

The Role of Employee Empowerment in Enhancing Organizational Performance. Case study: Faculty of Exact, Natural and Life Sciences, University of Biskra

دور تمكين العاملين في تحسين الأداء التنظيمي. دراسة حالة: كلية العلوم الدقيقة وعلوم الطبيعة والحياة،

جامعة بسكرة

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Abstract

ملخص

This study aimed at exploring the role of employee empowerment in enhancing organizational performance in the organization. A case study was conducted at the faculty of exact, natural and life sciences, university of Biskra. Findings confirmed that employee empowerment has a significant role in enhancing organizational performance in the faculty under study. Employee training, motivation and teamwork showed significant contributions to organizational performance, whereas communications have been found not to be effective to promote organizational performance in the faculty under study.

هدفت هذه الدراسة إلى استكشاف دور تمكين الموظف في تحسين الأداء التنظيمي في المؤسسة. وقد أجريت دراسة حالة في كلية العلوم الدقيقة وعلوم الطبيعية والحياة بجامعة بسكرة. وأكدت النتائج أن تمكين العاملين له دور كبير في تعزيز الأداء التنظيمي في الكلية، فقد أظهر تدريب الموظفين والتحفيز والعمل الجماعي مساهمات ذات دلالة معنوية في الأداء التنظيمي، في حين تبين أن الاتصالات ليست فعالة لتحسين الأداء التنظيمي في الكلية محل الدراسة.

Keywords: Employee empowerment, organizational performance, effective communications, employee training, motivation.

الكلمات المفتاحية: تمكين العاملين ، الأداء التنظيمي ، الاتصالات الفعالة ، تدريب العاملين، التحفيز.

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1. INTRODUCTION

The major objective of every organization is to be successful in a competitive environment. One of the success indicators is the organizational performance, which tells whether the organization is using its resources in the best way, and whether organizational objectives are achieved.

It is believed that the human factor is the key success to the desired performance and hence the competitive advantage. Organizations now strive to develop initiatives that extract the best out of the human resource in order to achieve organizational objectives, and employee empowerment is one of those initiatives.

Employee empowerment means that the organization gives limited power to employees to perform with some freedom. This is of a great importance because it means that the organization considers its human resource capabilities as the main key to enhance its performance. Empowerment is also important for employees, they feel their importance for the organizations and that they are trustworthy to help lead the organization to a better performance.

Moreover, since employee empowerment refers to mutual trust between the organization and its employees, it means that management will use various aspect of empowerment that develop employees' knowledge, skills and abilities in order to make them worthy of being empowered and then give them authority to work for the desired performance. Some of those empowerment aspects are the effective communications, employee training, motivation and teamwork.

1.1. Problematic

Based on the foregoing, the following problematic has been developed for investigation: *"How can employee empowerment contribute in enhancing organizational performance?"*. In order to answer to this problematic, it was subdivided into the following sub-questions:

- Do effective communications have a positive effect on organizational performance?
- Does employee training contribute in enhancing organizational performance?

- Is motivation positively effective on organizational performance?
- Does teamwork have a role in organizational performance?

1.2. Hypotheses

In order to find answers to the problematic and sub-questions, the following main hypothesis was put for investigation: *H: 'Employee empowerment contributes in enhancing organizational performance through: effective communications, employee training, motivation and teamwork'*.

This main hypothesis is subdivided into four sub-hypotheses:

- H₁: Effective communications have a positive effect on organizational performance;
- H₂: Employee training positively contributes in enhancing organizational performance;
- H₃: Motivation has a positive effect on organizational performance;
- H₄: Teamwork has a positive role in organizational performance.

1.3. Literature review

a. Employee empowerment and organizational performance

Performance is assumed to be accomplishing the tasks with efficiency and effectiveness. When an employee fulfills the goals assigned to him efficiently and effectively, his performance can be described as high or good. Hence, organizational performance consists of two main dimensions: 'Efficiency', which means using the available resources in the best way, and 'effectiveness' that happens when goals are achieved (Schermerhorn, 2013, pp.12-13).

