

# The Effect of Active Participation of Employees in Decision-Making and its Role in Functional Empowerment in Public & Private College in Jordan - A Comparative Study

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## Abstract

This study aimed at identifying the extent participation of employees in decision-making and its impact on empowerment among employees at private & government community colleges in Jordan, to achieve the goals of this study, questionnaire was designed and developed as an instrument to collect data.. The population was (418) employees; (192) from the government Community Colleges and (226) from private Community Colleges. The statistical package of social sciences (SPSS. V.16) was used to analyze the data.

## The study has reached upon the following Conclusions:-

1. The perceptions of employees in the public and private colleges to the level of participation in decision-making was highly, but in favor of private Community Colleges.
2. . The perceptions of employees in the public and private colleges to empowerment came highly, up more in the private colleges.
3. There is an impact of level of participation in decision-making dimensions in the empowerment which explains (61%) of deviation in the dependent variable (empowerment).
4. There are significant differences ( $\alpha \leq 0.05$ ) in the perceptions of participation in decision-making attributed to (gender, academic qualification, age, and experience) variables, and significant differences exist ( $\alpha \leq 0.05$ ) in the perceptions of the empowerment attributed to (gender, academic qualification, age, experience, and place of work) variables.

## 1.1 Introduction

The issues related to the human dimension are so many, and human resources management is a subject being used extensively in management books in many and multiple forms that agree entirely on the importance of putting the right man in the right place, the development of capabilities and training, the participation of workers in decision-making and giving material and moral incentives, the development of the spirit of teamwork and take responsibility. Many of the men of management agree

on the need to involve subordinates in the decisions that affect them in their work, so as to ensure clarity of vision, and to exchange views and to ensure their cooperation and access to more healthily decisions Hence, it was necessary to take care of the participation of employees in decision-making and studying the effects of this participation on the organization and the individuals, and its role in the promotion of work and enhancing the relationships between employees and giving them the opportunity to take responsibility and authority to implement decisions that is known as employee empowerment. The concept of empowerment concerns mainly at the establishment and composition of trust between management and employees, their motivation and their participation in decision-making so as to increase the flexibility between them and the administration and breaking the administrative and internal organizational boundaries between administration and workers. The omission of the principle of participatory and empowerment by some managers may lead to the loss of trust between administration and employees, reducing affiliation and incentive to work.

## The problem of the study

In the light of organizations' interest of the human element to keep pace with the rapid growth and development, which hit the internal and external environment of business organizations, and to respond to the application of the principles of open governance, decentralization, authority delegation and participation in decision-making and implementation and the orientation of organizations towards specialization of work so as to survive in a competitive environment. The principle of employee empowerment has emerged in the late last century as a principle of modern management principles. Some organizations still lack a clear vision to adopt and to apply it due to belief of the senior management that enabling employees and empower them cognitively and psychologically will be on the behalf of its influence and authority because of its desire to retain as much as of its power and since there is a lack of confidence in the capacity of workers to perform their jobs efficiently and effectively, especially in the area of participating in decision-making process and granting workers the authority and freedom to implement these decisions. This requires individuals with mental, creative and sophisticated technical skills. So it was necessary for the management of organizations not to overlook the role of the participation of workers in decision-making and give them the authorities and responsibilities to implement the

decisions since this will affect their future and continuity as well as it could have some implications that is harmful to the organization and its survival. Hence, the problem that the study is trying to address is "to what extent workers in public colleges participate in decision-making, and what is the impact of this participation in employee empowerment at private & public colleges in Jordan?"

### **The importance of the study**

The importance of the study emerges from its investigation in the extent of employees' participation in decision making and its impact on employee empowerment in public colleges, as the participation process is considered a necessity for administrative decision making especially after the orientation of the organization towards authority delegation, decentralization and democracy in administrative process and the expansion of employee participation in managing their organizations, moreover the process of decision making is considered the substance and the core of the administration process. Adding to the importance of the study it addresses one of the modern management concepts that is associated with administrative and employee empowerment. Also, the importance of the study emerges from its being the link between the participation in decision making and its impact on employee empowerment at private & public community colleges that will provide database and information for further studies, as well as forming a conceptual framework for the demonstration of the importance of the participation in decision-making and its impact on employee empowerment

### **1.4 The objective of the study**

This study aims to identify the extent of participation of workers in decision-making and its impact on employee empowerment in public colleges in Jordan and emerging from this goal, the following objectives:

1. Identify the extent of participation of workers in decision-making at private & public colleges.
2. Identify the nature of the decisions that workers at private & public colleges participate in.
3. Identify the methods and the constraints of participation in decision-making at private & public colleges.
4. Identify the level of employee empowerment among workers at private & public community colleges.
5. Demonstrate the effect of Independent variable of the study (participation in decision-making) on the dimensions of the dependent variable (Employee Empowerment) at private & public colleges.
6. Make recommendations and proposals for decision-makers that aim to clarify the role of participation in decision-making and its impact and implications on the employee empowerment among workers in Jordanian private & public community colleges

### **1.5 The questions of the study**

The study seeks to answer the following questions:

1. To what extent do the employees in the private & public community colleges participate in the decision-making with its dimensions (nature of the work, participatory methods, degrees of participation, the quality of decisions,)?
2. What is level of employee empowerment with its dimensions (delegation of authority, self-motivation, Imitation and simulation, teamwork) among workers in private & public community colleges in Jordan?
3. What is the nature of administrative decisions that the employees in private & public community colleges in Jordan participate in?
4. What are the effects of participation in decision-making with its various dimensions (the nature of work, participatory methods, degrees of participation, the quality of decisions,) on employee empowerment

### **1.6 The hypotheses of the study**

There is no statistically significant impact of participation in decision making with its dimensions (nature of the work, participatory methods, degrees of participation, the quality of decisions,) in employee empowerment in Jordanian private & public community colleges at ( $\alpha \leq 0.05$ ).

