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# THE IMPACT OF THE ADMINISTRATIVE EMPOWERMENT ON THE EMPLOYEES' PERFORMANCE MANAGEMENT PROCESS

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## ABSTRACT

This study aimed to examine the impact of the administrative empowerment on the employees' performance management process at Jadara University. To achieve the objectives of the study, the researcher developed a questionnaire that was distributed to all employees in three managerial levels (high, middle, and low) totaling (56) male and female employees; there were (53) recovered questionnaires which were valid for statistical analysis, a descriptive statistical methods, correlation coefficient, and simple regression were used to answer the questions of the study, and test its hypotheses. The study concluded that the level of practicing the administrative empowerment, and the process of performance management of employees at Jadara University was moderate and it also found that there were a significant impact for the administrative empowerment on the employees' performance management process in its dimensions represented in: (setting expectations of the employees' performance, supervising progress in the employees' performance, assessing of employees' performance, providing of feedback for employees, and setting of plans to develop the performance of the employees); the study set a number of recommendations, most notably are: increasing care in the level of empowerment granted to the employees by managers at Jadara University and pay more attention to the process of performance management of employees.

**Contribution/ Originality:** This study contributes to existing literature by examining the impact of the administrative empowerment on the employees' performance management process at Jadara University.

## 1. INTRODUCTION

The political, economic and social changes occurring in the world recently, most important of which is the emergence of economic blocs sets the business organizations under a lot of pressures and challenges, which made decision-makers and managers reconsider many aspects for their organizations to maintain its continuity and survival, especially in those aspects related to the management of its human element (AL-Badareen & Al-Ghazzawi, 2018; AL-Gharaibeh & Albdareen, 2015). This is due to the close relationship between the performance of these organizations and the performance of its human resources; the higher and more distinguished performance of employees, the greater the success of the organization in implementing its mission and strategy, and achieving of sustainable, competitive advantage (AL-Badareen & Al-Ghazzawi, 2018; Al-Badarin & Al-Azzeam, 2017; Al-Da'abseh, Aljawarneh, & Shwiyat, 2018; Harem, 2013). Managing the employees' performance is one of the most important aspects that organizations should give adequate attention to since this process enables employees to perform their job in a way that helps organizations achieve their mission due to the knowledge provided on the

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level of their performance compared with the goals they have to achieve; furthermore, it enables the organization's managements to identify the gap between the actual performance of employees and the planned performance leading to increasing their ability to set developmental plans required for the development of the performance of employees in a more accurate way (Thangavelu & Sudhahar, 2014).

Given the fact that the performance management process is as mentioned by Hendricks and Matsiliza (2015) an advanced form of investment, which enables managers to achieve the required outputs by increasing their abilities to harness their staff abilities towards achieving the desired goals, organizations must work on providing all the conditions that help those in charge of this process to plan and execute it efficiently and effectively; the administrative empowerment is one of the most important processes that increases the managers' capacity in different organizations to manage the performance of their subordinates since it enables them to plan, supervise and take decisions in a way that helps them to manage the employees' performance without direct intervention by their Higher Management. Due to the importance of the performance management process in increasing the ability of organizations to improve and develop the performance of their employees in a way that raises the level of this performance and increases its ability to compete, and the importance of the process of empowerment in increasing the capacity of those in charge of managing the performance management to execute it effectively, this study is to examine the reality of employees' performance management process in one of the universities that offer education services to a wide category of citizens in Jordan, Jadara, University, and examine the role of the administrative empowerment process in increasing the capacity of those in charge to manage the performance of employees in this university to conduct the roles required from them in a way that enables the university to achieve its goals.

