developing performance in organisations by linking each individual’s performance and objectives to the organisation’s overall mission and goals”(Aguinis, 2013: 37). In the first definition, there are three components: (1) use of effectiveness and efficiency, (2) resources, (3) achieving goals.

Effectiveness is the level of results done by organisation, individual, or a group, such as the number or the amount of accomplishment. The efficiency is to give a ratio of outcomes by comparing the outputs to inputs. And the distinction between the outcomes and the outputs is that outcomes are measured by determining the achievement of organisational goals. In other word, to achieve the objectives for what the company is established. However, the outputs are measured by the immediate results. But in the second definition, there are two principals components (1) continuous process, (2) the mission and goals. Ongoing performance is involving a never-ending process of setting goals and objectives, observing performance, and giving and receiving ongoing coaching and feedback. And is creates a direct link between employee performance and organisational goals, and makes the employees’ contribution to the organisation explicit. To improve a company’s performance, the concerned department for development should proceed to diagnosis the performance problems, bringing knowledge for alternative performance improvement strategies,

analysing the receptivity of organizations for performance efforts, implementing strategies and skills, and finally assessing the outcomes (Poister, 2003).

### **2.1.1 Theoretical Frame of Performance**

Scholars of management developed three fundamental perspectives as framework helping to explain the theories or the models of performance and how it can be improved. Each of these models is associated with specific performance enhancement interventions, but the logic is to integrate the three models to give a good image of performance. Below an overview of those theories: (1) individual model, (2) situational model, (3) regulation model. performance between individuals can be explained by individual differences in abilities, personality and/or motivation (Sonnetag, 2002).

For individual model, is seeking to identify the factors for individual differentiation in term of personality, ability, and motivation. Three elements are determining in this model: (1) declarative knowledge, (2) procedural knowledge and skills, and (3) motivation. Declarative knowledge is about principals, goal, facts and the self. It is touching a person`s personality, abilities, education, interests, experience, training, and aptitude-treatment interactions. Skills and procedural knowledge is about physical skills, cognitive and psychomotor skills, interpersonal skills, and self-management skill. And motivation is to perform the persistence and the level of effort (Sonnetag, 2002).

The situational model is referring to stimulating and supporting performance by the individuals` environment. In this situational model workplace factors and specific motivational dynamics are capital for improving the level of performance. And the relationship between the individual and situational models are two major approaches: (1) those that focus on situational factors enhance and facilitate performance and (2) those that attend to situational factors which impede performance (Sonnetag, 2002).

The performance regulation model is focusing to performance process itself and how to put it in actions. So, it gives less interest in individual or situational aspects. And generally addresses some common questions: “What is happening when someone is ‘performing’?” ‘How does the performance process look like?

### **2.1.2 The Concept of Managerial Performance**

Managerial Performance is defined as “functions that include the use of performance appraisal for salary administration, promotion decisions, retention/termination decisions, recognition of individual performance and identification of poor performance” (Chubb, 2011: 6). Or managerial performance is on elements such as recognition, constructive feedback, personal development and career opportunities. However, there will always be an inevitable tension within career management which has to satisfy both the interests of the organisation and those of the employee. Individuals may demand a career where there is scope for development and progression, ‘whilst organisations will need to ensure they have the right people in the right jobs and are building a talent pool for the future’ (Chubb, 2011: 7).

And according to Mirela Oana (2013), three components are important to define performance at general, and performance management in a particular case (Pintea and Achim, 2013):

1. Performance is action. In this sense, performance is a process and not a result that appears at a time. Performance is not a state but a process and its content became almost secondary in relation to its own dynamics.
2. Performance is the result of the action. Performance measurement is understood as "ex post assessment the results”.
3. Performance means success. Performance does not exist by itself, is in fact a dependent representation of the success of the different categories of users of accounting information.

### **2.1.3 The Concept of Employee Performance**

Employee performance is analyzed and defined from the employee’s job execution point of view; from tasks to duties to responsibilities as well as quality. While most companies would officially assess their employee's performance on an annual or quarterly basis others will officially assess their employee’s performance on an hourly and daily basis in order to quickly ascertain whether or not the employees are fit for the job task or worth an investment. While companies differ from organizations so do their demands and employee expectations too. Employee



performance is levelled and placed on a high scale of residence in most organizations whereas in others it might be on a lower scale. Employee's Performance is vitally fundamental to factors that are responsible for the success level in any given organization (Liden, 2000).

Employee performance empathically allows an organization to display their official aspirations, goals and aims through a mission or vision statement for all their employees to run along with. Pragmatically as the performance of employees are evaluated or measured; skills after skills, competencies by competencies this required plan of actions creates a room for swift development and a productive execution of job tasks better appraised from the standards of competition and market dominance (Aryee, 2004).

Scholars agree that employee performance is a multi-dimensional concept. If it is defined as an act of doing a job, or to reach a goal or set of goals within a job, role, or organization, or a behaviour and a separate entity from the outcomes of a particular job which relate to success and productivity (Spychala, 2010). It is defined also as "actions that contribute to organizational goals and that are under the individual's control" (Rotundo, 2002). The components of these concepts are (1) behavioural, (2) outcome. The behavioural aspect is referring to doing action itself from general or from specific behaviour. In this conceptualization, the attention is paid to actions that can be counted are only regarded as performance. And the outcome aspect is referring to behaviour of individual's results.

There are three basic concepts of performance: (1) task performance, (2) contextual performance, (3) adaptive performance (Rotundo, 2002: 13) These basic performance are interacting; task performance for individual contribution to organizational performance by transforming the company's resources into goods and services to gain further efficiency and effectiveness in the organisations. While contextual performance is more psychological for invisible dimensions may contribute indirectly to organizational performance. But adaptive performance is concerning the capability of a company to follow technological advancement to survive in the marketplace, and to improve its general performance (Rotundo, 2002).

### **2.1.4 The Benefits of Employee Performance**

There are no doubt employee empowerment matters while talking about employees' performance. It is however the force of influence that has built a connection and a professional collaboration that exists between employers and employees. The professional ties between these relationships are centred on the productive power of delivery and task execution. While employees view external organizational threats, as opportunities and avenues to lunch out their strength employers reaffirm their level of commitments to employee's performance which is placed on a height of precedence. The benefits of employee performance cannot be underrated or denied. (Ahearne, 2005). They are listed as follows:

1. Employee compensation and recognition through a performance appraisal system.
2. Employee incentives, entitlements, and benefits through a performance appraisal system.
3. Employee promotions, career development, and advancement through a performance appraisal system.
4. Employee opportunities, privileges, and grants based on merits through a performance appraisal system.
5. Employee appreciations, honour, awards and prizes based on merits through a performance appraisal system.
6. Employee competency, competitiveness and accumulated knowledge through a performance appraisal system.
7. Employee confidence, security, and intelligence based on merits through a performance appraisal system.
8. Employee standards, principles and work ethics within a knowledge base through a performance appraisal system.
9. Employee capacity development based on human capital investments through a performance appraisal system.
10. Employee satisfaction, job security and career direction based on work merits revealed through a performance appraisal system.
11. Employee's sensitivity, focus, aptness and ultimately attention to excellence, details, and facts revealed through a performance appraisal system.

The theoretical analysis on the study of employee performance is based on a simple regression analysis which illustrates the effectiveness of economic principles that were fashioned out of dogmatic functional policies. The rapidity of the paradigm shifts from job execution to job performance appraisal changes that the pathologies of empowerment resonate with hypothetical issues to get into a more standardized process for employee performance (Sonnentag, 2002). The justification of employee empowerment from a rationalistic point of view to idealism holds volumes of truths and assertions that can only be proven and tested through the sequence of time. Retrospectively over the years, employee empowerment has unprecedentedly and unarguably progressed through policies, systems, institutions, intelligence, security, and productivity (Lam, 2002). The performance appraisal over the years has proven to be a more systematic and structural approach to examining and evaluating employee's performance. This approach mechanism has reinstated the inherent qualities of employee's worth, talent and value through the excellence of their own work and labour (Shmailan, 2015).

### **2.1.5 The Limitations of Employee Performance**

Employees are working to boost the organisational goals and increase their productivity. Effective workers are those combining their good skills with productivity in work environment. While doing that some constraints and limitations can affect their working performance. The companies should be aware about those factors to restrain them or eliminate them in order to get the maximum performance from its employees. Below are the factors that limit job performance: (1) lack of motivation, (2) lower ability, (3) individual characteristics, (4) managerial standards, (5) poor leadership style.(Mekonnen, 2014; Rotundo, 2002).

Motivation is concerns the incentives which makes people act in a certain way (Whiteley, 2002: 7). Effective motivation should be more than weekly pay check; there are many ways to motivate employees such as: involvement opportunity in organisational projects, financial incentives, a career plans. As a result, effective motivation can help to get further productivity in workplace. In the same time, the lack of good motivation policy would limit the employees' performance (Mekonnen, 2014). The lack of motivation can lead to: (1) Poor Performance: unmotivated employees are not excited for the company's missions, consequently it is limiting the

employee performance in the workplace, (2) Dissatisfaction: once the employees are unmotivated their enthusiasms may be putting down and dissatisfaction can be raised with their jobs, that will motive many of them to leave their jobs, and decreasing the organisational outcomes, (3) Poor Customer Service and decrease revenue: when employees are de-motivated they lost patience and energy to satisfy the customers` needs that is affecting the sales productivity and decreasing the general revenue,

Ability is competence and qualification to accomplish the daily tasks. If employee`s ability is lower, it will affect his/her job performance consequently. Mekonnen (2014) pointed out that “the relationship between effort and performance should be stronger for individuals with high cognitive ability than for individuals with low cognitive ability. Effort has the role of leveraging performance with cognitive ability” (Mekonnen, 2014). So, the lower ability of employees are affecting the ways they are doing their daily issues, and how their efforts could be serving the organisational goals, consequently the lower ability is causing a limit to employee performance.