From this hypothesis the following sub-hypotheses branched:

First sub-hypothesis: There is no statistically significant impact of the nature of work as a dimension of participation in decision making in employee empowerment in Jordanian public community colleges at ( $\alpha \leq 0.05$ ).

Second sub-hypothesis: There is no statistically significant impact of the participatory methods as a dimension of participation in decision making in employee empowerment in Jordanian private public community colleges at ( $\alpha \leq 0.05$ ).

Third sub-hypothesis: There is no statistically significant impact of the degrees of participation as a dimension of participation in decision making in employee empowerment in Jordanian private & public community colleges at ( $\alpha \leq 0.05$ ).

Fourth sub-hypothesis: There is no statistically significant impact of the quality of decisions as a dimension of participation in decision making in employee empowerment in Jordanian private & public community colleges at ( $\alpha \leq 0.05$ ).

### 1.7 The model of the study

Figure (1) illustrates the model of the study in its dependent and independent variables.

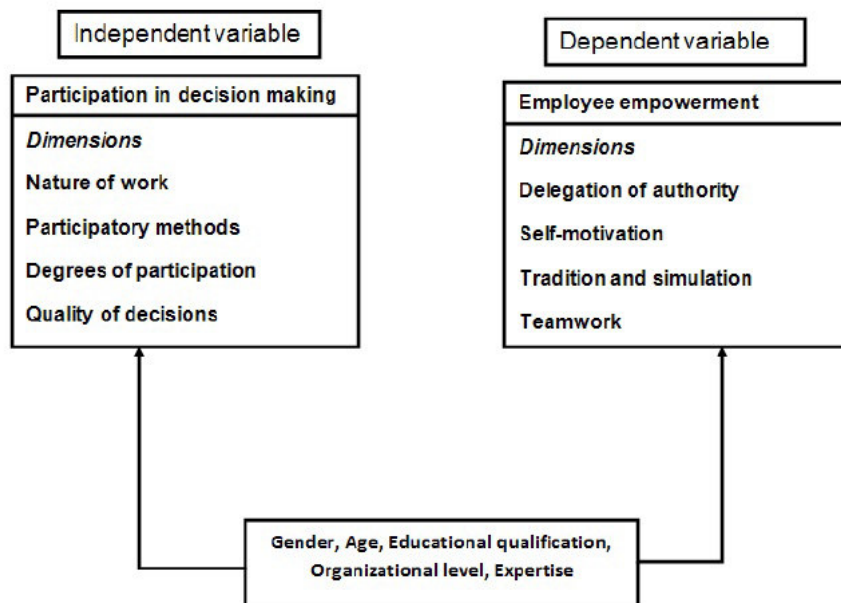


Figure (1) Model of the study

## 2.2 Previous Studies

### A. Arabic Studies

In a study performed by Al-Oquadeh (2011) entitled: "Job Empowerment and its Relation to Performance for Educational Supervisors in Jordan," aimed to identify employee empowerment level and its relationship with performance of educational supervisors in Jordan. A random sample of (4510) of supervisors, managers and teachers was selected, the study concluded that employee empowerment level of supervisors was moderate, and there are statistically significant discrepancies in the level of practicing employee empowerment among supervisors attributed to gender variable, also there is a positive correlation between the areas of employee empowerment and job performance of the educational supervisors. The study recommended and emphasized that the establishment of an organizational culture within the educational institutions should be focused on job empowerment.

Sofyan (2010) performed a study entitled "the process of decision making in business organizations: a field study about job position, educational level, and the nature of sector by participation in decision making." The study aimed to clarify the role of the concept of decision-making and to highlight it in the economic organizations and how to make right and sound decisions to achieve the overall objective of the organization. The study found several results such as: the decision-making process in the organization is one of the most difficult and important administrative processes. The participation in the decision-making process has a close relationship with job position, as the job position increased the degree of participation in decision-making is increased. There are also a direct correlation between educational level and the degree of participation in decision-making.

Al-Awawdeh and Yaghi (2009) have conducted a study under the title of "Factors Affecting Managers' Decision Style in Jordanian Public Sector." This study aimed at identifying the factors affecting managers' decision style in Jordanian public sector and in Jordanian ministries. The researchers developed a questionnaire distributed (413) questionnaires to the study population. In order to test the hypotheses and questions of statistical tests were used. The researchers concluded that (Clarity of rules and instructions, administrative level, information availability, nature of the problem, managerial style, risk element, and decision environment) have an impact in managers' decision styles in Jordanian ministries. Based on the study conclusions, the researchers recommend the following: Updating rules and regulations in accordance with the new upcoming issues related to be programmed decision making process, providing educational workshops and conferences to managers concerning approaches and mechanisms used in decision making process.

Al-Ibrahim conducted a study entitled "analyzing levels of participation in decision making in universities- afield study in Yarmouk University." This study aimed to analyze the levels of participation in university decision-making, at Yarmouk University. The study sample has reached (53) managers. The

researcher developed a questionnaire distributed to the individuals of the mentioned sample, the study concluded that participation in university decision making was minimum for lower managerial levels, but the levels of participation in decision-making for upper managerial classes is very high, moreover the study demonstrated that there is a positive relationship between the degree of importance of the decisions on the one hand and the levels of participation on the other hand. As well as there is a discrepancy between the levels of participation in accordance with the areas of the relevant decisions.

Harrim and Alkshali (2008) conducted a study entitled "Employees' Empowerment and Its Effect on Team Effectiveness: Field Study on Jordanian Construction Firms." This study aims to examine the effect of employees' empowerment on team effectiveness in the Jordanian Construction firms. Empowerment measures included four dimensions/ subscales: Impact, self-determination, competence, and meaning. Team effectiveness measure included also four subscales/dimensions: performance, innovation, communication, and use of resources. A questionnaire was developed based on previous researches, and administered with a convenience sample of (182) employees selected from (20) firms. Results showed that employees in Jordanian construction firms perceived a good level of empowerment, and teams attained relatively good levels of effectiveness, as there was noticeable impact of empowerment on team effectiveness.