## 1.1. Study Problem

Since the business organizations started working in a changing environment and intense competition, organizations cannot enter the competition unless the high performance is one of its characteristics, which is the performance that comes from the performance of all individuals in the organization. Since the performance of individuals in organizations is characterized with dynamicity since it is adopted with the surrounding environment and the prevailing working conditions, any organization should take care of this performance on an ongoing basis and attempt to direct it through a methodological process where the organization share its employees as individuals and members of a group seeking to improve their effectiveness in achieving its mission and goals, which is a process that is represented in managing performance. This process starts from the decisive element in the performance efficiency and effectiveness which is the investment and development of the capacities of individuals and motivating them to be proficient in performance; the productive ability of organizations is formed by planning, preparing and constant work for improvement and development in all areas of performance. In spite of the importance of the employees' performance management process, many organizations, as noted by Gillespie and Baird (2013) and Pulakos (2009) fail to execute this process, or that the majority of managers and employees tend to avoid performing it as required, which goes to reasons represented in lack of the sufficient understanding of the benefits resulting from the employees' performance management process effectively; this could also be due to the lack of adequate information on the performance, which enables them to make decisions that are associated with this process properly, or because of the difficulties they face while doing it such as lack of interest in destroying the relations linking between managers and their subordinates that result from the feedback where the managers provide employees with information on the level of their performance, and identifying aspects of the performance, which requires from subordinates to improve it. We can add the lack of the employees' desire to participate in the process of managing their performance due to their fear that this process leaves a negative impact on their incentives and career progress, or because they feel that their managers do not have the skills that will enable them to discuss aspects related to their performance, and train them to improve the deficiencies' aspects that may appear in this performance.

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Despite the previously mentioned reasons that may limit the desire towards the implementation of the employees' performance management process as required, the failure of the senior management in some organizations, especially those operating in the developing countries, to enable those working in this process in the way that make them planning, executing and following it is one of the most important reasons that may limit the desire to perform this process efficiently and effectively, which is due to the fact that this management believe that the empowerment process limits its powers, and that it is a source of danger limiting its influence (Afaneh, 2013; Al-Balawi, 2008). Accordingly, the current study is conducted to examine the impact of the administrative empowerment on the employees' performance management process.

### 1.2. Study Hypothesis

The impact of the administrative empowerment on many administrative processes within organizations has attracted numerous studies such as (Bousalem, 2013); (Afaneh, 2013); (Adler, 2011); (Radi, 2010); (Al- Break, 2010) since empowerment is a source for qualified individuals. In the light of the contemporary perspective of the administration, the managers delegate a part of responsibility to each individual and give him the opportunity to manage his job by himself; through empowerment, managers' trust is generated in their employees, who are treated as mature individuals able to take responsibility (Al-Raqab, 2010). Employees' empowerment is considered one of the unique assets since it helps improve the performance of employees, achieves the sustainable advantage for organizations, contributes in increasing the effectiveness of the employees, and raises the level of their job satisfaction (Mehrabani & Shajari, 2013; Nzuve & Bakari, 2012).

Despite the fact that there are many studies concluding that there is an impact for the empowerment on the performance of employees and the mediating role of the performance appraisal as one of the dimensions of the employees' performance management process in the relationship between empowerment and employees' performance (Chen, 2011; Dhanabhakyam, 2015; Marjani & Alizadeh, 2014; Meyerson & Dewettinck, 2012; Yasothai, Jauhar, & Bashawir, 2015) - despite this- , the studies reached by the researcher, which suggested that there is an impact for empowerment on the employees' performance process, were few; an example is Hendricks and Matsiliza (2015) which showed that one of the most important challenges facing the process of applying the employees' performance management system is not allowing subordinates to participate in the process of evaluating their performance, Hossein, Saleh, Iman, and Jaafar (2012) which concluded that there is an impact for empowerment on the employees' performance management in its dimension represented in performance appraisal, and Nwachukwu (2011) which concluded the presence of an impact of empowerment on the employees' performance management. Thus, the following hypothesis is posited:

*Ho: There is no impact for the administrative empowerment on the employees' performance management process.*

### 1.3. Study Methodology

This study adopts the descriptive, analytical approach that describes the phenomenon quantitatively and qualitatively in order to reach to the causes of this phenomenon and the factors that controls it, and draws conclusions to be generalized. The researcher used the case study strategy which is based on studying in-depth in order to reach to a deeper understanding of the phenomenon being studied (Al-Najjar, Al-Najjar, & Al-Zoubi, 2013).