Employee empowerment can be defined as allowing others to make decisions and exercise discretion in their work (Schermerhorn, 2013, p.287). The main goal of empowering employees is to give them a voice in decision-making process. Gale (2009, p.263) state that "decision-making

authority can range from offering suggestions to exercising veto power over management decisions".

Employee empowerment is important for management; as employees have some authority to make decisions and get the job done, they will have more responsibility towards their roles to be fulfilled and a great feeling of belongingness to the organization. Hitt et al.(2012, p.216) refer that empowerment can also be key leadership practice for a higher performance and successful changes.

In addition, Dobre (2013, p.58) argues that empowerment makes employees appreciated and their feedback on performance valuable for the organization. He also refers that benefits of empowerment for better performance can be reflected in customer satisfaction. Empowered employees can handle problems, find solutions and then make decisions to rapidly satisfy customers.

Empowerment is of good results when given to the right employees; besides belongingness, it gives them new challenges to take the lead and independently solve problems. This tends to raise the spirit of initiative in employees and develop many skills related to problem solving, which increase their productivity and eventually the overall performance.

b. Effective communications

"Communication is the process of sending and receiving symbols with meanings attached" (Schermerhorn & Bachrach, 2018, p.283). In other words, communication is the process of exchanging information between a sender and a receiver. Schermerhorn & Bachrach (2018, p.283) argue that communications are effective when the receiver fully understand the information. That can be assured through the good coordination between/among members of communication, simple and clear information and direct and clear channels.

Effective communications are vital for organizational performance. Kibe (2014, p.7) confirms that "communication is an integral component of any performance improvement approach". She argues that high performance is related to communication strategies, systems and practices.

Musheke & Phiri (2021, p.662) state that effective communication encourages employees to enhance their work environment through positive contributions. They concluded that channels of communication are important for effective communication and then for high performance. Therefore, channels of communication should be clear and direct so that employees are not confused about whom to take orders and deliver reports.

c. Employee training

Training is considered as the course of empowering employees to get the job done with higher efficiency. So it is one of the most important element for achieving high performance (Ahmad & Manzoor, 2017, p.384). Employee training means providing them with required knowledge, skills and abilities. According to Armstrong (2012, p.35), "training involves the application of formal processes of instruction and practice to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily."

Ahmad & Manzoor (2017, p.390) concluded that employee training has a great relationship and effect on organizational performance. Training programs result in high productivity and give competitive advantage over competitors. They also found that high performance needs management to offer better quality and necessary training programs.

Hanaysha (2016, p.172) found that employee training has a positive effect on employee productivity. Training to improve employees' skills, knowledge, behavior, and competencies increase their performance and productivity.

d. Motivation

Motivation is defined as "the process by which a person's efforts are energized, directed, and sustained toward attaining a goal" (Robbins & Coulter, 2018, p.520). There are two levels of motivation: 'Extrinsic motivation', which is related to tangible rewards such as salary, security, promotion and conditions of work. And the 'Intrinsic motivation' related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, appreciation, recognition, and being treated in a caring and considerate manner (Mullins, 2010, p.185).

Motivation is related to performance through satisfaction, the more extrinsic and intrinsic motivations the more employee satisfaction and then the higher performance. Organizations nowadays depend on motivation to get high levels of performance. They use several ways to motivate employees such as financial motivation. Management tends to develop pay and reward systems that keep employees in high level of effectiveness, it puts the appropriate salary, bonuses and rewards to each job so employees are motivated to perform effectively.

The leadership style is also a means by which employees can be motivated. Leaders should gain their subordinates' trust to follow him extract the best of them (Dobre, 2013, p.58). Participative leaders can use empowerment in the best way to motivate employees for high performance.

e. Teamwork

Teamwork concept is not new for management literature, people used to work in teams even before the evolution of the organization concept and management science. The meaning of teamwork is tightly related to the concept of 'a team', which is a collection of interdependent individuals organized to accomplish a common purpose (Gale, 2009, p.929).

Manzoor et al. (2011, p.123) concluded that teamwork has a strong relationship with organizational performance, and employees have to depend on teamwork to improve the overall organizational performance and hence individual performance. They also argue that teamwork is good for extracting the best of employees and tend to prevent them from quitting the job.