Study of (Reza et al., 2010) entitled "An Examination of the Relationship between Empowerment and Organizational Commitment," aimed to identify the relationship between the administrative empowerment and institutional commitment, where the study sample consisted of 100 individuals working in American organizations. Data has been collected through two questionnaires: one for administrative empowerment, and the second for institutional commitment, it was obvious from the results, that there is a statistically significant relationship between administrative empowerment and institutional commitment, as the value of the correlation coefficient equals (0.90).

The study recommended encouraging employees to solve problems by using the administrative empowerment models in order to raise the capacity of the administrative staff, and improve internal motivation about productive business performance.

Study of (Allen and Judd, 2007) aimed to investigate differences in how male and female faculty members in the U. S. view opportunities to participate in decision-making and how such participation differently affects their job satisfaction. Questionnaires were mailed to 500 faculty members at four urban private universities located in the northeastern United States. This study found differences in participation in decision making and job satisfaction related to sex. Women faculty members in the U. S. participate less in decision making, have lower academic status, and are less satisfied with their jobs than male faculty members. While women's lower participation in decision-making is closely tied to lower job satisfaction, surprisingly, differing degrees of participation in decision-making among male faculty members did not yield differences in job satisfaction.

Study of (Maloney, 2003) was concerned with the relationships between participation in the decision making process and its effect upon job satisfaction of full-time faculty at Connecticut's twelve Community Colleges. Selected demographic variables were examined to explore the affect upon faculty job satisfaction and the desire to participate in shared governance. The population of this study included the approximately 751 fulltime faculty members of the twelve community colleges located in the State of Connecticut. The sample consisted of 278 full-time faculty who returned the completed survey. The researcher developed a questionnaire as an instrument for data collection. The results of the study have indicated that there is a significant relationship between participation and job satisfaction. Demographical factors also have an impact on both participation and job satisfaction of the academic faculty members of the twelve community colleges located in the State of Connecticut.

Study of (Moye, 2003) aimed to investigate the impact of trust and empowerment on the effectiveness of the organization, concluded that the trust of the employee is necessary and lead to the effectiveness of the organization. This study examined the extent to which employee empowerment and his commitment to the organization are correlated to interactive trust and trust at the organizational level. The researcher examined this relationship through studying a random sample of 2000 employees within a Fortune 500 corporation in USA. The results showed that employees' confidence in the director (interactive relations) is at a different basis from confidence in the system of the organization, and that employees who have a high degree of commitment to the organization also have a highly interactive and organizational trust, and that employees who have a high degree of empowerment in their work have a highly interactive and organizational trust, also the study indicated that the demographic characteristics of the staff linked the level and degree of empowerment and commitment to the organization.

Study of (Janssen, 2007) proposed the idea that conflict with superiors has a barrier effect in the positive relationship between employee empowerment and organizational commitment. Superiors with higher authority rankings set and pursue organizational goals and values to which employees with lower authority rankings are expected to become committed. Conflicts with those superiors may hinder empowered employees to

develop or maintain high levels of organizational commitment. A questionnaire survey among 91 secondary school teachers in The Netherlands provides empirical support for this suggestion. The moderator effect of conflict with superiors that was proposed and found in this study suggests that psychological empowerment in the workplace interacts with other employee experiences in its effects on an employee's commitment to the organization.

## Methodology and Design

### 3.1 Study method

This study adopted for the purpose of achieving its objectives, the descriptive research methodology, where a literature survey has been conducted on the subject of the study in Arabic and English, taking advantage of the previous studies on the subject, and observing the results that have been reached, secondly a field survey has been conducted on the members of the study sample of through the use of the questionnaire developed for this purpose, the data were collected and tabulated into a computer then the necessary statistical analysis has been carried out. In this chapter the followings are included: a description of the population and the study sample, and the instrument of the study, and the validity and reliability of the instrument, and then the statistical treatments used, and procedures of the study.

### 3.2 Population of the study

The study population consisted of all workers in middle management of (department directors, assistant directors, heads of departments, heads of administrative divisions) for workers in the private & public community colleges in Jordan that are comprised of (36) colleges after exception Salt College as it has become a part of the BAU. The number of the study population became (519). The population has been scanned wholly by distributing (519) copies of the questionnaire on the study population, (430) copies of the questionnaire have been restored, of them (12) copies have been eliminated due to non-suitability for statistical analysis, and thus (418)(192) private colleges and (226) public community colleges copies of the questionnaire have been subjected to statistical analysis, comprising (80.54%) of the population of the study which is an acceptable ratio for the purposes of scientific research. Table (2) shows the description of the characteristics of the study sample:

Number of employees	Public college	Number of employees	Private college
16	Amman College	15	Alqadsya college
17	Amman college for Engineering Technology	14	Koarezme college
16	Princess Alia college	14	Arab Community College
15	Zarqa Public College	14	Arab colleg
15	Irbid College	14	College Queen Alia
15	Alhosen College for Engineering Jobs	14	Jerusalem College
17	for Engineering Jobs 17 Karak College	14	Andalus College
15	Ajloun College	14	INTERMEDIATE UNIVERSITY COLLEGE
14	Ma'an College	14	Hittin College
13	Alshobak College	14	College Princess fortune
14	College of Da'awah and Fundamentals of Islam	13	Islamic Community College
15	Royal Jordanian Geographic Centre College	14	Cordoba College
15	Islamic Sciences College	14	Blue Community College
16	Princess Rahma College for social services	13	Faculty of Granada
14	Queen Noor Technical College	14	Razi College
12	Aqaba College	14	College Ibn Khaldun
		14	Mafraq College
		15	Ammon School of Hotel
		14	Institute of Banking Studies
		14	Jordan College of Science and Technology
239		280	

Table (2)  
 Frequency distribution and Percentages of the individuals of the population studied