### 1.4. Sources of Data Collection

The study was based on two types of data, which were represented in the secondary data obtained from books, articles, theses, and Websites and the primary data which was obtained through a questionnaire related to the subject of study. In measuring the level of the approval of the respondents on the dimensions of the study, the researcher adopted Likert quintet scale that gave each item of the questionnaire five degrees of approval (1-5), respectively, where (5) indicated strongly agree, (4) agree by a high degree, (3) agree by a moderate degree, (2)

agree by a low degree and (1) agree by a very low degree. To check the reliability of the measurement tool, Cronbach's alpha coefficient for the internal consistency was extracted for all the study scales as shown in Table 1; Cronbach's alpha reliability coefficient for the study field represented in the administrative empowerment was (0.72), while its value for the domain represented in practicing employees' performance management process was (0.75), which are high and acceptable for the purposes of this study.

**Table-1.** Reliability coefficient (Cronbach 's alpha) and Pearson correlation coefficient for the study tool.

| Field | Dimension | Reliability coefficient (Cronbach 's alpha) |
|---|---|---|
| Employees' performance management process. | Setting expectations of the employees' performance. | 0.71 |
| | Supervising progress in the employees' performance. | 0.70 |
| | Assessing of employees' performance. | 0.70 |
| | Providing of feedback for employees. | 0.72 |
| | Setting of plans to develop the performance of the employees. | 0.71 |
| | Practicing employees' performance management process as a whole. | 0.75 |
| Administrative empowerment. | | 0.72 |

### 1.5. Statistical Methods Used

For the purposes of analyzing the data, answering the study questions and testing its hypotheses, a set of statistical methods included in the (SPSS), arithmetic means, and standard deviations was used to identify the approval degree of the respondents for the study variables and its various dimensions. The correlation coefficient, simple regression to test the validity of the hypotheses contained in the study, as well as Cronbach's alpha coefficient were used to ensure the reliability of the measuring tool.

### 1.6. Study Population and Sample

The study population consisted of all employees in the three top managerial levels: high, middle and low at Jadara University; the comprehensive survey method was used making the study population is as the same as the study sample; the number of the people included the study was (56) who received the questionnaire, a (53) questionnaires were recovered and subjected to analysis.

## 2. LITERATURE REVIEW

### 2.1. Administrative Empowerment

The rapid changes in the business environment along with the pressures associated with the global competition make many companies heading toward having interest in the modern management concepts in order to achieve the sustainable competitive advantage, which had a positive repercussions on human resources management, where the human element is considered the basis of the companies in achieving its strategic success and implementing its various goals; from here, many calls emerged for the need for the adoption of the open management, the delegation of authority to the employees, and a sense of responsibility reaching to what is known as an administrative trust, which gives the employees greater power in supervising, decision-making and what tasks can be reached freely without the direct intervention of managers, which is the new approach that is called the administrative empowerment (Aljawarneh & Atan, 2018; Alshare et al., 2020; Bousalem, 2013).

(Empowerment) is derived from (Power), which emerged as a concept in the social psychology in the sixties, which means that the individual has the ability to do a certain job. There were many discussions on the time when the empowerment was considered as an administrative concept where some researchers indicate that Hawthorne and Elton Mayo represented the basis for taking interest in the process of the participation of employees while

other researchers said that the movement of human relations that have emerged in the thirties formed the roots of empowerment; however, the potential benefits in the process of empowerment were not realized by the organizations' managers except in the past two decades, when the concept of this process has spread dramatically in the different types of industrial and commercial organizations, and it has been applied in the United States of America in the trade in order to increase the employees' productivity, career satisfaction and improve decisions making process in order to maximize profits (Al-Balawi, 2008).