Moreover, Khan & Al Mashikhi (2017, p.20) claim teamwork to reduce incivility and bullying in the work teams so employees can focus on accomplishing the tasks. In addition, teamwork is good for performance because of the collaboration, which stimulates thinking and more ideas and increase effectiveness.

2. METHODS AND MATERIALS

In order to explore the contribution that empowerment can make to enhance the organizational performance in the field, a case study was conducted at the faculty of exact, natural and life sciences, university of

Biskra. SPSS 26.0 was used to extract all the statistical analyses required for the study. They are described in detail as follows.

2.1. Determining the population and the sample

The targeted population was represented in all the employees in the faculty of exact, natural and life sciences, university of Biskra, and a random sample of 31 employees was selected for the purposes of this study. Questionnaires were deployed and restored in November 2021.

2.2. Data collection tool

The questionnaire was used to collect data from the selected sample. It contains the study variables, so it is divided into two axes:

1. The first axis describes the empowerment variable, and includes 22 sentences deployed over the four dimensions of this variable as the following:
 - a. **Effective communications:** from sentence 1 to 6;
 - b. **Employee training:** from sentence 7 to 11;
 - c. **Motivation:** from sentence 12 to 17;
 - d. **Teamwork:** from sentence 18 to 22.
2. The second axis is for organizational performance and includes 19 sentences.

The employees' answers to the questionnaires were scaled from 1 to 5 according to the fifth Likert scale:

1. **Totally disagree:** If the general tendency is between [1 , 1.8[;
2. **Disagree:** If the general tendency is between [1.8 , 2.6[;
3. **Neutral:** If the general tendency is between [2.6 , 3.4[;
4. **Agree:** If the general tendency is between [3.4 , 4.2[;
5. **Totally agree:** If the general tendency is between [4.2 , 5].

2.3. Statistical methods

a. Reliability

Reliability assumes that the measurement tool gives the same degree when measurement process is repeated. There are several statistical methods to measure the reliability, one of the most common of them is Cronbach alpha " α ". It depends on the stability of internal consistency and gives an

idea about the consistency of questionnaire's questions with the dimension they belong. The total " α " value of the questionnaire has reached 94.0%¹, which is very good because it is bigger than the least acceptable value (70%) (Morgan et al., 2011, p.135).

b. Internal consistency

Internal consistency of the data collection tool was confirmed by calculating Pearson's correlation coefficient between each phrase and the dimension it belongs to. It is shown in table (1) and table (2) below.

Table (1): Correlation coefficient between each phrase in Empowerment axis and its dimension

Dimension	Phrase n°	Phrase	Correlation coefficient
Effective communications	1	The instructions and procedures in the workplace are clear	0,670**
	2	Employees can reach decision makers and explain their opinions without difficulty	0,662**
	3	All information related to my work are delivered to me in time	0,639**
	4	There is an effective information system that provides information quickly to decision makers	0,764**
	5	Ease of access to information contributes to unifying the vision and clarity of objectives	0,316
	6	The organization holds meetings periodically to help us solve our organizational problems	0,667**
Employee training	7	The administration adopts a clear training plan	0,754**
	8	The administration provides me with training courses to develop my skills	0,826**
	9	The administration continuously strives to bring advanced technology techniques	0,889**
	10	Employees are given opportunities to learn and acquire new knowledge and experiences in the field of work	0,916**
	11	The organization is concerned with notifying its employees that they are doing the tasks well and as required	0,857**
Motivation	12	The administration appreciates my efforts	0,800**
	13	I receive financial benefits commensurate with my efforts - in addition to the salary -	0,761**
	14	The work system in the workplace allows me to participate in decision-making	0,796**
	15	The administration is interested in providing us	0,816**

¹ SPSS outputs

		with facilities for social services	
	16	The administration is interested in creating an atmosphere of appreciation and mutual respect between superiors and subordinates	0,666**
	17	The administration works to provide an atmosphere of cooperation and assistance among co-workers	0,803**
Teamwork	18	The organization relies on teamwork to solve its problems	0,772**
	19	The work teams in the organization are characterized by diverse expertise and specializations	0,794**
	20	Trust and cooperation are the foundation of my relationship with my team	0,824**
	21	We meet as work teams regularly to address various problems in the organization	0,797**
	22	I prefer working in a team rather than working alone	0,651**

** Correlation is significant at 0.01

Source: SPSS outputs.