Private college (N=226)		Public Colleges (N=192)		Variable Categories	Variable
Percentage	Number	Percentage	Number		
%61.50	139	%67.19	129	Male	Gender
%38.50	87	%32.81	63	Female	
%9.71	22	%9.37	18	General Secondary Certificate or less	Educational Qualification
%19.03	43	%18.75	36	Diploma	
%57.10	129	%59.37	114	Bachelor	
%14.16	32	%12.5	24	Higher studies	
%10.18	23 29 56 89 22 7	%8.85	17	5 years or less	Expertise
%12.83		%11.46	22	6-10 years	
%24.78		%25	48	11-15 years	
%39.38		%9.9%38.02	73	16-20 years	
%9.73		%6.77	19	21-25 years	
%3.10			13	26 years or higher	
				30 years or less	
%18.14	41	%16.15	31	31-40 years	Age
%25.66	58	%22.4	43	41-50 years	
%36.73	83	%40.1	77	51 years or more	
%19.47	44	%21	41		
%3.55	8	%3.13	6	Director	Job position
%6.19	14	%5.73	11	Director Assistance	
%37.61	85	%36.97	71	Department head	
%52.65	119	%54.17	104	Division head	

The study sample consisted of administrative staff in the Jordanian public and Private colleges that included the following personal variables (gender, age, educational qualification, expertise, job position).

Table (2) illustrates the distribution of the study sample in public and private colleges by these variables; the table shows that the percentage of bachelor's degree holders in public colleges equals (59.37%) and private college equals (57.10).

### 3.3 The Instrument of the Study

The questionnaire of the study was developed depending on the theoretical framework and previous studies. The questionnaire comprised of three parts:

The first part: includes expressive information about the characteristics of the study sample according to the demographical variables such as (gender, age, educational qualification, expertise, job position).

The second part: includes items that cover the independent variable of the study (participation in the process of decision making), this part has been modified to suit the objectives of the study. The dimensions of this variable include: nature of work covered by questions (1-5), participatory methods covered by questions (6-10), degrees of participation covered by questions (11-15), quality of decision covered by questions (16-20).

Part three: this part contains the items that cover the dependent variable of the study (employee empowerment). The dimensions of this variable include: delegation of authority covered by questions (32-36), self motivation covered by questions (37-41), Imitation and simulation covered by questions (42-46), teamwork covered by questions (47-51). The typical five-level Likert scale was used to measure the answers of the

respondents that estimate the weights of the items as the followings: Strongly disagree (1 point), Disagree (2 points), neither agree nor disagree (3points), Agree (4points), Strongly agree (5 points).

### 3.4 Validity of the Instrument

The validity of the content of the questionnaire was measured through presenting it to a group of 6 arbitrators who are specialists in the administrative area and professors of management teaching in Jordanian universities to ensure the validity of the questionnaire. Most of their suggestion have been taken into account and the items were adjusted accordingly and accurately to achieve balance in the content of the questionnaire and its items.

### 3.5 Reliability of the Instrument

In order to ensure the reliability of the study it was applied to an exploratory sample consisted of 25 employees of the population of the study but outside the sample of the study. Cronbach's alpha coefficient for internal consistency was calculated for each variable and its dimensions. The results were tabulated in table (3):

Table (3) coefficient of internal consistency of each variable of the study

معامل الثبات (كرونباخ ألفا)	Dimension	Variable
0.90	Nature of work	
0.83	Participatory methods	Participation in the process of decision making
0.84	Degrees of participation	
0.88	Quality of decisions	
0.88	Delegation of authority	Employee empowerment
0.87	Self motivation	
0.85	Imitation and simulation	
0.90	teamwork	
0.87	Whole	Whole

The results in table (3) indicates that the coefficients of reliability of the dimensions of participation in the process of decision making varies in the range (0.90 -0.83) while these coefficients for the dependent variable employee empowerment have ranged (90-0.85) and the whole was ((0.87 these values are acceptable for the purposes of this study knowing that the acceptable ratio of internal consistency is 0.60 or greater

### 3.6 Statistical treatment

The study has used (SPSS.16.1) (Statistical Package for Social Sciences) in treating data to answer the questions of the study and its hypotheses, according to the following statistical methods:

- 1) Calculation of frequencies, percentages to describe the characteristics of the study sample, and calculation of arithmetic averages, standard deviations to answer the questions of the study.
- 2) Multiple Regression Analysis: was used to test the validity of the model of the study and the impact of the independent variable and its dimensions on the dependent variable and its dimensions.
- 3) Stepwise Multiple Regression Analysis: was used to test the entry of the independent variables in the forecasting dependent variable equation.
- 4) T-Test: was used to test the statistical discrepancies between the dimensions of participation in decision-making and employee empowerment in public and private colleges.

### 3.7 Procedural definitions

**Participation:** the mental and emotional interaction process of the individual with the group, in which works within the organization in a way enabling him to apply his energy and his efforts to achieve common goals in the light of environmental resources in which the organization operates. (Al-lozi, 1999)

**Decisions making:** choosing the available alternatives after studying the expected results of each alternative and its impact in achieving the desired goals and then choosing the best and most appropriate of these alternatives, according to the nature of the situation. (Kreitner, 1995)

**Employee Empowerment:** the process of giving individuals greater authority in the exercise of control and responsibility and in the use of their abilities by encouraging them to use the decision. (Effendi2003) Results, Discussion, and Recommendations

### 4.1 Answering Questions of the Study

Answering the first question: To what extent do the employees in the private and public community colleges participate in the decision-making with its dimensions (nature of the work, participatory methods, degrees of

participation, the quality of decisions.)?