There are many definitions of the administrative empowerment developed by researchers where Wetten & Cameron defined it as "the process by which the organization can improve the individuals' confidence in themselves and through which they can overcome their sense of inability and incompetence" (Hossein et al., 2012). Vogt & Murrel defined empowerment as "a period in which the staff's ability is improved to make decisions through collaboration, participation, training, learning, and team work" (Tutar, Altinoz, & Cakiroglu, 2012). Erekat (2009) indicated that empowerment is a "transfer of responsibility, authority, and a call for workers to participate in the information and knowledge provided by the organization through its database, analyzing problems, and decision-making, therefore the subordinate becomes responsible for the quality of his decisions and tasks". In light of what has been said, we can define empowerment as a process that will enable the organization to strengthen the employees' feelings as being an important factor in achieving its goals and growth through the opportunity to participate in decision-making and granting authorities that enable him to plan and organize his duties, launch of his creative energies in solving work problems, and acting in various situations they face in the work environment.

## 2.2. Empowerment Dimensions

Researchers disagree among themselves with respect to the dimensions that make up the process of empowerment that some of them identified it by two dimensions, and others state that it consists of five dimensions represented in: (Chen, 2011; Daronkolace, Esmaeili, & Nikaeen, 2014; Tawfiq, 2008).

1. Influence: it refers to the degree of the individual's feeling that he has an impact on the strategic, managerial and operational outputs related to work and the level of the individual's belief that he has an actual role in the regulatory outputs and outcomes.

2. Freedom of choice: it refers to the individual's feeling of freedom in arranging his personal activities, and that he has the right to choose when to start developing activities, and selecting the methods of executing his duties.

3. Sense of ability: it refers to the extent of the individual's feeling of having an ability to accomplish the tasks and responsibilities assigned to him to conduct the job efficiently and effectively.

4. Sense of confidence: it refers to the extent of the individual's feeling that the managers treat him fairly and equally, his sense of personal security and his sense of not being subjected to any harm as a result of the confidence granted to him.

5. Sense of importance: it refers to the value given by the individual to the importance of the work tasks assigned to him, which he builds by relying on his own criteria; it also refers to the level of compatibility between the role of the individual in his job and his beliefs, values and behaviors.

## 2.3. Empowerment Benefits

William Umiker noticed that empowerment has many benefits that can be achieved for both the organization and the employees; they are represented in (Al-Jumaili, 2008; Elnaga & Imran, 2014; Radi, 2010).

1. Reducing the absenteeism and the job turnover in the organization, and achieving a high level of the productivity.

2. Reducing the number of the management levels in the organizational structures which leads to increasing the effectiveness of communication and reduces the time of decision-making.

3. Satisfying the needs of the individual associated with self-esteem and increasing his sense of responsibility which leads to increasing the level of job satisfaction.

4. Achieving excellent status for the organization and increasing its competitive ability, which might be achieved as a result of increasing the employees' understanding of working conditions and strategies and raising the level of production and services that they produce.

5. Contributing to the launch of the creative abilities of the individual where the employees ' autonomy makes them feel that they are less restrictive than others in terms of the technical aspects, or rigid adherence to the rules of the job.

## 2.4. Employees' Performance Management Process

It is one of the modern management concepts, which came as a result of new trends in management as a whole; to invest the successes achieved as a result of the application of the management by objectives or management by results in the early sixties of the last century the performance management was directly moved to measuring the effectiveness since this process involves as mentioned by Adler (2011) a set of organizational activities employed by the managers to focus the attention of their subordinates and motivate them towards the implementation of the ultimate goal of the organization strategy were set through identifying the required expectations of the performance, the supply of pre feedback and an immediate and accurate feedback and encouraging the proper behaviors that have emerged during the implementation.

Performance management has been understood in many organizations long ago narrowly as assessing the performance despite the fact that the performance management is a broader and more comprehensive process than just evaluating the performance of the employees; it is represented as a pattern of supervision, which includes all kinds of ties connecting the manager with his employees and enables him managing all activities that lead to achieving the desired results within the organization (Reddy, 2011).