Table (2): Correlation coefficient between Organizational Performance axis and its sentences

Dimension	Phrase no.	Phrase	Correlation coefficient
Organizational Performance	23	I always complete the tasks assigned to me according to what was planned and quantitatively and qualitatively	0,624**
	24	I always strive to integrate with my experienced co-workers	0,399*
	25	I accomplish my tasks with no waste of available resources	0,592**
	26	I always strive to understand the content of work procedures and rules	0,270
	27	My co-workers keep to the official working hours	0,568**
	28	My colleagues have the ability to adapt to most emergency situations at work	0,542**
	29	I am ready to work outside official work periods in order to achieve the required performance	0,427*
	30	There is continuous coordination between organizational levels to achieve the required level in accomplishing tasks	0,483**
	31	The way I perform my duties is integrated with the way my colleagues depend on them to perform their duties	0,547**
	32	I think that my outcomes are identical to what is	0,431*

	designed	
33	I periodically discuss problems related to the quality of work with the officials	0,697**
34	The freedom granted to me helps me meet the requirements of work with the required accuracy and mastery	0,720**
35	I always take care of arranging tasks according to what is appropriate with reducing efforts	0,641**
36	I have sufficient knowledge to solve potential work problems	0,344
37	I believe that the ideas that I present to higher management will be taken seriously	0,635**
38	The organization gives me enough time to present creative ideas during the working days	0,603**
39	I have the ability to devise new ways of doing work	0,569**
40	I have enough skills to convince my superiors with innovative ideas	0,531**
41	I have the ability to face challenges to embody my creative ideas	0,564**

** Correlation is significant at 0.01.

* Correlation is significant at 0.05.

Source: SPSS outputs

The two Tables show that, all the phrases in each dimension are significant at 0.01 and 0.05, except for sentences 5, 26 and 36, which has no significance level. That proves the internal consistency between the phrases and their dimensions in each axis.

c. Tests of normality

After positively testing reliability and internal consistency, normality tests were run to decide whether parametric tests would be used or not. Table (3) shows tests of normality on the study's two variables.

Table (3): Tests of normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Employee Empowerment	0,134	31	0,167	0,947	31	0,128
Organizational Performance	0,112	31	0,200	0,971	31	0,541

Source: SPSS outputs.

The table shows that Sig. values in both Kolmogorov-Smirnov and Shapiro-Wilk tests are greater than 0.05 for employee empowerment and organizational performance. This proves that the two variables are normally distributed, so parametric tests can be run.

d. Results of the field study

Table (4) shows the mean and standard deviation related to the respondents' answers about the study's two variables, as well as the acceptance level for each dimension and their rankings.

Table (4): Respondents' tendency about Employee Empowerment and Organizational Performance dimensions

Dimensions	Mean	Standard deviation	Acceptance level	Ranking
Effective communications	2,9570	0,71098	Medium	2
Employee training	2,4581	1,05980	Medium	3
Motivation	2,4032	0,94944	Medium	4
Teamwork	3,0903	0,90456	Medium	1
Employee empowerment	2,7272	0,81014	Medium	-
Organizational performance	3,4618	0,52380	High	-

Source: SPSS outputs

Table (4) shows that all of the dimensions of employee empowerment and organizational performance are available in the faculty, with medium to high presence according to the fifth Likert scale. In the employee empowerment variable, teamwork was the most available dimension with a mean equals to 3.0903, followed by effective communications (2.9570), employee training (2.4581) then motivation (2.4032). Organizational performance dimension was also available in the faculty with a high acceptance level (3.4618).

e. Correlations

Pearson correlations between organizational performance and employee empowerment with its four dimensions are shown in table (5).