Table (4) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of participation in decision making

Level	Private colleges			Public colleges			Dimension	order	Item
	Rank	S.D	Arithmetic Average	Level	S.D	Arithmetic Average			
High	2	0.55	3.69	High	2	0.58	3.61	Nature of work	1-5
High	4	0.57	3.63	High	4	0.59	3.59	Participatory methods	6-10
High	1	0.52	3.71	High	1	0.56	3.66	Degrees of participation	11-16
High	3	0.56	3.64	High	3	0.58	3.60	Quality of decision	17-21
High		0.53	3.63			0.55	3.61	Total average	

It is obvious from table (4) that the general average of the perceptions of the employees in public colleges about participation in the process of decision making was high with an arithmetic average of 3.61 and standard deviation of 0.55, the dimension of degrees of participation came in the first rank with an arithmetic average of 3.66 and standard deviation of 0.56 while the dimension of participatory methods had the last rank with an arithmetic average of 3.59 and standard deviation of 0.59 as indicated in the table. And the private colleges that the general average of the perceptions of the employees about participation in the process of decision making was high with an arithmetic average of 3.63 and standard deviation of 0.53, the dimension of degrees of participation came in the first rank with an arithmetic average of 3.71 and standard deviation of 0.5256 while the dimension of participatory methods had the last rank with an arithmetic average of 3.63 and standard deviation of 0.57 as indicated in the table.

This result interprets that degrees of participation in public and private colleges is one of the motivating factors to enhance the participation in organizational decision making, as this climate is characterized by interaction and dialogue between individuals, existence of cooperation and harmony between them and the administration, the opportunity for growth and development and the achievement of individual ambitions, and facilitating the ways and methods of work, to ensure the benefit of the potentials and capacities of individuals and employees of the organization in order to achieve the overall and individual interest together.

The following is a detailed view of the respondents' perceptions of the respondents about the dimensions involving the participation in the decision-making process:

1. Nature of work

Table (5) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of nature of work

Private colleges			Public colleges			Item content	Item No
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.99	3.58	High	0.92	3.75	Nature of my work requires my participation in decision-making	.1
High	0.93	3.81	Moderate	1.00	3.44	Diversity of activities in my job requires my participation in decision-making	.2
High	0.98	3.96	High	0.91	3.78	The importance of my job require my participation in decision-making	.3
High	0.96	3.66	High	0.95	3.66	The importance of information issued by my division require my participation in decision-making	.4
Moderate	1.00	3.48	Moderate	1.03	3.42	The impact of the decision on my work requires my participation in decision-making	.5
High	0.55	3.69	High	0.58	3.61	Nature of work	5-1

It is obvious from table (5) that the general average of the nature of work in public college as a dimension of participation in decision making was high with an arithmetic average of (3.61) and standard deviation of (0.58), item (3) "The importance of my job require my participation in decision-making " occupied



the first rank with an arithmetic average of (3.78) and standard deviation of (0.91), while item (5) "The impact of the decision on my work requires my participation in decision-making" came in the last rank with an arithmetic average of (3.42) and standard deviation of (1.03) in moderate degree. And It is obvious from table (5) that the general average of the nature of work in private college as a dimension of participation in decision making was high with an arithmetic average of (3.69) and standard deviation of (0.55), item (3) "The importance of my job require my participation in decision-making " occupied the first rank with an arithmetic average of (3.96) and standard deviation of (0.98), while item (5) "The impact of the decision on my work requires my participation in decision-making" came in the last rank with an arithmetic average of (3.48) and standard deviation of (1.00) in moderate degree.

## 2. Participatory methods

Table (6) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Participatory methods

Private colleges			Public colleges			Item content	Item No
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.99	3.57	High	0.99	3.53	Administration holds periodic meetings in my college for hearing the views of employees	.6
High	0.93	3.80	High	0.95	3.77	Administration forms in my college special committees to discuss the problems and make recommendations before making a decision	.7
High	0.98	3.66	High	0.96	3.65	Administration requires the preparation of an internal memo in my college to illustrate my point about the subject of the decision	.8
High	0.96	3.62	High	0.98	3.56	My manager meets me for discussing the decision before making it	.9
High	1.00	3.51	Moderate	1.02	3.46	My manger phones me to know my point of view of the decision before taking it	.10
High	0.57	3.63	High	0.59	3.59	Participatory methods	10-6

It is obvious from table (6) that the general average of the Participatory methods in public college as adimension of participation in decision making was high with an arithmetic average of (3.59) and standard deviation of (0.59), item (7) "Administration forms in my college special committees to discuss the problems and make recommendations before making a decision " occupied the first rank with an arithmetic average of (3.77) and standard deviation of (0.95), while item (10) "My manger phones me to know my point of view of the decision before taking it" came in the last rank with an arithmetic average of (3.46) and standard deviation of (1.02) in moderate degree. while It is obvious from table (6) that the general average of the Participatory methods in private college as a dimension of participation in decision making was high with an arithmetic average of (3.63) and standard deviation of (0.57), item (7) "Administration forms in my college special committees to discuss the problems and make recommendations before making a decision " occupied the first rank with an arithmetic average of (3.80) and standard deviation of (0.93), while item (10) "My manger phones me to know my point of view of the decision before taking it" came in the last rank with an arithmetic average of (3.51) and standard deviation of (1.00) in moderate degree.

### 3. Degrees of participation

Table (7) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Degrees of participation

Private colleges			Public colleges			Item content	Item No
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.96	3.66	High	0.98	3.64	Director makes decisions alone and not allowing to participate in	.11
High	1.02	3.58	High	1.02	3.55	Director tries to convince us of the decision before taking it through the demonstration of its advantages	.12
High	0.94	3.76	High	0.96	3.72	Director allows the discussion of the decision he intends take and accepts the ideas about it	.13
High	1.00	3.78	High	0.93	3.75	Director makes the decision and explains the circumstances and causes of its adoption and allows its modification before implementation	.14
High	0.90	3.83	High	0.98	3.70	Director asks us to make suggestions on the subject (the problem) and then take the appropriate decision	.15
High	0.92	3.63	High	1.00	3.58	Director gives me the authority to make the decision and gives me complete freedom to act without any interference from him	.16
High	0.52	3.71	High	0.56	3.66	Degrees of participation	-11 16

It is obvious from table (7) that the general average of the Degrees of participation in public college as a dimension of participation in decision making was high with an arithmetic average of (3.66) and standard deviation of (0.56), item (14) "Director makes the decision and explains the circumstances and causes of its adoption and allows its modification before implementation " occupied the first rank with an arithmetic average of (3.75) and standard deviation of (0.93), while item (12) "Director tries to convince us of the decision before taking it through the demonstration of its advantages " came in the last rank with an arithmetic average of (3.55) and standard deviation of (1.02) in high degree. while It is obvious from table (7) that the general average of the Degrees of participation in public college as

a dimension of participation in decision making was high with an arithmetic average of (3.71) and standard deviation of (0.52) item (15) " Director asks us to make suggestions on the subject (the problem) and then take the appropriate decision" occupied the first rank with an arithmetic average of (3.83) and standard deviation of (0.90), while item (12) "Director tries to convince us of the decision before taking it through the demonstration of its advantages " came in the last rank with an arithmetic average of (3.58) and standard deviation of (1.02) in high degree.