Managerial Standards is sided administrative tool; it may motivate the workers in workplace and it could de-motivate them as well. These standards must be clarified in job description- job duties- while hiring the personals to be sure that they are doing what they hired for. So, the expectation for successful performance should be in the same lines with job duties. If organisation expects from its employees more than usual according to their background, that factor may diminish the workers` performance (Rotundo, 2002). When the managerial standards and jobs requirements are above the abilities and competencies of an employee, his contribution to improve job performance in the organisations will be so limited. Therefore, recruitment and selection process are so determining in this stage: to be sure that the organisations have the right men with right competencies in the right place to bring success into the organisation.

Individual characteristics are other factors that may limit job performance in workplace. In term of age, older employees usually tend to collaborative rather than competitive tasks, contrary to their younger colleagues. And according to Mulatu Masresha Mekonnen (2014), empirical study highlighted a negative relationship between aspiration, ambition, motivation, age, and overall motivation. (Chebet, 2015; Mekonnen, 2014). The individual characteristics namely: physical activity,

smoking, drinking, and duration of computer use before taking breaks on performance at work. Susana Jalil (2014) pointed out that study shows these factors are affecting the employee performance in the workplace, particularly the young employees tended to choose drinking alcohol as a means to cope with their stresses at work (Jalil, 2014).

Managerial or Leadership style: effective leadership and management are playing significant role and are contributing widely to employee performance. However, poor managerial or leadership style is lack the ability to provide direction, coaching and training and motivation for staff, it can have several negative effects on employee performance: (1) Poor Financial Results: poor leaders cannot inspire workers to deliver their best performance and to look for training and development opportunities, (2) No Synergy: poor management may result in more fragmented departments and work roles. This means that each employee neglects the importance his work plays in achieving company and departmental objectives, (3) Low Morale: is another possible consequence of poor leadership, (4) High turnover of employee: employee who aren't motivated and are burned out from a poor culture begin looking for other jobs, and the organizations will continue losing its best employee, that is affecting in the long term the overall of the organizational outcomes (Babatunde, 2015; Kokemuller, 2016).

### **2.1.6 The Concept of Performance Improvement**

Performance improvement is defined by Tiem (2004) “as systematic process of linking business goals and strategies with the workforce responsible for achieving the goals. The practitioners use a common methodology to understand, inspire, and improve people; they study and redesign processes leading to increased performance in the workplace” (Darlene and others, 2004: 20). Thomas (2007) pointed out that it is important for companies to keep operations efficient to gain profit over time. If manufacturing is kept in good condition performance improvement should not be very costly, as it should attain return on invested money. Unfortunately, the need for performance improvement is often not evident before a company is in crisis. In other words, improvement work is often crisis driven, which can lead to hasty decisions such as outsourcing even if the improvement potential can be greater with Performance Improvement (Grünberg, 2007: 5). Performance

improvement is exploiting performance opportunities, involving resolution for performance problems which can related to practice, service, or governance. It is a form of organisational development that is focusing on improving efficiency and increasing outputs for a particular procedure or a process. And this performance improvement could be occurring at various levels: team level, employee level, division, and unit or at level of whole organisation. The most common form of this performance improvement is quality control to ensure the outcomes and performance analysis (Darlene and others, 2004).

In order performance improvement to work, following steps are necessary: (1) planning and career development, (2) employee training, (3) coaching and monitoring, (4) performance feedback (Patricia, 2015).

Planning for career development: having a plan for career development in the workplace is ensuring employees' loyalty and their commitment to the companies; it is contributing as well to maintain them longer and improve their performance; once they became aware that they have a future by working with the organisation, they will concentrate their efforts, their time to boost the organisational performance that can ensure future promotion and development in the workplace.

Employees training: it usually based on performance appraisal; in order to focus on the areas of individual and collective interests. It giving to the employees' new skills, and contributing to develop their know-how to better face the competitive advantage with other competitors. Raiu (2015) stated that training is to develop new capabilities, while developing involves improving existing capacities (Patricia, 2015: 9).

Mentoring and coaching: it is to orient employees' efforts in timely manner, correcting their inappropriate working styles, and to make their professional performance be in the serve of the whole organisational objectives. Rhodes (2004) stated that "coaching and mentoring were seen to be similar processes, both relying on networking and collaboration between colleagues, but also exhibiting some differences in the nature of the relationship between the coach, the mentor and the learner; these relationships are: establish learners' needs, take account of preferred learning style, assist in the removal of barriers to learning, and monitor and evaluate performance against the personal development plan (Rhodes, 2004: 40).

Performance feedback: the goals of feedback are to detect the level of given performance if it is adequate for the jobs needed, to envisage corrective actions, and to take preventive procedures to avoid such poor performance. According to Patricia (2015) studies on the effects of performance feedback showed that employees who receive frequently and immediate feedback achieve better performance than those who are not receiving. And many of those were under performance feedback doubled shortly after the introduction of feedback. (Patricia, 2015: 10) to do that, organisations should adopted perfect ways to monitoring performance feedback system in the preventive manner. Any deficiencies in the preventive performance feedback can be so costly and it may conduct to poor performance.

Briefly, organizations are seeking to have a strong performance by interventions like training. There are individual and collective methods. In organisations, development procedures for performance improvement are taken by model such as: training and development, industrial engineering, quality assurance, and human resources to address performance gaps systemic ways (Darlene and others, 2004).

## **2.2 The Relationship Between Employee Empowerment and Employee Performance**

Scholars of management study closely the relationship between employee empowerment and improvement of job performance in workplace. They agree among themselves as general belief that improvement of employee performance is connected to effective human resources practices. This connection starts from sharing information, freedom and autonomy, to self-managed teamwork. All these processes will reciprocally contribute to achieve the organisational strategies and objectives.

### **2.2.1 The Impact of Employee Empowerment (Sharing Information) on Employee Performance**

Sharing information with the company's personnel is central pillar for empowering and for human resources management practices. As mentioned early, sharing information is helping the employees to feel that they belong to something bigger; something bigger than managing daily issues and their individual job. It is

giving to employees a chance to have access to information, such as: the organization's overall mission, planning, goal setting, vision, and strategic plans. Open access to information for all employees -regardless the administrative level they are belong- is important for the organisational outcomes; companies are dependent on their personnel, the quality of their employees and their effectiveness will be higher when they feel that they are doing more than daily tasks. Trusteeship will be increased, and employees will focus their efforts, their energy to make things done effectively, and their competencies and their commitments can so unique (Punia, 2015).

When organisations centralised information and do not share it with their employees, it may contribute negatively to the organisational outcomes and can be so costly for its success. Ekwoaba (2015) stated that “experience also shows that a successful empowering and information sharing can produce results which impact favourably on the wider aspects of organizational life while centralised the process of decision-making may get damaging the competitive advantage of the organization in marketplace” (Ekwoaba, 2015: 23).

### **2.2.2 The Impact of Employee Empowerment (Freedom and Autonomy) on Employee Performance**

Usually, the organisations are working to be sure that they have the right men in the right place with the right competencies to better manage its competitive advantage. This cannot be done without delegating responsibility to the employees to acting to improve their performance and maximising the company`s success. Successful empowerment plays a capital role in the workplace; it is a cornerstone for full employees` engagement and their determinations in doing their jobs. Sada (2003) pointed out early that “The success of a particular initiative in workplace will be dependent in the first instance on the successful empowerment, authority and freedom given to employees to make decisions which they themselves consider to be valuable, significant and important. Delegation of authority is the process managers use to transfer formal authority from one position to another within the organization” (Sada, 2003: 16).

Autonomy and freedom s to increase the know-how skills of employees, and develop the abilities they need to perform efficiently their daily tasks to achieve the



organisational objectives. The scholars agree that the success of a company cannot occur within a highly centralized system of control because such systems reserve decision-making power for the few who occupy the centre, thus inhibiting individual initiative. People are not motivated to change when they don't have authority to do anything with what they have learned (Ramesh, 2014). Giving autonomy and freedom is playing an important role for self-confidence in the employees and self-realization, according the pyramid of Maslow. The paradigms of that pyramid are that employees may tend to esteem needs, social needs, and the self-actualization needs. While the employees those are concerned with the daily issues under centralized-power system are usually looking for the safety needs and physiological needs in the pyramid. McGregor (1960) called them Theory XY, in his theory he believes that Theory Y is more reasonable and valid than Theory X for employee performance and organizational outcomes alike. According to McGregor, the employees under theory Y are responsible, encouraged cordial team relations, and they are participating in all decision making process. Contrary to that, Theory X (Mcgregor, 1960).

### **2.2.3 The Impact of Employee Empowerment (Self-Managed Teamwork) on Employee Performance**

Self-managed teamwork came back to the debate in workplace due to raise of globalisation and modernisation of human resources management practices. The concept is to encourage individual team members and give them the opportunity to use their experience and their skills as a team beyond their specified job title within an organization (Nelson, 2016). It is illustrating to controlling centric transition, it means avoiding a classical meaning of control over employees. The old concept was focusing on the hierarchy and direct control over employees, while self-managed approach is to let employee control themselves and achieve the organisational outcomes without direct supervision of their managers.

The relationship between self-managed team and employee performance can be seen from two different approaches: (1) human capital view, (2) human resource-based view. In human capital views, people's skills in team, experiences, and their abilities are considered as indispensable source for company's competitive advantage, and significant elements contributing to the organisational goals. And in

human resource-based view, organisations must evaluate constantly their workforce; the teamwork to be sure that the company has a reliable team-force with the right competencies to better manage its competitive advantage. In case this condition did not gather, the organisations should do the necessary to establish a working environment that can promote the self-managed teamwork approach “by establishing and formulating the trust between the leadership and the workers, motivating and engaging them in the decision making, breaking the administrative and the organizational boundaries between the leadership and the perceive the interest in the human element is the way for competing and achieving the differentiation (Al-Ha’ar, 2016).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND FINDINGS ANALYSIS THE IMPACT OF EMPLOYEE EMPOWERMENT ON EMPLOYEE PERFORMANCE**

This chapter is introducing the research methodology for data collection and analysis to test our hypothesis. The main goal of this chapter is report the results of the data analysis and discuss its findings in order to respond to the requirements of research methodology and validity of the research hypothesis. In addition, this chapter is identifying the features of the study variables and how they are correlated by focusing on a number of appropriate statistical methods, thus, this chapter is giving the following points:

- A. Research Methodology
- B. Simulation of Demographic of the Research Sample
- C. Findings Simulation of the Research Variables and Correlation Analysis
- D. The Validity of the Research Hypothesis

#### **3.1 Research Methodology**

##### **3.1.1 Problem Statement**

The Human Resource Management practices are to address the employee performance in the workplace, and to know the qualities of what they are working on and matching them with the organisational objectives (NFL, 2008: 3). But nowadays practices of human resources management showed several challenges facing the practitioners of HRM to get rights, policies and appropriate ways to make the discipline practice contributing to employees' performance in workplace. Among those challenges the measures for empowering: information sharing with employees and delegating power and responsibility to lower administrative levels (Standkiewicz, 2015: 79).