Table (5): Correlations

	Effective communications	Employee training	Motivation	Teamwork	Employee empowerment
Organizational performance	0,299	0,418*	0,640**	0,521**	0,535**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS outputs.

The findings confirm the presence of a linear correlation between the two variables equal to 0.535, and it is positive, medium and significant at the 0.01 level. In addition, there is a medium significant (at 0.01) relationship between organizational performance and motivation (0.640) and employee training (0.418). Whilst correlation between organizational

performance and effective communications (0.299) was weak and not significant.

f. Testing model validity (Regression)

After confirming the relationship between employee empowerment and organizational performance, model validity was tested as tables (6) and (7) show.

Table (6): ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2,357	1	2,357	11,636	0,002
Residual	5,874	29	0,203	-	-
Total	8,231	30		-	-

Source: SPSS outputs.

In table (6) the regression's F value equals 11.636 at significance level equals 0.002. This level is less than 0.05, which refers to a significant linear regression for employee empowerment on organizational performance, and then confirms the model validity for study.

Table (7): Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Organizational performance	0,535 ^a	0,286	0,262	0,45007

a. Predictors: (Constant), employee empowerment

Source: SPSS outputs.

In table (7), the adjusted R² was 0.262, which means that employee empowerment with its four dimensions can explain 26.2% of the changes in organizational performance in the faculty under study with a 0.45007 standard error of the estimate.

2.4 Hypotheses tests

After confirming that employee empowerment and organizational performance are available in the faculty of exact, natural and life sciences in university of Biskra, correlations are significant and the study model is valid, hypotheses can then be tested. This is done through: correlation coefficient between each of the employee empowerment dimensions, analysis of variance of regression (ANOVA), then the 't' test for each sub-hypothesis.

Table (8): ANOVA for Empowerment's dimensions ^(a)

Model		Sum of Squares	df	Mean Square	F	Sig.
Effective communications	Regression	0,733	1	0,733	2,837	0,103
	Residual	7,498	29	0,259		
	Total	8,231	30			
Employee training	Regression	1,437	1	1,437	6,133	0,019
	Residual	6,794	29	0,234		
	Total	8,231	30			
Motivation	Regression	3,368	1	3,368	20,082	0,000
	Residual	4,863	29	0,168		
	Total	8,231	30			
Teamwork	Regression	2,238	1	2,238	10,831	0,003
	Residual	5,993	29	0,207		
	Total	8,231	30			

(a): Dependent Variable: Organizational performance

Source: SPSS outputs.

a. Testing sub-hypothesis H₁

The first sub-hypothesis assumes that: '*H₁: Effective communications have a positive effect on organizational performance*'. In table (5), correlation between effective communications and organizational performance was 0,299. This value is weak and not significant. In addition, in table (8) of ANOVA, the sig. value was 0.103, which is bigger than 0.05 and means that effective communications have no significant linear effect on organizational performance in the faculty under study.

However, the 't' test was run on sub-hypothesis H₁ to see whether effective communications really have an effect on organizational performance or not. That is shown in table (9), where:

- *H_{1.0}: Effective communications do not have a positive effect on organizational performance;*
- *H_{1.1}: Effective communications have a positive effect on organizational performance.*

Table (9): 't' test on H₁

Model	Non-standard factors		Standard factors	t test values	Significance level
	A	Standard error	Bêta		
Constant	2,812	0,397	-	7,086	0,000
Effective	0,220	0,131	0,299	1,684	0,103

communications					
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Source: SPSS outputs.

In table (9), 't' value was 1.684 at 0.103 significance level, and it is bigger than 0.05, which refuses $H_{1.1}$ and confirms $H_{1.0}$ that states : *'Effective communications do not have a positive effect on organizational performance'*.

b. Testing sub-hypothesis H_2

The second sub-hypothesis assumes that: *' H_2 : Employee training positively contributes in enhancing organizational performance'*. In table (5), correlation between employee training and organizational performance was 0,418. This value is weak but significant at 0.05 level. In addition, in table (8) of ANOVA, the sig. value was 0,019, which is less than 0.05 and means that employee training has a significant linear effect on organizational performance in the faculty under study. Furthermore, table (10) shows the 't' test on sub-hypothesis H_2 where:

- $H_{2.0}$: *Employee training does not contribute in enhancing organizational performance;*
- $H_{2.1}$: *Employee training positively contributes in enhancing organizational performance.*

Table (10): 't' test on H_2

Model	Non-standard factors		Standard factors	t test values	Significance level
	A	Standard error	Bêta		
Constant	2,954	0,223	-	13,269	0,000
Employee training	0,207	0,083	0,418	2,477	0,019

Source: SPSS outputs.