#### 4. Quality of decision

Table (8) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Quality of decision

Private colleges			Public colleges			Item content	Item No
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.99	3.55	High	1.01	3.52	I participate in strategic decision-making (senior management decisions related with the identification of the main objectives of my college)	.17
High	0.98	3.61	High	0.99	3.58	I participate in tactical decision-making (middle management decisions concerning the means to implement the general objectives such as the division of labor and delegation of authority	.18
High	0.88	3.79	High	0.95	3.72	I participate in routine decision-making (everyday) related to the work	.19
High	0.99	3.59	High	1.00	3.56	I participate in decision-making that have implications and consequences on the most sections of my college	.20
High	0.97	3.64	High	0.98	3.61	I participate in the decisions that have only effects on my division	.21
High	0.56	3.64	High	0.58	3.60	Quality of decision	-21 17

It is obvious from table (8) that the general average of the Quality of decision in public college as a dimension of participation in decision making was high with an arithmetic average of (3.60) and standard deviation of (0.58), item (19) " I participate in routine decision-making (everyday) related to the work " occupied the first rank with an arithmetic average of (3.72) and standard deviation of (0.95), while item (17) " I participate in strategic decision-making (senior management decisions related with the identification of the main objectives of my college)" came in the last rank with an arithmetic average of (3.52) and standard deviation of (1.01) in high degree. while It is obvious from table (8) that the general average of the Quality of decision in private college as a dimension of participation in decision making was high with an arithmetic average of (3.64) and standard deviation of (0.56) ), item (19) " I participate in routine decision-making (everyday) related to the work " occupied the first rank with an arithmetic average of (3.79) and standard deviation of (0.88), while item (17) " I participate in strategic decision-making (senior management decisions related with the identification of the main objectives of my college)" came in the last rank with an arithmetic average of (3.55) and standard deviation of (0.99) in high degree.

Answering the second question: What is level of employee empowerment with its dimensions (delegation of authority, self-motivation, Imitation and simulation, teamwork) among workers in private and public community colleges in Jordan?

Table (9) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of employee empowerment.

Private college				Public colleges				Dimension	Item order
Level	Rank	S.D	Arithmetic Average	Level	Rank	S.D	Arithmetic Average		
High	1	0.51	3.77	High	5	0.59	3.56	Delegation of Authority	26-22
High	4	0.57	3.59	Moderate	6	0.62	3.42	Self motivation	31-27
High	3	0.54	3.72	High	1	0.56	3.62	Imitation and simulation	36-32
High	2	0.54	3.74	High	4	0.57	3.57	Teamwork	41-37
High	-	0.50	3.70	High	-	0.55	3.55	Total average	

It is obvious from table (9) that the general average of the perceptions of the employees in public colleges about participation in the process of empowerment was high with an arithmetic average of 3.55 and standard deviation of 0.55, the dimension of Imitation and simulation came in the first rank with an arithmetic average of 3.62 and standard deviation of 0.56 while the dimension of Self motivation had the last rank with an arithmetic average of 3.42 and standard deviation of 0.62 as indicated in the table. While it is obvious from table (9) that the general average of the perceptions of the employees in private colleges about participation in the process of empowerment was high with an arithmetic average of 3.70 and standard deviation of 0.50, the

dimension of Delegation of authority came in the first rank with an arithmetic average of 3.77 and standard deviation of 0.51 while the dimension of Self motivation had the last rank with an arithmetic average of 3.59 and standard deviation of 0.57 as indicated in the table.

This result interprets that The answers of respondents in public colleges focus on imitation and simulation, which is considered one of the important application of empowerment mechanisms in order to get their work done efficiently and most of them move about imitation and simulation of the behavior of the creators and directors, and their sense of the importance of the work they do in their organizations trying to reach the behavior of the staff who are considered models and highest examples in the work. While this result interprets that the answers of respondents in private colleges focus on Delegation of Authority

The following is a detailed view of the respondents' perceptions of the respondents about the dimensions involving employee empowerment:

1. Delegation of Authority

Private college			Public colleges			Item content	Item No.
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.94	3.86	High	0.92	3.66	Administration give me enough authorities in my college to accomplish my job tasks	22
High	0.92	3.73	High	0.99	3.52	I think that my college administration trust in my abilities to perform tasks delegated to me	23
High	0.89	3.88	Moderate	1.05	3.46	Administration provide me the appropriate flexibility to act toward my tasks	24
High	0.96	3.74	High	0.99	3.55	Faculties shared me the authorities and responsibilities delegated to me	25
High	0.95	3.66	High	1.00	3.59	My managers follow me periodically in the tasks delegated to me	26
High	0.51	3.77	High	0.59	3.56	Delegation of Authority	26-22

It is obvious from table (10) that the general average of the Delegation of Authority in public college as a dimension of employee empowerment was high with an arithmetic average of (3.56) and standard deviation of (0.59), item (22) " Administration give me enough authorities in my college to accomplish my job tasks" occupied the first rank with an arithmetic average of (3.66) and standard deviation of (0.92), while item (24) "Administration provide me the appropriate flexibility to act toward my tasks" came in the last rank with an arithmetic average of (3.46) and standard deviation of (1.05) in moderate degree. While It is obvious that the general average of the Delegation of Authority in private college as a dimension of employee empowerment was high with an arithmetic average of (3.77) and standard deviation of (0.51) item (24) "Administration provide me the appropriate flexibility to act toward my tasks" occupied the first rank with an arithmetic average of (3.88) and standard deviation of (0.89) while item (26) My managers follow me periodically in the tasks delegated to me came in the last rank with an arithmetic average of (3.66) and standard deviation of (0.95) in moderate degree.