Slavić, Berber, and Leković (2014) defined managing the employees' performance as: "The process by which the level of efficiency and effectiveness in achieving activities is determined in order to compare the results that have been achieved with the specific expectations in advance, and guide and improve the decision-making process in the light of the results of the comparison process." Andrews (2014) defined the performance management as a "set of strategies, policies and mechanisms aimed at directing the attention of managers and staff towards improving the organizational performance." Harem (2013) defined it as "the process through which the managers confirm that the actions of their employees and their results contribute in achieving the goals of the organization, which requires the knowledge of the acts and the desired results, and providing feedback to help employees achieve expectations better ". we can define it as a set of planning and audit procedures starting with setting expectations for the required performance levels of employees, following their progress toward achieving these expectations, comparing the performance achieved with the expectations identified, and providing the employees with a feedback on the achieved results in order to develop a plan for the development of this performance.

## 2.5. The Goals of Performance Management Process

The performance management seeks to achieve a number of goals which leads to the advancement of the overall performance of the organization; these goals are represented in: (Ying, 2012); (Al-Khatib, 2009); (Mwita, 2002).

1. Improving the performance and motivating employees to focus on the core objectives and increase their commitment towards achieving these goals.

2. Ensuring workers understand the type of the performance expected from them and facilitating the process of guiding the subordinates by those in charge.

3. Ensuring the reception of information on the level of the employees' achievement of the tasks required of them effectively, compared with the expectations of the performance that have been previously identified.

4. Providing an opportunity for the exchange of ideas and experiences between employees and their managers, and finding a suitable climate for negotiations on work problems.

5. Contributing to the identification of opportunities for staff development, and determining performance, which did not achieve expectations.

6. Setting an information system about the performance of employees and its changes.

7. Continuous assessment of performance mistakes before they turn into a part of the permanent behavior of employees.

### 2.6. Stages of Performance Management Process

The employees' performance management process consists of a series of stages, which aim to raise the level of employees' performance in a way reflecting positively on the performance of the organization as a whole; these stages include the following:

1. Setting goals and performance expectations: it includes identifying clear goals for each area and activity and the managers' assurance that employees are informed with the standards and expectations of the required performance, and that it was approved by them (Harem, 2013; Mahlakoleng, 2013).

2. Organizing performance and supervising the level of progress in this performance: it includes simplifying communication and decision-making procedures to save time, guiding employees while carrying out their work, following up on the level of progress in their performance and providing them with information on this performance to correct mistakes in the case of a fault during the implementation process (Al-Khatib, 2009).

3. Performance assessment: The manager in this stage measures the level of the performance of his subordinates by comparing the achieved performance with the performance standards and providing the employee with a feedback about his performance level to be able to avoid the shortcomings, or giving him the necessary incentives if his performance is good in order to encourage him to continue to provide the same level of performance (Toppo & Prusty, 2012). In order that the decision is objective and accurate, the manager should follow up his subordinates on an ongoing basis, and document all aspects of the events and facts related to the various aspects of his performance.

4. Feedback: At this stage, managers and supervisors should supply their staff with feedback about the level of their performance, which must be repeated, immediate, and specific accurately reflecting the level of performance compared with the expectations and desired results (Mahlakoleng, 2013).

5. Developing plans to develop performance: managers with his employees should develop a plan for the performance of each employee, where this plan includes a set of official developmental goals, and the steps to implement these goals and dates for the completion at a specific time (Loew, 2015). To ensure the successful implementation of the development plan, managers should show their commitment towards helping the employees to accomplish this plan, and cooperate with them in assessing the outcomes that can be achieved as a result of its implementation by comparing proceeds with the costs associated with the implementation process; the focus of this plan should be on the results to be achieved greater than the activities used in the process of implementation (Auburn University, 2005).