In table (10), 't' value was 2.477 at 0.019 significance level, and it is less than 0.05, which refuses $H_{2.0}$ and confirms $H_{2.1}$ that states : *'Employee training positively contributes in enhancing organizational performance'*.

c. Testing sub-hypothesis H_3

The third sub-hypothesis assumes that: *' H_3 : motivation has a positive effect on organizational performance'*. In table (5), correlation between motivation and organizational performance was 0,640. This value

is medium and significant at 0.01 level. In addition, in table (8) of ANOVA, the sig. value was 0,000, which is less than 0.05 and means that motivation has a significant linear effect on organizational performance in the faculty under study. Furthermore, table (11) shows the 't' test on sub-hypothesis $H_{3,3}$ where:

- $H_{3,0}$: *Motivation does not have a positive effect on organizational performance;*
- $H_{3,1}$: *Motivation has a positive effect on organizational performance.*

Table (11): 't' test on $H_{3,3}$

Model	Non-standard factors		Standard factors	t test values	Significance level
	A	Standard error	Bêta		
Constant	2,614	0,203	-	12,873	0,000
Motivation	0,353	0,079	0,640	4,481	0,000

Source: SPSS outputs.

In table (11), 't' value was 4.481 at 0.000 significance level, and it is less than 0.05, which refuses $H_{3,0}$ and confirms $H_{3,1}$ that states : '*Motivation has a positive effect on organizational performance*'.

d. Testing sub-hypothesis $H_{4,4}$

The fourth sub-hypothesis assumes that: ' $H_{4,4}$: *Teamwork has a positive role in organizational performance*'. In table (5), correlation between teamwork and organizational performance was 0,521. This value is medium and significant at 0.01 level. In addition, in table (8) of ANOVA, the sig. value was 0,003, which is less than 0.05 and means that teamwork has a significant linear effect on organizational performance in the faculty under study. Furthermore, table (12) shows the 't' test on sub-hypothesis $H_{4,4}$ where:

- $H_{4,0}$: *Teamwork dos not have a positive role in organizational performance;*
- $H_{4,1}$: *Teamwork has a positive role in organizational performance.*

Table (12): 't' test on H₄

Model	Non-standard factors		Standard factors	t test values	Significance level
	A	Standard error	Bêta		
Constant	2,529	0,295	-	8,570	0,000
Teamwork	0,302	0,092	0,521	3,291	0,003

Source: SPSS outputs.

In table (12), 't' value was 3.291 at 0.003 significance level, and it is less than 0.05, which refuses H_{4.0} and confirms H_{4.1} that states : *'Teamwork has a positive role in organizational performance'*.

3. RESULTS AND DISCUSSION

Findings and tested sub-hypotheses are discussed in details to discuss how employee empowerment and its dimensions can contribute in enhancing organizational performance.

3.1. Discussing sub-hypothesis 'H₁'

Findings proved that the first sub-hypothesis 'H₁' was not valid, so: *'Effective communications do not have a positive effect on organizational performance'*. Although communications were available in the faculty with a medium mean (2,9570), but correlation with organizational performance was weak (0,299). This means that employees there do not see a contribution to effective communications in enhancing organizational performance.

That is a questionable result, because many researches highlight the importance of communications in achieving the desired performance. Bucăța & Rizescu (2017, p.55) assert that "communication is an asset available to each organization and must be harnessed for the purpose of attaining the aims set out which are of major importance".