## 2. Self motivation

Table (11) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Self motivation

Private college			Public colleges			Item content	Item No.
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.95	3.59	Moderate	1.04	3.40	The Director motivate me to take my personal responsibility	27
High	1.00	3.50	Moderate	1.05	3.36	Rewards system in my college encourages achievement	28
High	0.94	3.63	Moderate	0.95	3.44	I think that the administration of my college appreciates my efforts to work	29
High	0.91	3.67	Moderate	0.99	3.43	The efficiency of workers is considered an important criterion in the promotion system	30
High	0.97	3.56	Moderate	1.01	3.45	I have a motivation to contribute to achieving the goals of my college	31
High	0.57	3.59	Moderate	0.62	3.42	Self motivation	-27 31

It is obvious from table (11) that the general average of the Self motivation in public college as a dimension of employee empowerment was moderate with an arithmetic average of (3.42) and standard deviation of (0.62), item (31) " I have a motivation to contribute to achieving the goals of my college" occupied the first rank with an arithmetic average of (3.45) and standard deviation of (1.01), while item (28) "Rewards system in my college encourages achievement" came in the last rank with an arithmetic average of (3.36) and standard deviation of (1.05) in moderate degree. While the general average of the Self motivation in private college as a dimension of employee empowerment was high degree with an arithmetic average of (3.59) and standard deviation of (0.57), item (30) The efficiency of workers is considered an important criterion in the promotion system occupied the first rank with an arithmetic average of (3.67) and standard deviation of (0.91), while item (28) "Rewards system in my college encourages achievement" came in the last rank with an arithmetic average of (3.50) and standard deviation of (1.00) in moderate degree.

## 3. Imitation and simulation

Table (12) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Imitation and simulation

Private college			Public colleges			Item content	Item No.
Level	S.D	Arithmetic Average	Level	S.D	Arithmetic Average		
High	0.93	3.76	High	0.94	3.69	I imitate the behavior of some skilled heads in my college	32
High	0.96	3.63	High	0.95	3.65	I imitate the behavior of some of my distinguished colleagues at work	33
High	0.92	3.69	High	0.96	3.61	Simulation of the behavior of the distinguished helps me to develop some of the skills necessary to work	34
High	0.91	3.81	High	0.99	3.51	Tradition helps me to change the style of some of the negative behaviors at work	35
High	0.54	3.72	High	0.56	3.62	Imitation and simulation	-32 35

It is obvious from table (12) that the general average of the Imitation and simulation in public college as a dimension of employee empowerment was high with an arithmetic average of (3.62) and standard deviation of (0.56), item (32) " I imitate the behavior of some skilled heads in my college " occupied the first rank with an arithmetic average of (3.69) and standard deviation of (0.94), while item (35) " Tradition helps me to change the style of some of the negative behaviors at work " came in the last rank with an arithmetic average of (3.51) and standard deviation of (0.99) in high degree. While the general average of the Imitation and simulation in private college as a dimension of employee empowerment was high with an arithmetic average of (3.72) and standard deviation of (0.54) item (35) " Tradition helps me to change the style of some of the negative behaviors at work "" occupied the first rank with an arithmetic average of (3.81) and standard deviation of (0.91) ), while item (33) I imitate the behavior of some of my distinguished colleagues at work" came in the last rank with an arithmetic average of (3.63) and standard deviation of (0.96) in high degree.

#### 4. Teamwork

Table (13) Arithmetic Averages and Standard Deviations of the Answers of individuals of the sample on the items of the dimension of Teamwork

Level	Private college		Level	Public colleges		Item content	Item No.
	S.D	Arithmetic Average		S.D	Arithmetic Average		
High	0.99	3.61	High	1.00	3.57	My work requires cooperation with colleagues	36
High	0.95	3.74	High	0.99	3.63	My college supports work teams and emphasizes the importance of their role	37
High	0.95	3.86	High	1.05	3.52	Administration in my college grants greater freedom to work teams to express their views	38
High	0.98	3.67	High	1.00	3.59	Administration in my college focuses on team performance rather than individual performance	39
High	0.91	3.82	High	1.04	3.54	My college performs the most decisions taken by the work teams	40
High	0.54	3.74	High	0.57	3.57	Teamwork	40-36

It is obvious from table (13) that the general average of the Teamwork in public college as a dimension of employee empowerment was high with an arithmetic average of (3.57) and standard deviation of (0.57), item (37) " My college supports work teams and emphasizes the importance of their role " occupied the first rank with an arithmetic average of (3.63) and standard deviation of (0.99), while item (38) " Administration in my college grants greater freedom to work teams to express their views " came in the last rank with an arithmetic average of(3.52) and standard deviation of (1.05) in high degree. While the general average of the Teamwork in private college as a dimension of employee empowerment was high with an arithmetic average of (3.74) and standard deviation of (0.54),, item (38) Administration in my college grants greater freedom to work teams to express their views occupied the first rank with an arithmetic average of (3.86) and standard deviation of (0.95), while item(36) My work requires cooperation with colleagues " came in the last rank with an arithmetic average of(3.61) and standard deviation of (0.99) in high degree.

#### 4.2 Testing study hypotheses

First Main Hypothesis: There is no statistically significant impact of participation in decision making with its dimensions (nature of the work, participatory methods, degrees of participation, the quality of decisions,) in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ ).