Globalization has opened up different opportunities and challenges in front of Iraqi universities to compete with universities in the region. Especially, the academic stage, academic technological advancement, development, competent and empowered individuals will give the university an advantage over its competitors. It is expected that the empowerment will have a strong relationship to employee performance, job satisfaction and decrease in employees' turnover in education institutions. Many Iraqi universities suffer from a bureaucratic administration style that believes in the centralization of the decision and the lack of delegation of authority to the subordinates, this leads to delayed work and the approvals of tasks, which may lead to negative results at all levels (CHEN, 2011). However, recent years have attended the great attention of Iraqi public sectors to the management of human resources as a result of accelerated cognitive development and technological progress. So, the practices of human resources in Iraqi public sectors have become an essential part of the development plans and a strong motivation to achieve the progress of societies. This research aims at determining the impact of employee empowerment on individuals working at the University of Babylon, and how these employees make some decisions that help to get the job done quickly without delay, and resort to senior management only when necessary (Alia and Ahmed, 2013). So, the management must have conviction in delegation of powers that empower the employees to complete their work quickly. Where, these powers will reflect the confidence between the managers and subordinates. Briefly, the main research questions are as follows:

1. What is the degree of importance of employee empowerment with its dimensions (sharing information - freedom and autonomy- self-managed teamwork) in the University of Babylon? This question has divided into three sub-questions are:
  - What is the degree of importance of sharing information in the University of Babylon?
  - What is the degree of importance of freedom and autonomy in the University of Babylon?
  - What is the degree of importance of self-managed teamwork in the University of Babylon?

2. What is the level of importance of employee performance in the University of Babylon?

### **3.1.2 Research objectives**

From the above framework, studying the impact of employee empowerment on employee's performance in the public sector are certainly a grey area that solicits a real investigation to better understanding this phenomenon at all dimensions. Thus, the main goal of this study is to analyse and examine the relationship between the employee empowerment through its dimensions that include (share information, freedom and autonomy, and (self-managed teams), and employee performance in University of Babylon. So, this study attempts to address these specific objectives:

1. To investigate the effect of employee empowerment on the employee performance in the University of Babylon.
2. The impact of shared information on the employee performance in the University of Babylon.
3. The effect of freedom and autonomy on the employee performance in the University of Babylon.
4. The impact of self-managed work teams on employee performance in the University of Babylon.
5. Submit proposals to university (Study population) to consider the findings of the study results.

### **3.1.3 Significance of the Study**

This research has special significance because it is linked to a series of important issues. For instance, the administrative decentralization or empowerment, improving total quality in the workplace, teamwork and other issues related to success of the organization and to its competitiveness (Al Balwi, 2008). This research also addresses one of the modern organizational concepts, empowerment of employees at institutions of higher education. In addition to that, the empowerment considers important topic in modern administrative thought, and an important source for the success and sustainability of organization, especially, in institutions that seek to adopt a management strategy that allows participation of decision-makers,

exploitation of opportunities, and increase their competitiveness and creativeness (IISD, 1992). Finally, it is observed that there are limited studies for applying the concepts of empowerment in Iraqi public educational sectors; as a result, this study would start from where other studies ended to deal the subject of empowerment and its role in improving the job performance based on the findings and recommendations gotten from the literature. So, this research is perceived to be an important contribution to the literature wherein empirical evidence and findings can be created for academic and management inference purposes. It is hoped the present study may provide the basis for further exploration on other areas of employee empowerment in workplace for Iraqi public sectors in general and for Babylon University particularly by relying on scientific methods vis-à-vis the employee empowerment practices.

#### **3.1.4 Research Hypotheses**

According to the topic of this research: The impact of employee empowerment on the employee's performance in higher education institutions, The research hypotheses were formulated, as shown below:

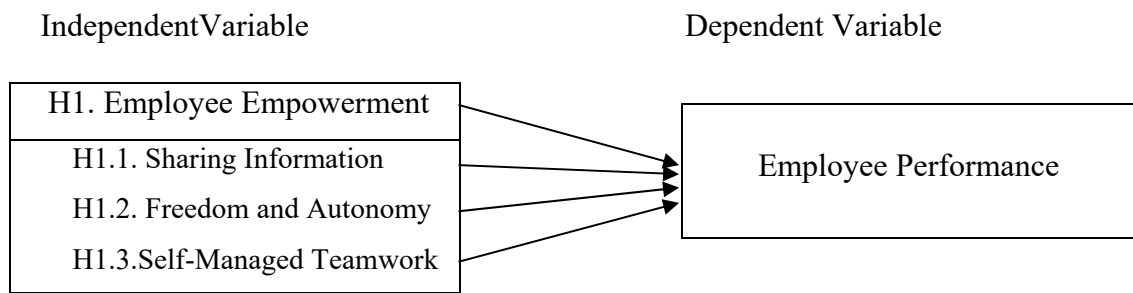
H1. There is a meaningful relation between the dimensions of employee empowerment and employee performance.

H1.1 There is a meaningful relation between sharing information and employee performance.

H1.2 There is a meaningful relation between freedom and autonomy and employee performance.

H1.3 There is a meaningful relation between self-managed teamwork and employee performance.

These three sub-hypotheses are representing the independent variables of employee empowerment: sharing information, freedom and autonomy, and self-managed teamwork. Below a figure to illustrate the correlation between the two main variables:



**Figure 3.1:** Research model.

From the above figure, we may see that the research model -which represents the research hypotheses-, contains two main variables with three sub-variables; the first variable is employee empowerment which is set from sharing information, freedom and autonomy, and self-managed teamwork. And the second variable is employee performance. In the model we have seen the direct correlation between the variables. Those relationships have been tested from the conclusion of literature review and from the theoretical framework. The analysis of this study begins with employee empowerment and ends by employee performance to test the research main hypothesis.

### **3.1.5 Sample and Sampling Method**

University of Babylon – Iraq is one of the government scientific institutions of the Iraqi Ministry of Higher Education and Scientific Research, which includes a number of colleges that grant certificates or academic licenses for its graduates. It is one of the most prestigious educational institutions in Iraq that elevate the scientific progress. It is founded in 1991 and it is situated in the south of Baghdad in the city of Babylon. The university possesses 19 colleges, more than ten administrative departments, and a number of scientific and consultancy units. And students at Babylon University have reached 23 thousands students and more than 1124 graduated students for both evening and morning studies. QS Organization granted Babylon university international recognition certificate for its excellent scientific services. The main aims of the university are being a leader in consolidating and entrenching corporate culture emanating from the University's vision and mission and to be a leader in the creation of the university environment that meets the students' aspirations domestically and internationally. And it seeks to connect the

quality of different academic programs with the requirements and the needs of the labour market by focusing on the disciplines and skills required for graduates to increase the competitiveness and excellence in research programs.

This research has applied quantitative methods by using a questionnaire to investigate the correlation between the impacts of employee empowerment on employee performance in the University of Babylon in Iraq. The number of targeted employees in the University of Babylon was 1190 employees, The technique of simple random sampling was applied to the selected study population. The study population included a number of administrators and employees in the university to collect data from primary resources. The research will be focusing on the 20% of the study population by the simple random sampling technique, which approximately represents 238 employees. The researcher was tested 200 responses out of 238 respondents from the total of responses that were valid to test and to conduct the research analysis. These responses were represented 84%.

### **3.1.6 Scope and Limitation**

In assessing the impact of employee empowerment on employees' performance in higher education institutions, the scope of this study is limited on the University of Babylon -Iraq. For collecting primary data, this study used questionnaire directed a number of administrators and employees who work in the University of Babylon in the Babylon city.

### **3.1.7 Questionnaires Used in the Research**

Employee Empowerment:

The independent variable for this study is the views of employees from different administrative levels in University of Babylon about employee empowerment in Iraqi public sectors. There are three sub-dimensions with the employee empowerment questionnaire and these are sharing information, freedom and autonomy and self-managed teamwork. A total of 20 items were prepared by (Kimolo, 2013) is used to measure employee empowerment. The questionnaire was tested for Reliability and validity by (Kimolo, 2013). And reached to satisfactory results in his study. The reliability and the validity test have been conducted for this



work also. And the results are detailed in the following section.. The items were ranked on a five-point Likert scale of (strongly agree, agree, neutral, disagree, and strongly disagree) to assess the respondents' perception about employee empowerment in University of Babylon in Iraq.

#### Employee Performance:

The dependent variable for the study is the views of employees from different administrative levels in University of Babylon about employee performance in Iraqi public sectors. A total of 10 items were prepared by (Kirubi, 2014) is used to measure employee performance. The questionnaire was tested for Reliability and validity by (Kirubi, 2014). And reached to satisfactory results in his study. The reliability and the validity test have been conducted for this work also. And the results are detailed in the following section.. The items were ranked on a five-point Likert scale of (strongly agree, agree, neutral, disagree, and strongly disagree) to assess the respondents' perception about employee performance in University of Babylon in Iraq.

#### **3.1.7.1 Statistical analysis tools**

The researcher adopted for data analysis and hypothesis testing a number of statistical tools that fit the nature of research directions and the contents of its premises, and they are as follows:

1. Frequency, average of percentages and standard deviations for describing the research variables.
2. Simple correlation to determine the nature of the relationship between the two variables and determine the internal consistency of the study variables.
3. Multiple correlations to determine the nature of the relationship between the independent variables at once with a single dependent variable.
4. Regression analysis to see the independent variables moral influence in dependent variables depending on values, F, R<sup>2</sup>.