3.2. Discussing sub-hypothesis 'H₂'

The second sub-hypothesis 'H₂' was confirmed, so *'Employee training positively contributes in enhancing organizational performance'*. That is a result of the faculty's efforts in adopting clear training plans and providing employees with training courses to develop their skills. Furthermore, the faculty continuously strives to bring advanced technology

techniques, and give employees opportunities to learn and acquire new knowledge and experiences in the field of work. It is also concerned with notifying its employees that they are doing the tasks well and as required.

3.3. Discussing sub-hypothesis ‘H.₃’

The third sub-hypothesis ‘H.₃’ was also confirmed, so *‘Motivation has a positive effect on organizational performance’*. Employees of the faculty assert that administration appreciates their efforts and give them some autonomy to make decisions. Social services are also considered a sort of motivation, so the faculty depend on that to keep employees in high motivation level. In addition, the administration is interested in creating an atmosphere of appreciation and mutual respect between superiors and subordinates, and works to provide an atmosphere of cooperation and assistance among co-workers.

3.4. Discussing sub-hypothesis ‘H.₄’

The fourth sub-hypothesis ‘H.₄’ was also confirmed, so *‘Teamwork has a positive role in organizational performance’*. Results found that the faculty relies on teamwork to solve its problems, because work teams are characterized by diverse expertise and specializations. In addition, employees stress trust and cooperation to be the basics of their relationship within the team and they meet as work teams regularly to address various problems in the organization.

4. CONCLUSION

This study aimed at exploring how employee empowerment contributes in enhancing organizational performance. Employee empowerment was represented in four dimensions: effective communications, employee training, motivation and teamwork. In addition a case study was conducted at the faculty of exact, natural and life sciences, university of Biskra. The study concluded a number of results, suggested some recommendations in order to raise awareness of the importance of employee empowerment in the faculty under study.

4.1. Findings

This study revealed the importance of employee empowerment in enhancing organizational performance in the faculty of exact, natural and

life sciences, university of Biskra. Employee motivation had the strongest relationship and the biggest impact on organizational performance. Supervisors and the administration appreciate employees' efforts, and they allow participation in decision-making. Employees also feel motivation through social services that the faculty facilitates and its efforts to create an atmosphere of appreciation and mutual respect between superiors and subordinates as well as cooperation among co-workers.

Teamwork had also an impact in promoting organizational performance; employees assure that supervisors rely on teamwork to solve problems because members have diverse experiences and specializations. Teamwork in the faculty is built on trust and cooperation in relationship among employees, and this is crucial for any successful work team.

Employee training had in turn a role in enhancing organizational performance, because the administration adopts a clear training plan, and provides employees with training courses to develop their skills. The faculty also strives to provide with advanced technology techniques. Furthermore, employees are given opportunities to learn and acquire new knowledge and experiences in the field, and continuously notified whether they are doing the tasks well and as required.

On the other hand, effective communications had nor relationship neither effect on organizational performance. This is a confusing result; despite employees confirm that communications exist and effective, they do not assume their relevance to enhance their performance. This results contradicts with many other research findings, Musheke & Phiri (2021, p.659) assure that communications are very crucial for the organization and have effects on organizational performance and decision making. Kibe (2014, p.9) concluded that there are many communication strategies can be applied for an effective performance, such as open communications, exclusive, two-way communications, result driven, and multi channeled communications.

Hence, the main hypothesis of the study is quite true, so *'Employee empowerment contributes in enhancing organizational performance through: employee training, motivation and teamwork'*. Effective

communications found not to be part in promoting performance in the faculty according to its employees.

4.2. Research recommendations

The study stresses the importance of employee empowerment in enhancing organizational performance. The results found that the faculty in doing well with empowering its employees to get the job done and achieve the desired performance. In addition, the study recommends the following:

- It is necessary for the faculty to keep motivating employees with deferent means to maintain high performance;
- Depend on teamwork to get the job done, solve problems and integrate employees as unities in the faculty;
- Keep training employees to develop their knowledge, skills and abilities and then enhance organizational performance;
- Make further researches on communications in the faculty of exact, natural and life sciences, university of Biskra, to address why employees do not see its importance to achieve the desired performance.

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