### 2.7. Statistical Analysis

This part includes the presentation of the most important results that have been reached after conducting an appropriate analysis of the data obtained from the respondents by answering the questions of the study, and testing the hypotheses, as follows:

**Table-2.** Means and standard deviations of the level of practicing the administrative empowerment.

| Rank | Number | Item | Mean | Standard Deviation | Assessment Degree |
|---|---|---|---|---|---|
| 1 | 22 | I have the skills necessary to perform the tasks of my job effectively. | 3.64 | 0.88 | Moderate |
| 2 | 5 | I positively contribute in helping the others perform their business. | 3.58 | 0.57 | Moderate |
| 3 | 20 | I have a clear vision about the university mission and the goals it seeks to accomplish. | 3.57 | 0.95 | Moderate |
| 3 | 11 | My managers let me feel the importance of my job and its status as a vital part in achieving the university goals. | 3.57 | 0.87 | Moderate |
| 5 | 3 | The university's management provides me with the freedom in choosing the appropriate method for achieving my job. | 3.51 | 0.67 | Moderate |
| 5 | 6 | The university's management allows me to find appropriate solutions for the problems of my job. | 3.51 | 0.82 | Moderate |
| 7 | 18 | The university's management believes in the self-control through the organizational structure based on the collective job. | 3.49 | 0.54 | Moderate |
| 8 | 10 | My managers motivate me to hold more responsibilities. | 3.47 | 0.54 | Moderate |
| 9 | 13 | My managers encourage the ideas related to improving performance. | 3.34 | 0.59 | Moderate |
| 10 | 17 | The university's management provides me with the opportunity to independently make decisions regarding my work. | 3.30 | 0.64 | Moderate |
| 11 | 4 | The university's management gives me the opportunity to participate in setting the goals and plans of the university. | 2.81 | 1.19 | Moderate |
| 12 | 12 | I receive physical or psychological rewards when I do creative works. | 2.64 | 0.98 | Moderate |
| 13 | 19 | The university provides employees with opportunities sufficient for self-development. | 2.55 | 0.89 | Moderate |
| 13 | 8 | The university's management is concerned with equipping employees with new skills on an ongoing basis as a part of its culture. | 2.55 | 0.99 | Moderate |
| 15 | 9 | The university's management encourages the collective job and it is keen to build team works. | 2.49 | 0.82 | Moderate |
| 16 | 14 | The university's management is concerned to find effective and developed means of communication. | 2.26 | 0.81 | Low |
| 17 | 15 | The university's management provides me with sufficient authorities to accomplish the tasks of my job. | 2.19 | 0.62 | Low |
| 18 | 1 | I participate in making decisions related to the job. | 2.13 | 0.92 | Low |
| 19 | 2 | The initiatives of the employees receive an encouragement and support from the university's management. | 2.09 | 0.71 | Low |
| 20 | 7 | I get the information necessary to accomplish my work at any time I want. | 2.06 | 0.79 | Low |
| 21 | 16 | The university's management trusts in my ability in performing the tasks entrusted to me. | 1.75 | 0.76 | Low |
| 22 | 21 | I can effectively deal with the pressures of the job. | 1.70 | 0.75 | Low |
| The level of practice of administrative empowerment as a whole | | | 2.83 | 0.25 | Moderate |

*A. Study Questions*

- *The First Question: What is the Level of Practicing the Administrative Empowerment?*

The means and standard deviations of the approval of the respondents on the level of practicing the administrative empowerment at Jadara University were extracted; the results are described in Table 2.

Table 2 shows that the means of the level of practicing the administrative empowerment in the surveyed university ranged between (1.70-3.64); the highest was item No. (22), which say: " I have the skills necessary to perform the tasks of my job effectively." And the lowest was item No. (21), which say: "I can effectively deal with the pressures of the job. " and the overall mean for the field as a whole was (2.83) by a moderate degree suggesting that the practice of the administrative empowerment at Jadara University was not as required from the viewpoint of the respondents which may be due to the lack of trust of the skills owned by the employees for doing their job as required. From her personal experience, the researcher noticed that the leadership style at private universities in Jordan takes the autocratic pattern in which the leaders tend towards the centralization of decision-making, and not giving the subordinates the complete freedom in planning and organizing their job in the required level of autonomy.