### 3.1.7.2 Demographics of the Sample

**Table 3.1:** Respondents according to the age (Data Simulation, SPSS).

Items		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	61	30.5	30.5	30.5
	31-40	63	31.5	31.5	62.0
	41-50	40	20.0	20.0	82.0
	More than 50	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

From the above table, we can observe that the majority of research individual sample are between 31-40 years old, it represents (63 out of 200) with 31.5% of the respondents, while those are between 25-30 get the second place with (61 out of 200) by 30.5%, and those are between 41-50 placed as the third with (40 out of 200) that represents 20% of the total. While those ages that are above 50 years placed as the fourth with (36 out of 200) that represents 18% of the total. In other word, the majority of the employees in Babylon University are the youth (123 out of 200) with 62%.

**Table 3.2:** Respondents according to the gender (Data Simulation, SPSS).

Items		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	131	65.5	65.5	65.5
	Female	69	34.5	34.5	100.0
	Total	200	100.0	100.0	

The above table shows that the males are representing the majority with (131 out of 200) with 65.5% from the respondents. And female are (69 out of 200) which represents 35.5% of the respondents. The no parity in gender may be due to insufficient policies in the country's post-war era to empowering women.

**Table 3.3:** Respondents according to the level of education (Data Simulation, SPSS).

Items		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School& below	30	15.0	15.0	15.0
	Bachelors	90	45.0	45.0	60.0
	Diploma	50	25.0	25.0	85.0
	Masters	7	3.5	3.5	88.5
	PhD and above	23	11.5	11.5	100.0
	Total	200	100.0	100.0	

The table releases that the bachelors and diploma holders are representing the majority by (90 out of 200) and (50 out of 200) respectively, with cumulative percentage of 70%, while the high school took the third place with (30 out of 200) as 15% of the respondents. As the nature of high academic institution, the lower range of Master and PhD holders with only 15% of the respondents may not giving a good image to the institution.

**Table 3.4:** Respondents according to the job experience (Data Simulation, SPSS).

Items		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	46	23.0	23.0	23.0
	5 to Less than 10	68	34.0	34.0	57.0
	10 to Less than 15	48	24.0	24.0	81.0
	15 and above	38	19.0	19.0	100.0
	Total	200	100.0	100.0	

The table highlights that the employees with 5 to less than ten (10) years of job experience are representing as well the majority by (68 out of 200), around 34 % of the respondents. It is followed by those have 10 to less than 15 years of job experience; (48 out of 200% with 23 %. This can be matched with the previous tables; the majority of the respondents are the youth, they start working after bachelor degree or diploma, which can express their job experience with (-+ 10) years.

**Table 3.5:** Respondents according to the administrative level (Data Simulation, SPSS).

Items		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have Subordinates	125	62.5	62.5	62.5
	I do not have subordinates	75	37.5	37.5	100.0
	Total	200	100.0	100.0	

From the above table, we may see that the employees who have subordinates and manage employees in the workplace with understanding the meaning of empowerment are considered being the majority by (125 out of 200) with 62.5%, this may get us claimed that the items of this survey are not unfamiliar to the respondents.

### **3.2 Findings Simulation and Discussion**

#### **3.2.1 Tools Used in the Research Analysis**

The researcher adopted a number of statistical tools for data simulation, analysing and testing the research hypothesis, those tools fit the nature of research directions and the contents of its premises and the details are follows:

1. Cronbach Alpha Coefficient to verify the degree of validity and reliability;
2. Skewness and Kurtosis to ascertain the normal distribution of data
3. Frequency, average of percentages and standard deviations for describing the research variables;
4. Simple, multiple correlations and regression to determine the nature of the relationship between the two variables and determine the internal consistency of the study variables;
5. The level of importance, which is determined according to the following equation ( Essa, 2010: 53):

$$\text{Length} = \frac{\text{Upper Limit of Alternative} - \text{Minimum Level of Alternative}}{\text{Number of Levels}}$$

$$\text{Length} = \frac{1-5}{3}$$

So, the lower level will be 1 to 2.33;  
 And medium level will be 2.33 to 3.66;  
 And high level gets into 3.67 and above

### 3.2.2 Reliability and Validity

The questionnaires that are used in this research are employee empowerment questionnaire by (Kimolo, 2013) and employee performance questionnaire by (Kirubi, 2014). For this research the questionnaires have been tested for validity and reliability. The research variables touched the following points: sharing information, freedom and autonomy, self-managed teamwork, and employee performance to illustrate and measure the impacts of employee empowerment and employee performance. The research variables touched the following points: sharing information, freedom and autonomy, self-managed teamwork, and employee performance to illustrate and measure the impacts of employee empowerment and employee performance.

Based on the literature, the final draft of the questionnaire was prepared and shown as follows: total items are 30 divided into the main two variables, twenty (20) items for employee empowerment with the sub-dimensions: sharing information, freedom and autonomy, and self-managed teamwork, and Ten (10) items for employee performance. Moreover, to illustrate the appropriateness of the research tools and its questionnaire, we conducted the process for validity and reliability by addressing the questionnaire to 30 individuals outside the study population. And Cronbach Alpha tool has been used to test the research validity. The tool is to show the correlation between the research variables and it should be > 0.60 statically to be accepted for conducting any analysis for social sciences (Nguyen, 2009: 103). Below the coefficient for this study's Cronbach Alpha as shown in the following table:

**Table 3.6:** Cronbach's Alpha of employee empowerment (information sharing, Freedom and autonomy, and Self-managed teamwork).

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.778	20

The above table point out to the Cronbach's Alpha coefficient to employee empowerment, which its value reached 0.824. that is mean, the value of Cronbach's Alpha coefficient is good enough to reach of the final research results.

**Table 3.7:** Cronbach's Alpha if item deleted of employee empowerment (Data Simulation, SPSS).

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	76.17	40.902	.305	.	.820
Q2	76.07	43.444	-.084-	.	.834
Q3	76.10	41.748	.144	.	.827
Q4	76.37	41.344	.168	.	.827
Q5	76.13	43.430	-.082-	.	.836
Q6	76.97	38.102	.415	.	.815
Q7	76.47	41.706	.263	.	.822
Q8	76.23	40.944	.305	.	.820
Q9	76.77	35.840	.675	.	.799
Q10	76.77	35.426	.769	.	.794
Q11	77.17	36.144	.736	.	.797
Q12	76.57	42.254	.072	.	.830
Q13	76.33	43.816	-.145-	.	.835
Q14	76.33	41.333	.221	.	.823
Q15	76.37	43.068	-.045-	.	.837
Q16	77.40	37.145	.572	.	.806
Q17	76.93	37.375	.614	.	.805
Q18	77.10	33.128	.809	.	.787
Q19	77.13	32.878	.834	.	.785
Q20	76.67	35.816	.736	.	.796

The table above illustrates how to get the highest value for the Cronbach Alpha coefficient if its value was less than 70 percent. So, when the highest value is deleted in the table, the Cronbach's Alpha coefficient will be this deleted value. For instance, the highest value in this table is 0.837. When this value is deleted from the above table, the Cronbach Alpha coefficient will be the same value deleted (0.837). In other words, the Cronbach Alpha coefficient for employee empowerment is 0.824, that means it is above 70 percent. Thus, the Cronbach's Alpha coefficient for employee empowerment is more than satisfactory.

**Table 3.8:** Cronbach's Alpha of employee performance.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.895	10

The above table points out to the Cronbach's Alpha coefficient to employee empowerment, which its value reached 0.891. That is to mean, the value of Cronbach's Alpha coefficient is satisfactory to reach of the final research results.

**Table 3.9:** Cronbach's Alpha if item deleted of employee performance.

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q21	37.13	21.085	.629	.816	.880
Q22	37.17	20.626	.787	.832	.869
Q23	37.20	21.752	.617	.727	.881
Q24	37.00	21.862	.537	.669	.886
Q25	36.90	21.334	.640	.762	.879
Q26	37.07	20.547	.730	.790	.873
Q27	36.87	20.602	.700	.860	.875
Q28	37.13	23.223	.478	.465	.889
Q29	37.37	21.413	.459	.750	.896
Q30	37.27	21.099	.809	.881	.870

The table above illustrates how to get the highest value for the Cronbach Alpha coefficient if its value was less than 70 percent. So, when the highest value is deleted in the table, the Cronbach's Alpha coefficient will be this deleted value. For example, the highest value in this table is (0.896) When this value deleted from the above table, the Cronbach Alpha coefficient will be the same value deleted (0.896). In other word, the Cronbach Alpha coefficient for employee performance is (0.891) that means it is above 70 percent. Thus, the Cronbach's Alpha coefficient for employee performance is more than satisfactory.

**Table 3.10:** The general average to Cronbach Alpha coefficient.

N	Variable	Coefficient
1	Independent variables (01-20: items)	0.824
2	Dependent Variables (21-30: items)	0.891
Average Coefficient		0.858

From the above table, and according to the literature review, the Cronbach's Alpha should be above 0.70 for being acceptable as coefficient and indicator of internal consistency, so these coefficients: 0.824 for employee empowerment, and 0.891 for employee performance with general coefficient of 0.858 have shown strong results, and it is an indicator to highlight how far employee empowerment has impact on the level of employee performance in the university of Babylon.

### 3.2.3 Testing the Validity of Data for Statistical Analysis

In order to verify the objectivity and the reliability of the findings simulation, the literature proceeded to testing a Skewness and Kurtosis to see if the research data are adequate for statistical analysis, and free as well from bias that may affect the negative the research finding and its hypotheses. This test requires availability of normal correlation between the research variables: employee empowerment as the research independent variables and employee performance as the dependent variables- to better responding to the research questions. Further details is given in the next table:



**Table 3.11:** Skewness and Kurtosis Testing for employee empowerment and employee performance.

Item	N	Mean	Std. Deviation	Std. Error	Skewness	Kurtosis
Sharing information	200	4.3475	.23498	.01662	-.304-	-.711-
Freedom and autonomy	200	4.0522	.31484	.02226	-.607-	-.193-
Self-managed teamwork	200	3.5760	.68774	.04863	-.526-	-.640-
Employee performance	200	4.1720	.36106	.02553	-1.137-	.363

Garson (2012) illustrated that, for a distribution to be considered normal, both Skewness and Kurtosis of the distribution should fall between (-2.00 to +2.00). The Skewness and Kurtosis values of the research constructs and factors are presented in Table (2.11). Results pointed out that the group of data are generally normally distributed with skewness and kurtosis values to each variable (Garson, 2012: 18). Table (2.11) illustrates, the value of sharing information of the Skewness and Kurtosis ranged from (-.304-) to (-.711-), and the value of freedom and autonomy ranged from (-.607-) to (-.193-) While the value of self-managed teamwork ranged from (-.526-) to (-.640-). On the other side, the value of employee performance ranged from (-1.137-) to (.363). This means that the data tracked the normal distribution according to both skewness and kurtosis.

### **3.2.4 Responding to the Research Questions**

The first question for this research is: What is the degree of importance of employee empowerment with its dimensions (sharing information - freedom and autonomy- self-managed teamwork) at the University of Babylon? In order to answer to that research question, this question has been divided into three sub-question. And these sub-questions will be detailed in the following section. The second question for this research is: What is the level of importance of employee performance at the University of Babylon? And this question will be detailed in the following section also. In other words, the two questions are concerning to measure the level of importance for each item of the research at employees in the university.

First sub-question: What is the degree of importance of sharing information to employees at the University of Babylon?

To answer to this sub-question, arithmetical averages and deviations have been used in order to find the degree of importance of each item to employees at the University of Babylon.

**Table 3.12:** Arithmetical averages, deviations, and the degree of importance to sharing information in the university.

N	Items	Average	Std. Deviation	Range	Importance level
1	In my workplace, information is shared and provided to employees whenever they are required in undertaking their duties.	4.545	0.499	1	High
2	Necessary information is readily availed to all concerned employees in good time to enable them make thoughtful decision.	4.425	0.495	3	High
3	In my workplace, there is a regular communication with employees to get them aware about what is taking place in the Organization.	4.535	0.538	2	High
4	In my workplace, managers listen to the employees and seek to learn from them as well as guide them.	4.285	0.587	5	High
5	There is an open flow of information upwards and downwards in the organization.	4.390	0.499	4	High
	General mean, and Std. Deviation	4.436	0.523		

Table (3.12) shows the level of sharing information in the university of Babylon; the item which is about “in my workplace, information is shared and provided to employees whenever they are required in undertaking their duties” gets the first class in the statistic; it gets 4.545 as average that is higher than the general average (4.436), and it gets as well a 0.499 for the standard deviation. And the item “in my workplace, there is a regular communication with employees to get them aware about what is taking place in the Organization” has placed as the second with 4.535 as average that is higher than the total average (4.436), and 0.538 for standard deviation. The item “necessary information is readily availed to all concerned employees in good time to enable them make thoughtful decision” gets the third place; its average is 4.425 which is lower than the general average (4.436) and 0.495 for its standard deviation. The item “there is an open flow of information upwards and downwards in the organization” placed as the fourth with 4.390 as averages

lower than the general average (4.436), and with 0.499 for standard deviation. While the item “In my workplace, managers listen to the employees and seek to learn from them as well as guide them” gets the fifth place with 4.285 as averages which is also lower than the general average (4.436) and its standard deviation is 0.587.

In general, the general arithmetic average for Sharing Information in the University of Babylon is higher and rational, and that shows how far the respondents are familiar with sharing information in the workplace.

Second sub-question: What is the degree of importance of freedom and autonomy to employees at the University of Babylon?

To answer to this sub-question, arithmetical averages, deviations have been used in order to find the degree of importance of each item to employees at the University of Babylon.

**Table 3.13:** Arithmetical averages, deviations, and the degree of importance to freedom and autonomy in the university.

N	Items	Average	Std. Deviation	Range	Importance level
1	My managers delegate authority and responsibility to me with freedom and autonomy.	4.140	0.516	4	High
2	In my workplace, there is extensive delegation, individual responsibility and autonomy in decision-making process.	4.325	0.592	1	High
3	Empowerment creates and encourages a high degree of trust between managers and employees and among employees themselves.	3.895	0.746	5	High
4	Employees in my workplace are motivated and encouraged to develop their skills of creativity and innovative thinking.	3.845	0.790	7	High
5	Employees are allowed to participate in elaborating organisational vision, setting its goals, and drawing its strategic plans.	3.520	0.694	8	Medium
6	In my workplace, administration trusts that employees will do the right thing and make the right decision.	3.885	0.751	6	High
7	Managers in my workplace help employees to feel rewarded and recognized for empowered behaviour.	4.265	0.442	3	High
8	Employees are provided with a degree of flexibility and freedom to make decisions relating to their work.	4.310	0.534	2	High
	General Average, and Deviation	4.023	0.633		

Table (3.13) highlights -according to respondents- the level of freedom and autonomy in the university of Babylon; the first item “in my workplace, there is extensive delegation, individual responsibility and autonomy in decision-making process” gets the first class in the statistic with 4.325 as average that is higher than the general average (4.023), and it gets as well a 0.592 as value for standard deviation. And the item “employees are provided with a degree of flexibility and freedom to make decisions relating to their work” has placed as the second with 4.310 as average that is higher than the total average (4.023), with 0.534 for standard deviation. The item “managers in my workplace help employees to feel rewarded and recognized for empowered behaviour” placed as the third class with 4.265 as averages that is higher than the general average (4.023), and 0.442 as its standard deviation. The item “my managers delegate authority and responsibility to me with freedom and autonomy” gets fourth class with 4.140 as averages that are higher than the general average (4.023) and its standard deviation is 0.516. The item “empowerment creates and encourages a high degree of trust between managers and employees and among employees themselves” gets the fifth class; its average is 3.895 which is lower than the general average (4.023) and 0.746 as its standard deviation. The item “in my workplace, administration trusts that employees will do the right thing and make the right decision” gets sixth class with 3.885 as averages, which is lower than the general average (4.023), and it gets 0.751 as standard deviation. The item “employees in my workplace are motivated and encouraged to develop their skills of creativity and innovative thinking” has placed as the seventh with 3.845 as averages which also lower than the general average (4.023), and with 0.790 for its standard deviation. While the item “employees are allowed to participate in elaborating organisational vision, setting its goals, and drawing its strategic plans” is placed as the eight with 3.520 as averages that are also lower than the general average (4.023), and its standard deviation is 0.694.

In general, the general arithmetic average for freedom and autonomy in the University of Babylon is high, and rational, but not higher as the first groups regarding sharing information. And that means that employees in the University of Babylon are not fully associated to design the general vision and goals of the university, but they are participating partially. As a result, the views of respondents concerning the item “employees are allowed to participate in elaborating

organisational vision, setting its goals, and drawing its strategic plans” was 3.52, with a medium importance level according to the equation in the literature. Briefly, the general average of the allocated freedom and autonomy in the university is high. In other meaning, the employees in the University of Babylon are well participated to sharing information, and partially empowered with freedom and autonomy to engage their jobs.

Third sub-question: What is the degree of importance of self-managed teamwork to employees in the University of Babylon?

To answer to this sub-question, arithmetical averages and deviations have been used in order to find the degree of importance of each item to employees in the University of Babylon.

**Table 3.14:** Arithmetical averages, deviations, and the degree of importance to self-managed teamwork in the university.

N	Items	Average	Std. Deviation	Range	Importance level
1	Self-managed teamwork increases ownership in decision making and enables employees fully participate in work process.	3.235	0.769	4	Medium
2	In my workplace, administration motivates and encourages for team building- self-managed teamwork.	3.705	0.685	1	High
3	It is easier to accomplished organisational objectives and to achieve set targets through team work rather than working individual.	3.510	0.961	2	Medium
4	My teamwork is self-managed of tasks for which our accountable.	3.480	0.961	3	Medium
	General mean, and Std. Deviation	3.482	0.844		

This table -according to respondents- indicates the level of self-managed teamwork in the University of Babylon; the item “in my workplace, administration motivates and encourages for team building- self-managed teamwork” gets the first class with 3.705 as average that is higher than the total average (3.482), and with 0.685 for its standard deviation. The item “it is easier to accomplished organisational objectives and to achieve set targets through team work rather than working individual” gets the second class; its average is 3.510 which is higher than the general average (3.482) and 0.961 as its standard deviation. The item “my teamwork

is self-managed of tasks for which our accountable” is placed as the third class with 3.480 as averages which is bit lower than the general average (3.482), and with 0.961 for standard deviation. The “self-managed teamwork increases ownership in decision making and enables employees fully participate in work process” gets the fourth class in the statistic; it gets 3.235 as average that is also lower than the general average (3.482), and its standard deviation is 0.769.

In general, the general arithmetic average for Self-managed Teamwork in the University of Babylon is medium and rational, and this can be interpreted that empowerment is in the progress in the University; employees are not fully controlled by their managers; and they may need further confidence from their managers through well training programmes for self-managed control system for better achieving their tasks.

The second question: What is the level of importance of employee performance at the University of Babylon?. To deal with that part, arithmetical averages, and deviations have been used in order to see the level of importance of each item to employees in the university of Babylon as shown in the next:

**Table 3.15:** Arithmetical averages, deviations, and level of importance of employee performance in the university.

N	Items	Average	Std. Deviation	Range	Importance level
1	Employment policies in university of Babylon are motivating and encouraging for job performance.	4.105	0.759	6	High
2	Productivity of employees in the university is much higher compared to its competitors thanks to good employee performance1s polices.	4.040	0.678	8	High
3	Employees are very committed to the university, and the level of absenteeism is very lower compared to its competitors.	4.040	0.566	8	High
4	Employees in the university are highly satisfied.	4.215	0.722	5	High
5	The university gives frequent feedback to its employees about the quality of their services and their performance.	4.420	0.660	1	High
6	The university takes into consideration any complaints and suggestions to improve its employee performance.	4.065	0.650	7	High

**Table 3.15 (Continued):** Arithmetical averages, deviations, and level of importance of employee performance in the university.