- *The Second Question: What is the Level of Practicing Employees' Performance Management Process?*

The means and standard deviations of the approval of the respondents on the level of practicing the employees' performance management process at Jadara University were extracted; the results are described in Table 3.

**Table-3.** Means and standard deviations of the level of practicing the employees' performance management process.

| Rank | Number | Dimension | Man | Standard Deviation | Assessment Degree |
|------|--------|-----------|-----|--------------------|-------------------|
| 1 | 1 | Setting expectations of the employees' performance. | 4.47 | 0.41 | High |
| 2 | 2 | Supervising progress in the employees' performance. | 3.04 | 0.24 | Moderate |
| 3 | 3 | Assessing of employees' performance. | 2.93 | 0.30 | Moderate |
| 4 | 4 | Providing of feedback for employees. | 2.83 | 0.20 | Moderate |
| 5 | 5 | Setting of plans to develop the performance of the employees. | 2.13 | 0.69 | Low |
| Practicing the employees' performance management process as a whole. | | | 3.04 | 0.00 | Moderate |

Table 3 shows that the means of the practicing the employees' performance management process in the surveyed university ranged between (2.13-4.47), where item 1 came in the first place stating " setting expectations of the employees' performance " with a mean of (4.47) by a high degree followed by " supervising progress in the employees' performance " with a mean of (3.04) by a moderate degree, " assessing of employees' performance " with a mean of (2.93) by a moderate degree, " providing of feedback for employees " with a mean of (2.83) by a moderate degree and finally " setting of plans to develop the performance of the employees " in the fifth and final rank with a mean of (2.13) by a low degree. The mean as a whole was (3.04) by a moderate degree suggesting that the level of practicing the employees' performance management process at Jadara University was not as required from the viewpoint of the respondents, which may be due to the low level of the administrative empowerment enjoyed by the surveyed individuals, which reduced their motivation towards both supervising the progress in the performance of their subordinates, conducting the performance assessment in the way that contributes in getting accurate and objective results, providing their subordinates with feedback on their performance levels, and the development of the needed plans for developing this performance.

*B. Study Hypothesis*

To validate the study hypothesis, simple regression test was used; Table 4 Shows the presence of a positive relationship between the administrative empowerment and the employees' performance management process, which

was (0.92); through the value of (R square), it becomes evident that the administrative empowerment explains 84% of the variance in the employees' performance management process in the surveyed university. Given that the value of (F) equals (283.17), and the level of statistical significance was (0.000), this means that the regression is significance at the significance level ($\alpha \leq 0.05$), at the degree of freedom of (df = 1). This indicates that the interest of the surveyed university in the administrative empowerment increases the proficiency of the employees' performance management process; accordingly, we can say that there is a statistically significant impact at the level of significance ($\alpha \leq 0.05$) for the administrative empowerment on the employees' performance management process, and thus not accepting the null hypothesis and accepting the alternative hypothesis stating: There is an impact for the administrative empowerment on the employees' performance management process.

**Table-4.** Regression analysis.

| Independent variable | ( T ) Value | Sig | R | R ² | Df | ( F ) Value | Sig |
|---|---|---|---|---|---|---|---|
| Administrative Empowerment | 16.82 | 0.000 | 0.92 | 0.84 | 1 | 283.17 | 0.000 |