N	Items	Average	Std. Deviation	Range	Importance level
7	The university is like my family, I feel safe and secured while working there.	4.280	0.611	3	High
8	The university is ranked among the best university in Iraq thanks to its employees' performance.	4.325	0.575	2	High
9	The university has much invested and it continues to do to improve its employees' performance.	3.960	0.608	9	High
10	Employees of the university are very talents, and they contribute to competitive advantage in workplace thanks to good training programs.	4.270	0.639	4	High
	General Average, and Deviation	4.172	0.646		

The above table -according to respondents- highlights the level of employee performance in the university of Babylon; the item “the university gives frequent feedback to its employees about the quality of their services and their performance” gets the first class in the statistic with 4.420 as average that is higher than the general average (4.172), and it has as well a 0.660 as value for standard deviation. And the item “the University is ranked among the best university in Iraq thanks to its employees' performance” has placed as the second with 4.325 as average that is higher than the total average (4.172), and with 0.58 for standard deviation. The item “the University is like my family, I feel safe and secured while working there” gets the third place with average of 4.280 which is higher than the general average (4.172) and 0.611 as its standard deviation. The item “employees of the university are very talents, and they contribute to competitive advantage in workplace thanks to good training programs” is placed as the fourth with 4.270 as averages higher than the general average (4.172), and with 0.639 for standard deviation. While the item “employees in the university are highly satisfied” gets fifth place with 4.215 as averages that are higher than the general average (4.172) and its standard deviation is 0.722. The item “employment policies in university of Babylon are motivating and encouraging for job performance” has placed as the sixth with 4.105 as averages which are lower than the general average (4.172), and with 0.759 for standard deviation. The item “the university takes into consideration any complaints and suggestions to improve its employee performance” gets seventh place with 4.065 as

averages, which is also lower than the general average (4.172), and it gets 0.650 as standard deviation. The item “productivity of employees in the university is much higher compared to its competitors thanks to good employee performance policies” and “employees are very committed to the university, and the level of absenteeism is very lower compared to its competitors” are getting the eighth class with 4.040 as averages, while 0.68, and 0.66 are for standard deviation respectively. The last item “the University has much invested and it continues to do to improve its employees’ performance” gets 3.960 as averages, 0.608 as standard deviation.

In general, the general arithmetic average for employee performance in the University of Babylon is higher and rational, which means that the employee performance is continually follow up, and the general policies to increase the workers performance are well established in the university.

**Table 3.16:** arithmetic averages, and deviations for employee empowerment and employee performance in the university.

N	Variables	Average	Std. Deviation	Range	Importance level
1	Sharing information	4.436	0.523	1	High
2	Freedom and Autonomy	4.023	0.633	3	High
3	Self-managed Teamwork	3.482	0.844	4	Medium
	The total average of Employee Empowerment dimensions	3.980	0.666		High
4	Employee performance	4.172	0.646	2	High

This table summarises the general arithmetic average for employee empowerment from sharing information, freedom and autonomy, to the sub-element regarding the self-managed teamwork. The sharing information is placed first with 4.436 as general averages, and with 0.523 for standard deviation. The employee performance gets the second class with 4.172 as averages and 0.646 for its standard deviation. And the freedom and autonomy gets the third class with 4.023 as averages and 0.633 for its standard deviation. While the self-managed teamwork has the fourth class, it gets the lowest record with 3.482 as averages and 0.844 as standard deviation. Which it means that self-managed teamwork still needs further improvement. However, the general arithmetic average for employee empowerment is 3.980, and the general arithmetic average for employee performance is 4.172 these



values are considered being high according to the given equation in the literature (3.67 and more). Briefly, the mechanisms of employee empowerment and performance are well applied in the University of Babylon.

According to findings, that the values of mean and standard deviation to the first question have illustrated, that all sub-questions have a strong importance degree for employees in the University of Babylon, except (self-managed teamwork) with a medium importance degree. The second question of research illustrated that employee performance has a strong importance level for employees in the University of Babylon. In general, the questions of research have been answered positively and properly. The findings illustrated through the values of mean and standard deviation that there is a significant importance of employee empowerment and employee performance at individuals employees in the University of Babylon, except (self-managed team work) with a medium importance degree.

### 3.2.5 Testing the Research Hypotheses

The regression and Correlation technique have been applied to study the connection between the research independent variables and the dependent variable: employee empowerment and employee performance. A multiple regression method was used as well to connect the two main research variables, independent and dependent as can be seen from the following tables:

**Table 3.17:** Model summary (Predictors-constant of correlation between employee empowerment and employee performance).

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
8	,890	,793	,784	,31553	,793	128,460

The table (3.17) generated from (SPSS analysis version 21), it can be seen that the coefficient of  $R = 0.890$ , and  $R^2 = 0.793$  while adjusted  $R^2 = 0.784$ , and  $F = 128.460$ . The 0.793% of  $R^2$  coefficient is significant, which means that of the total variability of the employee performance is explained by the explanatory variables. And the coefficient of  $F (128.460)$  is significant too, and high. So, the explanatory

variables contribute to explaining the model as a whole with high extent. In general, the findings pointed out that, there is a positive correlation between employee empowerment and employee performance in the university of Babylon.

In order to test all variables of employee empowerment and their impacts on employee performance in the University of Babylon, the researcher adopted bottom-up model, from sub-hypotheses to the principal hypothesis, and multiple regression has been applied to test all sub-hypotheses separately as shown in the following details.

The first sub-hypothesis is (There is a meaningful relation between sharing information and employee performance in the University of Babylon at a level of (0.05) value).

**Table 3.18:** Coefficients of predictors-constant of correlation between sharing information and employee performance.

Model 8	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1,873	,377		4,962	.000	1.128	2.617
Regular communication channel between employees and managers in the university.	.139	.075	.432	3,525	.000	.142	.411
The managers listen to given ideas of their employees.	.269	.091	.325	1,945	.000	.109	.388
Open flow of information in the university	.145	.047	.106	3,107	.002	.236	.053
Total Average of coefficients	.184	.071	.287	2.859	.000	.162	.284

From the above table, we can observe that Beta coefficient of regular communication is 0.432, the Beta coefficient for the managers listen to given ideas of their employees is 0.325, and the beta coefficient of open flow of information is 0.106, while the total average of Beta coefficient = 0.287. The coefficient of Y

(Constant) = 1.873+0.184X. The statistical analysis illustrated a strong impact of sharing information on the level of employee performance in the university of Babylon; the coefficients of the items regarding sharing information: 0.139, 0.269, and 0.145 to mean that any increase in the variable of sharing information will get the level of employee performance in the University of Babylon be increased by the same values (0.139; 0.269; and 0.145). On the other hand, the total average of the P-value (sig) of all the items of sharing information is (0.000), that illustrates the P-value (sig) is less than (0.05) as illustrated in the above table.

This proves that sharing information has a significant impact on employee performance in the University of Babylon. Therefore, the first sub-hypothesis “there is a meaningful relation between sharing information and employee performance in the University of Babylon at a level of (-or =0.05) value” is positive and valid.

**Table 3.19:** Coefficients of predictors-constant of correlation between freedom/autonomy and employee performance.

Model 8	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1,873	,377		4,962	.000	1.128	2.617
Delegating responsibility with freedom and autonomy in the university	.090	.046	.067	1,962	.051	.000	.181
Employees and Flexibility/ freedom for achieving their jobs	.183	.049	.144	3,740	.000	.086	.279
Rewards on the empowered behaviour	-,116	-,059	-,075	-1,973	.050	-,231	.000
Total Average of coefficients	.052	.051	.045	1.243	.033	-,145	-,153

From the above table, we can observe that Beta coefficient of delegating responsibility with freedom and autonomy is 0.67, the Beta coefficient of giving freedom and flexible job style to employees for achieving their tasks = 0.144, and the beta coefficient of rewards on the empowered behavior is negative with -0.075, while

the total average of Beta coefficient for table concerning freedom and autonomy is 0.045. The coefficient of Y (Constant) =  $1.873+0.052X$ . The statistical analysis illustrated a slight impact of freedom and autonomy on the level of employee performance in the University of Babylon. The coefficients of the items regarding freedom and autonomy are 0.090; 0.183; and -0.116 respectively. In other word, the P-value (sig) of item “employees and flexibility/freedom for achieving their jobs” is positively significant, its (sig) is 0.000 lower than ( $\alpha = 0.05$ ) as stated in the literature. And the P-value (sig) of “rewards on empowered behaviour” is negatively significant, while the P-value (sig) of delegating responsibility with freedom...” is not significant; its (sig) is 0.051 slightly higher than (0.05).

Nevertheless, the total average of the P-value (sig) is (0.033), that illustrates the P-value (sig) is less than the (0.05). This proves that freedom and autonomy has significant impact on employee performance in the University of Babylon. But, the policy for delegating power to the employees in the university with freedom and autonomy needs further improvement. Notwithstanding, the sub-hypothesis “there is a meaningful relation between freedom/autonomy and employee performance in the University of Babylon at a level of ( $\alpha = 0.05$ ) value” is positive in its totality and valid.

**Table 3.20:** Coefficients of predictors-constant of correlation between self-managed teamwork and employee performance.

Model 8	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1,873	,377		4,962	.000	1.128	2.617
Self-managed of tasks is for self accountability	.243	.070	.345	3,467	.001	.105	.382
Organisational objectives will be easier achieved by self-managed teamwork	.254	.068	.359	3,746	.000	.120	.387
Encouraging for team-building and self-managed in the university	-,092	.047	-,093	-1,974	.050	-,184	.000
Total Average of coefficients	.135	.061	.203	1.746	.017	.013	.256

The above table shows that Beta coefficient of self-managed of tasks is for self accountability = 0.345, the Beta coefficient of organizational objectives will be easier achieved by self-managed teamwork = 0.359 and the beta coefficient of encouraging team-building is also negative with -0.093, while the total average of Beta coefficient for table concerning self-managed teamwork = 0.203. The coefficient of Y (Constant) = 1.873+0.135X. The statistical analysis illustrated a strong impact to self-managed teamwork on the level of employee performance in the University of Babylon. The coefficients of the items regarding self-managed teamwork are 0.243; 0.254; and -0.092 respectively. In other word, all items are positively significant except the encouraging the team-building, which impacts negatively to employee performance. And that means any increase in the variable of self-managed teamwork will get the level of employee performance in the University of Babylon be increased by the same values (0.243; 0.254; and -0.092). Briefly, the mechanism for team-building for self-managed works should be encouraging and mutually established by employees and managers alike.

On the other hand, the total average of the P-value (sig) is (0.017), that illustrates the P-value (sig) is less than the (0.05). This proves that self-managed teamwork has significant impact on employee performance in the University of Babylon. Therefore, the third sub-hypothesis “there is a meaningful relation between self-managed teamwork and employee performance in the University of Babylon at a level of (-, =0.05) value” is positive in its totality and valid.

To sum up, the main hypothesis, which is about: (there is a meaningful relation between employee empowerment and employee performance in the University of Babylon at a level of (-, =0.05) value) can also be tested and valid by refereeing to validity of the sub-hypotheses. To do that, the researcher has cumulated the sum-value of the sub-hypothesis to see the potential impact of Employee Empowerment on the level of employee performance in the University of Babylon as shown in the next table.

**Table 3.21:** Cumulative coefficients of employee empowerment and employee performance.

Model 8	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1,873	,377		4,962	.000	1.128	2.617
Sharing information	.184	.071	.287	2,859	.000	.162	.284
Freedom and Autonomy	.052	.051	.045	1,243	.033	-,145	.153
Self-managed Teamwork	.135	.061	.203	1,746	.017	.013	.256
Total Average of coefficients	.123	.061	.178	1.949	.016	.010	.231

The above table shows the P-value (sig) to each of dimensions: sharing information, freedom and autonomy and self-managed teamwork. The P-value (sig) of sharing information = 0.000, that means the P-value (sig) to sharing information is less than (0.05), that illustrates, there is positively significant between sharing information and employee performance. While the P-value (sig) of freedom and autonomy = 0.033, that illustrates, the P-value (sig) to freedom and autonomy is less than (0.05), that shows, there is positively significant between freedom and autonomy and employee performance. The P-value (sig) of self-managed teamwork = 0.017, that means, the P-value (sig) to Self-managed Teamwork is less than (0.05), that shows, there is positively significant between self-managed teamwork and employee performance. While the total average of The P-value (sig) for employee empowerment = 0.016. The statistical analysis illustrated the strong impact of employee empowerment on the level of employee performance in the University of Babylon. The coefficients of the items regarding employee empowerment are 0.184; 0.052; and 0.135 respectively. In other word, all items are positively significant and that means any increase in the variable of employee empowerment will get the level of employee performance in the University of Babylon be increased by the same values (0.184; 0.052; and 0.135). By observing the validity test for the sub-hypotheses and seeing the positive impact of information sharing, freedom and autonomy, and self-managed teamwork, and their positive impacts on employee performance, the findings illustrated that there is a positive relationship between

employee empowerment and employee performance in the University of Babylon. That means, the main hypothesis “There is a meaningful relation between the dimensions of employee empowerment and employee performance in the University of Babylon at a level of ( $\alpha = 0.05$ ) is positive and supported.

**Table 3.22:** The testing of hypotheses validity.

N	Sub-Hypothesis	Validity
H1.	There is a meaningful relation between the dimensions of employee empowerment and employee performance.	Supported
H1.1	There is a meaningful relation between information sharing and employee performance.	Supported
H1.2	There is a meaningful relation between freedom and autonomy and employee performance.	Supported
H1.3	There is a meaningful relation between self-managed teamwork and employee performance.	Supported

According to the research findings, the table of testing of hypotheses validity pointed out to that all hypotheses were positively verified and supported.

## CONCLUSION AND RECOMMENDATION

### Conclusion:

The conclusion aims to introduce the major findings and results of this research. It provides revision for the research objectives, the research questions, and finding for hypothesis testing. Briefly, the conclusion is touching many points, namely:

This research study was attempting to address the following objectives: (1) to investigate the impact of employee empowerment on the employee performance in the University of Babylon; (2) to see the impact of share information on the employee performance in the University of Babylon; (3) to touch the effect of freedom and autonomy on the employee performance in the University of Babylon; (4) to illustrate the impact of self-managed work teams on employee performance in the University of Babylon. Revising those objectives in the lights of the research findings we can observe that this study succeeded to achieve its objectives; the findings revealed strong impact of information sharing on employee performance in the presidency of university. It has given a reliable effect of freedom and autonomy on the employee performance, as well as we may touch the impact of self-managed teamwork on the employee performance. As consequent, this study postively achieved their objectives that mentioned in above.

In the study population, 30 items were empirically selected and tested to see its reliability and the study showed a high degree of validity and reliability for the research variables. A total of (20) items were prepared by Kimolo (2013) is used to measure employee empowerment and (10) items were prepared by Kirubi (2014) is used to measure employee performance. The findings illustrated that Cronbach Alpha coefficient to employee empowerment is (0.824), and Cronbach Alpha coefficient to employee performance is (0.891), with a general average for two variables (0.858). That means, the general average of Cronbach Alpha coefficient



higher than (0.60) according to Nguyen (2009: 103). So, All coefficients were significant and valid to conduct the statistical analysis.

This study tested the normal distribution of the research variables. It has used Skewness and Kurtosis testing to find the normal distribution of data. According to Garson (2012), Skewness and Kurtosis testing should fall between (-2.00 to +2.00). The findings illustrate, the value of sharing information of the Skewness and Kurtosis ranged from (-.304-) to (-.711-), and the value of freedom and autonomy ranged from (-.607-) to (-.193-) While the value of self-managed teamwork ranged from (-.526-) to (-.640-). On the other side, the value of employee performance ranged from (-1.137-) to (.363). This means that the data tracked the normal distribution according to both skewness and kurtosis (Garson, 2012: 18).

Based on the demographic variables and simple random sampling technique, 200 respondents were selected out of 1190 as total employees in Presidency the University of Babylon to be the study population. The findings revealed that the age variable came in the beginning with 62 percent for those ages that fall between 31-40, this means that the majority of the employees in Babylon University are the young; those (= or -) 40-year old are representing (123 out of 200) with 62%. It means, that the rest of ages came respectively. Where, those who fall between 25-30 years get the second place with (61 out of 200) by 30.5%, and those are between 41-50 placed as the third with (40 out of 200) that represents 20% of the total. While those ages that are above 50 years placed as the fourth with (36 out of 200) that represents 18% of the total. According to the gender variable, that the males are representing the majority with (131 out of 200) with 65.5% from the respondents. While female are (69 out of 200) which represents 35.5% of the respondents. The no parity in gender may be due to insufficient policies in the country's post-war era to empowering women. And that matches with the employees' working experience and their level of education; the holders of a bachelor degree and diploma are 140 out of 200 with 70% of the respondents. In other words, the holders of bachelor degree came in the first place with 45%, while the holders of diploma degree came in the second place with 25%. And other education levels came respectively: the high school took the third place with (30 out of 200) as 15% of the respondents. As the nature of high academic institution, the lower range of Master and PhD holders with only 15% of the respondents may not giving a good image to the institution. This

means, that the bachelors and diploma holders are representing the majority in Babylon university. In the job experience variable, the employees with 5 to less than ten (10) years of job experience are representing as well the majority by (68 out of 200), around 34 % of the respondents. It is followed by those have 10 to less than 15 years of job experience; (48 out of 200% with 23 %. This can be matched with the previous tables; the majority of the respondents are the youth, they start working after bachelor degree or diploma, which can express their job experience with (-+ 10) years. According to the administrative level, we may see that the employees who have sub subordinates and manage employees in the workplace with understanding the meaning of empowerment are considered being the majority with 62.5%. This may explain, that that the items of this survey are not unfamiliar to the respondents.

Revising the research questions, the study tried to answer to the following questions: first question: What is the degree of importance of employee empowerment with its dimensions (sharing information - freedom and autonomy-self-managed teamwork) at the University of Babylon? (1) What is the degree of importance of sharing information to employees in the University of Babylon? (2) What is the degree of importance of freedom and autonomy to employees in the University of Babylon? (3) What is the degree of importance of self-managed teamwork to employees in the University of Babylon? Second question: What is the level of importance of employee performance in the University of Babylon? The findings have shown that all the coefficients of revising the research questions are significant, and the values are high; the coefficients of sharing information are higher than other variables, its general Mean is 4.436 and 0.523 for standard deviation. The table of sharing information has illustrated that, the item "In my workplace, information is shared and provided to employees whenever they are required in undertaking their duties" was in the first place with mean 4.545, that is higher than from its general Mean 4.436. The table has illustrated as well, that the item "In my workplace, managers listen to the employees and seek to learn from them as well as guide them" was in the last place with mean 4.285, that is less than from its general Mean 4.436. The coefficients for the freedom and autonomy are also higher with general Mean of 4.023 and 0.633 for its standard deviation. The table of freedom and autonomy has illustrated that, the item "In my workplace, there is extensive delegation, individual responsibility and autonomy in decision-making process" was

in the first place with mean 4.325, that is higher than from its general Mean 4.436. The table has illustrated as well, that the item "Employees are allowed to participate in elaborating organisational vision, setting its goals, and drawing its strategic plans" was in the last place with medium average 3.520, that is less than from its general Mean 4.436. And the coefficients of the self-managed teamwork are significant too; its general Mean is 3.482 and 0.844 as standard deviation. The table of self-managed teamwork has illustrated that, the item "In my workplace, administration motivates and encourages for team building- self-managed teamwork" was in the first place with mean 3.705, that is higher than from its general Mean 3.482. The table has illustrated as well, that the item "Self-managed teamwork increases ownership in decision making and enables employees fully participate in work process" was in the last place with medium average 3.235, that is less than from its general Mean 3.482. The coefficients for the employee performance are also higher with general Mean of 4.172 and 0.646 for its standard deviation. The table of employee performance that, the item "The university gives frequent feedback to its employees about the quality of their services and their performance" was in the first place with mean 4.430, that is higher than from its general Mean 4.172. The table has illustrated as well, that the item "the university has much invested and it continues to do to improve its employees` performance" was in the last place with average 3.960, that is less than from its general Mean 4.172. As a result, we can express that employee empowerment is well established in the University of Babylon and the managers are applying appropriate mechanisms for information sharing, freedom and autonomy, while the study results illustrate that self-managed teamwork needs to be improved; because its coefficients and its degree of importance are less than the other variables. Briefly, the first question of this study is positively and properly answered. In other word, the findings revealed that employee empowerment in the University of Babylon has a high degree of importance at employees.