**Note:** The dependent variable: employees' performance management process.

## 3. DISCUSSION

The empirical results of the current study showed that the level of the administrative empowerment is practiced by a moderate level, which could deprive the university from the benefits that may result from practicing this process, most of which is represented in contributing in launching the innovative and creative abilities of the individuals; granting the independence of employees, making them feel less restrictive in terms of the technical aspects, complying with the rules of rigid work, satisfying their needs associated with self-esteem and increasing their sense of responsibility which leads to increasing the level of job satisfaction, decreasing rate of absenteeism and work turnover, high productivity of workers and achieving excellent status for their organization; this is disagreement with Afaneh (2013) and Hossein et al. (2012) who said that the level of empowering employees in the surveyed organizations was high. The results also indicated that the level of practicing the employees' performance management process was moderate that practicing the management of the performance of employees was not at the level through which the university can achieve the goals set for this process, most important of which is improving performance and motivating employees to focus on the core objectives of the university and increase their commitment towards achieving these goals, providing the opportunity for the exchange of ideas and experiences between workers and their managers, finding a suitable climate for negotiations on work problems, contributing to the identification of opportunities for employees development, and determining performance which did not achieve the expectations; this is in agreement with Hendricks and Matsiliza (2015) which stated that there is a gap in the employees' understanding of the process of performance management, no sufficient commitment towards the implementation of this process and not allowing subordinates to participate in planning for evaluating their performance, which is considered the most important challenge facing the process of applying the management of the employees' performance; this is also disagreement with Al- Break (2010) who said that the requirements of improving the performance management were available in the surveyed facilities.

Furthermore, the empirical results of the study provided an evidence for the presence of a relationship and a significant impact for the administrative empowerment on employees' performance management process with its dimensions: (setting performance expectations for employees, monitoring progress in the performance of employees, evaluating the employees' performance, providing feedback to employees, and developing plans to develop the performance of employees). This indicates that taking interest in the administrative empowerment contributes to increasing the efficiency and effectiveness of the implementation of the employees' performance management process since it leads to increasing the ability of those responsible for the process to set the performance expectations for employees, monitoring the progress in the performance of their subordinates, evaluating their performance, and providing them with the feedback on the level of this performance more

accurately and objectively. Hendricks and Matsiliza (2015) stated that when managing the performance of employees, managers must understand this process and its steps and that it should be implemented in a fair and harmonious way, which will not be achieved without delegating them with sufficient authorities by the senior management; managers should also show confidence in the employees' abilities and the importance of their tasks and grant them the sufficient freedom in planning and implementing the process of managing performance; this is in agreement with the findings of Nwachukwu (2011) which concluded that there is a positive relationship between empowerment and the employees' performance management process.

## 4. CONCLUSION

This study has provided evidence and achieved its objective of examining the impact of administrative empowerment on the employees' performance management process. It has shown the following:

1. The practice level of the administrative empowerment at Jadara University was moderate.

2. The practice level of the employees' performance management process at Jadara University was moderate.

3. There is a significant impact at the significance level ($\alpha \leq 0.05$) for the administrative empowerment on the employees' performance management process.

## 5. RECOMMENDATIONS

Based on the results of the current study, the researcher recommends the following:

1.Increasing interest by those in charge of the university management in the level of empowerment that must be given to the employees through increasing interest in finding effective and advanced means of communication, providing an opportunity for employees to participate more in making decisions related to their jobs, encouraging any suggestions that can help improve the level of their performance at their jobs, providing the information they need in the right time, and trying to increase the confident in the employees' abilities and skills, which contributes positively in increasing their ability to practice the process of performance management efficiently and effectively.

2. Increasing the attention of those in charge of the university management to provide all the conditions that enable practicing the employees' performance management process effectively by working on increasing the level of the powers granted to the individuals who are in charge of this process, increasing the level of control on the follow-up of these individuals of progress in the performance of their subordinates, evaluating their performance accurately and objectively, and providing the subordinates with the feedback required about the level of their performance.

3. Working on subjecting those in charge of managing the performance of employees to training programs on how to practice this process and how to set the required development plans for the performance of their subordinates.

4. Taking interest in granting those in charge of managing the performance of employees with material and moral incentives that increase their motivation towards taking interest in implementing this process in an efficient and effective manner.

5. Conducting further research by those interested in this field with studying other variables affecting the employees' performance management process, or studying the two variables that were studied in other sectors such as the industrial, commercial, governmental sectors, or other service sectors.

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