In the regression analysis, this study used a multiple regression technique in order to test the validity of the research hypotheses. The main hypothesis of this study was to see if there is a meaningful relation between the dimensions of employee empowerment and employee performance in the University of Babylon. And the sub-hypotheses were as follows: (1) there is a meaningful relation between sharing information and employee performance in the University of Babylon; (2)

there is a meaningful relation between autonomy and employee performance in the University of Babylon; (3) there is a meaningful relation between self-managed teamwork and employee performance in the University of Babylon. The regression testing analysis revealed that all the hypotheses are positively verified and supported. The coefficients of R (0.890) and  $R^2$  (0.793) are significant, and the coefficient of F (128.460) was very high which means that any change in the independent variable dynamics (employee empowerment) will contribute to the change in dependent variable (employee performance) accordingly. If managers adopted further improvement policies for self-managed teamwork, the employee performance will be improved accordingly. If managers adopted further improvement policies for freedom and autonomy, the employee performance will be improved also. So, the findings illustrated that, there is a positive correlation between employee empowerment and employee performance in the university of Babylon. And the findings highlighted too, that the P-value of all sub-hypotheses are significant also. The P-value of the dimensions of employee empowerment are 0.000; 0.033; and 0.017 respectively. In other words, all dimensions are positively significant and that means any increase in the variable of employee empowerment will get the level of employee performance in the University of Babylon be increased by the same values (0.000; 0.033; and 0.017). Finally, observing the validity of the sub-hypotheses: positive impact of information sharing, freedom and autonomy, and self-managed teamwork, their positive impacts on employee performance. So, the findings have illustrated that, there is a positive relationship between employee empowerment and employee performance in the University of Babylon. We express that the main hypothesis "There is a meaningful relation between the dimensions of employee empowerment and employee performance in the University of Babylon positively tested and supported.

#### Recommendations:

This research recommends that the techniques of employee empowerment should be further supported by administration in the presidency of university in order to keep the recorded progress be going. And that would make the employee in the good position to handle their tasks and contribute to gaining further competitive advantage for the university. The administration should create a working environment for further employee empowerment implementation. The literature

Blanchard (2001), Talib (2012, and Andish (2013) illustrated that employ the dimensions of employee empowerment are interacting; information sharing will allow all employees regardless their managerial level to be informed in a timely manner what are going on in the workplace. It can create a trust, breaking down traditional hierarchical thinking and increases the sense of responsibility to employees. Freedom and autonomy is helping employees to be responsible for them, to be part of decision-making process. While self-managed team is to move from individual productivity to team responsibility, collective work, reducing the managerial costs and boosting the organisational outcomes. This study recommends as well further improvement to the application's technique of self-managed teamwork; the finding revealed that its variable is lower compared with the variable of sharing information. This study recommends, improve the policy of delegating power to employees in the presidency of university, with the freedom and autonomy. This research recommends also, encouraging work in the spirit of team at the university of Babylon as an effective mechanism for increasing the scope of administrative empowerment and establishing a trustworthy management approach. This research recommended also, to expand participation in decision-making by reconsidering in the description of functions in the presidency of university, increasing communication channels and reducing administrative centralization. In other words, the research recommends making structural changes in the presidency of university to overcome to some of the rings of supervision, and to work with the logic of the team, and these teams should be given full responsibilities to put the plans, its implement, and take the necessary decisions to carry out their work from beginning to end. At the same time, the team should be an independent organizational unit has its own entity. Finally, the research recommends, the university should adopt an organizational culture that enhances the collective spirit, and this culture should be supportive of university's strategy towards empowerment. Whereas, the central and executive administrations are the hardest hit, they are fearing that empowerment will confiscate or undermine their power, and turn it into others.

#### The Studies for Future Work:

This study focused on the University of Babylon that is one of Higher Education Institutions in Iraq. The size of sample study was preventing us from

making more powerful analysis because the data of this study were collected only from the presidency of Babylon university. Whereas, it is supposed that the outcomes of this research be generalized to university fully. So, the researcher suggested applying this study in the university in a whole to know if comparable outcomes are obtained. This will be significant in order to popularize outcomes for the employee empowerment in University fully. Also, this research recommends that in future, the study will be focused on the effectivity of empowerment strategies in improving the individual performance. And this research will be the basis in determining whether the strategies of empowerment or its practices adopted by Higher Education Institutions in Iraq are significant in improving the employee performance, and what other strategies can be depended in order to improve the productivity of employees. The study has dealt one of practices of the human resources management (employee empowerment). Thus, the many of respondents were not from the department of human resources or general management who found difficulty in understanding some main terms. So, This study need in the future more interpretation and explanations from the researcher to the respondents. Also, this study has gotten (84%) as response rate because of the unwillingness some individuals to the response and unavailability of some targeted respondents due to the nature of their work in the some of the university's departments, and this percentage illustrated through the responses that received from some of respondents, where some of these responses were neglected during the process of statistical analysis because that some these responses were incomplete. So, the responses should be examined and audited by the researcher before receiving them. Finally, this study should be applied in the future to employees whom working within non-complex framework or with employees who haven't faced any pressures in their work.

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## APPENDICES

**1. Appendix-A:** Questionnaire form .....77



## **Appendix-A: Questionnaire Form**

UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION

INSTITUTE OF SOCIAL SCIENCES

Department of Management

Master of Management Program

Field Research Survey

Ladies and Gentlemen,

This survey is a part of the framework of my Master research program in Business Administration, entitled: “The Impact of Employee Empowerment on Employee Performance in Higher Educational Institutions- University of Babylon in Iraq as Case Study”. Please kindly take a moment to answer the questionnaire giving below. Kindly be aware that this survey will be used exclusively for scientific purposes, which it is not requesting from you to put your name, or your signature on the survey. (Kimolo, 2013; Kirubi, 2014).

Researcher

IHAB AL-AMEEDEE

Supervisor

Dr. Tuğba YAŞIN



First- Demographic variables:

1. Age:

25-30

31- 40

41-50

More than 50

2. Gender:

Male

Female

3. Level of Education:

High School& below

Bachelors

Diploma

Master degrees & above

4. Job Experience:

Less than 5 years

5 to Less than 10

10 to Less than 15

15 and above

5. Administrative Level:

I have Subordinates

I do not have subordinates

Second- Study variables:

Part I: Independent Variable: Employee Empowerment:

**Table A.1:** Please put mark X in the column you agree with.

	Sharing information	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	In my workplace information is shared and provided to employees whenever they are required in undertaking their duties.					
2.	Necessary information is readily availed to all concerned employees in good time to enable them to make thoughtful decision.					
3.	In my workplace there is a regular communication with employees to get them aware about what is taking place in the university.					
4.	In my workplace, managers listen to the employees and seek to learn from them as well as guide them.					
5.	There is an open flow of information upwards and downwards in the university.					
6.	In my workplace information is centralised for confidential reasons.					

**Table A.1 (Continued):** Please put mark X in the column you agree with.

	Freedom and autonomy	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	My managers delegate authority and responsibility to me with freedom and autonomy.					
8.	In my workplace there is extensive delegation, individual responsibility and autonomy in making decisions.					
9.	Empowerment creates and encourages a high degree of trust between managers and employees and among employees themselves.					
10.	In my workplace Employees are motivated and encouraged to develop their skills of creativity and innovative thinking.					
11.	Employees are allowed to participate to elaborate organisational vision, setting its goals, and drawing its strategic plans.					
12.	In my workplace, administration trusts that employees will do the right thing and make the right decision.					
13.	Managers in my workplace help employees to feel rewarded and recognized for empowered behaviour.					
14.	Employees are provided with a degree of flexibility and freedom to make decisions relating to work.					
15.	In my workplace only senior administrators are concerned for drawing the university's destiny.					
	Self-managed teamwork	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16.	Self-managed teamwork increases ownership in decision making and enables employees fully participate in work process.					
17.	In my workplace, administration motivates and encourages for team building- self-managed teamwork.					
18.	It is easier to accomplished organisational objectives and to achieve set targets through team work rather than working individual.					
19.	My teamwork is self-managed of tasks for which our accountable.					
20.	My managers are controlling all my daily works.					

Part II: Dependent Variable: Employee Performance

**Table A.2:** Please put mark X in the column you agree with.

	Employee Performance	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	Employment policies in my university are motivating and encouraging for job performance.					
22.	Productivity of employees in the university is much higher compared to its competitors thanks to good employee performance polices.					
23.	Employees are very committed to the university, and the level of absenteeism is very lower compared to its competitors.					
24.	Employees in the university are highly satisfied.					
25.	The university obtains frequent feedback at national level about the quality of services provided.					
26.	The university takes into consideration any complaints and suggestions to improve the quality of its services.					
27.	The university is like my family, I feel safe and secured while working there.					
28.	The university is ranked among the best university in Iraq thanks to its employees` performance.					
29.	The university has much invested in research, and the quality of its researches is very appreciated at national level.					
30.	The students from the university are very competitive in work-market thanks to the university`s performance.					

## **CURRICULUM VITEA**

### **PERSONAL INFORMATION**

Name, Surname : IHAB AL-AMEEDEE  
Nationality : Iraqi  
Place and Data of Birth : Babylon, 1985  
Marital status : single  
E-mail address : qurhussain720@gmail.com

### **EDUCAYION**

University : College of Administration and Economics, Qadisiya, 2006  
Master Degree : Türk Hava Kurumu Üniversitesi  
Occupation : Employee in the Babylon university of Iraq.