In order to apply regression analysis to test the first main hypothesis, some tests were performed to ensure the suitability of data to the assumptions of regression analysis as follows:

1) It was ascertained there is no Multi-collinearity between the independent variables through Variance Inflation Factor (VIF) and Tolerance test for each variable of the independent variables of the study. It was also ascertained that the data follow a normal distribution. We noted that the value of (VIF) for all variables were less than (10) and ranging (1.39- 1.63), also we noted that the value of the allowable variance "Tolerance" for all variables were greater than (0.05) and between (0.61-0.72) therefore we can say that there is no real problem with the existence of a high correlation between the independent variables. This is an indication of the lack of a high correlation between the independent variables (Multicollinearity). The results also indicated that the data follow a normal distribution, where the Skewness coefficients values are very few did not exceed the upper limit (0.53)..

Table (14) Variance Inflation Factor test, Allowable variance test and Skewness test

Skewness	Variance Inflation Factor (VIF)	Allowable variance (Tolerance)	Variables
0.22-	1.39	0.72	Nature of work
0.53-	1.63	0.61	Participatory methods
0.21-	1.59	0.63	Degrees of participation
0.34	1.39	0.69	Quality of decisions

2. it was ascertained that the model is valid for testing the study hypothesis, table (15) illustrates that:

Significance level of F	Calculated F	Mean of squares	Sum of squares	Determination coefficient R2	Degree of freedom	Source
0.000	*151.24	11.50	170.69	0.61	(411, 6)	Regression
		0.277	109.66			Error
			280.35			Total

\*statistically significant at ( $\alpha \leq 0.05$ )

Table (15) illustrate the validity of the testing model of the first main hypothesis, due to the high value of calculated F over its tabulated value at ( $\alpha \leq 0.05$ ) where F calculated equals (151.24), and

the significance level of F equals (0.000) , as the dimension of the participation in decision making (nature of work, participatory methods, degrees of participation, quality of decisions) interpret about (61%)of the variance in the employee empowerment of the workers in Jordanian private and public community colleges. All of that emphasize the role of the participation in decision making and impact in interpreting the variance in employee empowerment of the workers in Jordanian private and public community colleges, based on that we can test the first main hypothesis

Table (16) results of multiple regression test of the impact of the independent variables in employee empowerment of the workers in Jordanian public community colleges

Sig.	Calculated T	Beta	Standard error	B	Independent variables
0.000	*5.54	0.17	0.014	0.08	Nature of work
0.000	*13.46	0.40	0.015	0.20	Participatory methods
0.000	*4.52	0.15	0.014	0.07	Degrees of participation
0.000	*4.41	0.14	0.017	0.06	Quality of decisions

\*statistically significant at ( $\alpha \leq 0.05$ )

First sub-hypothesis: There is no statistically significant impact of the nature of work as a dimension of participation in decision making in employee empowerment in Jordanian public community colleges at ( $\alpha \leq 0.05$ ).

It is evident from the statistical results table (16), and from the follow-up of (Beta) coefficient, and test that the dimension of the nature of work is statistically significant in employee empowerment among the workers in Jordanian public community colleges, in terms of (Beta) coefficient for this variable as shown in the table (16). The value of (t) is equal to (5.54) with statistical significance ( $\alpha = 0.000$ ) which is statistically significant at the level of significance ( $\alpha \leq 0.05$ ). It implies rejection of the null hypothesis, which states that "There is no statistically significant impact of the nature of work as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ )."

Second sub-hypothesis: There is no statistically significant impact of the participatory methods as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ ).

It is evident from the statistical results table (16), and from the follow-up of (Beta) coefficient, and test (t) that the dimension of the participatory methods is statistically significant in employee empowerment among the workers in Jordanian public community colleges, in terms of (Beta) coefficient for this variable as shown in the table (16). The value of (t) is equal to (13.46) with statistical significance ( $\alpha = 0.000$ ) which is statistically significant at the level of significance ( $\alpha \leq 0.05$ ). It implies rejection of the null hypothesis, which states that "There is no statistically significant impact of the participatory methods as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ )."

Third sub-hypothesis: There is no statistically significant impact of the degrees of participation as a dimension of participation in decision making in employee empowerment in Jordanian public community colleges at ( $\alpha \leq 0.05$ ).

It is evident from the statistical results table (16), and from the follow-up of (Beta) coefficient, and tes (t) that the dimension of the degrees of participation is statistically significant in employee empowerment among the workers in Jordanian private and public community colleges, in terms of (Beta) coefficient for this variable as shown in the table (16). The value of (t) is equal to (4.52) with statistical significance ( $\alpha = 0.000$ ) which is

statistically significant at the level of significance ( $\alpha \leq 0.05$ ). It implies rejection of the null hypothesis, which states that there is no statistically significant impact of the degrees of participation as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ )."

Fourth sub-hypothesis: There is no statistically significant impact of the quality of decisions as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ ).

It is evident from the statistical results table (16), and from the follow-up of (Beta) coefficient, and test (t) that the dimension of the quality of decisions is statistically significant in employee empowerment among the workers in Jordanian public community colleges, in terms of (Beta) coefficient for this variable as shown in the table (16). The value of (t) is equal to (4.41) with statistical significance ( $\alpha = 0.000$ ) which is statistically significant at the level of significance ( $\alpha \leq 0.05$ ). It implies rejection of the null hypothesis, which states that "There is no statistically significant impact of the quality of decisions as a dimension of participation in decision making in employee empowerment in Jordanian private and public community colleges at ( $\alpha \leq 0.05$ )."

The results of performing stepwise multiple regressions analysis to determine the importance of each independent variable in contribution to the mathematical model that represents the impact of the dimensions of participation in decision making (nature of work, participatory methods, degree of participation, and quality of decisions) in employee empowerment of the workers in Jordanian private and public community colleges, are represented in table (17).

Table (17) the results of Stepwise Multiple Regression to predict employee empowerment through the dimensions of participation in decision making as independent variables

Sig.	Calculated T	R2	Order of entry of the independent variables in the forecasting equation
0.000	*14.89	%34	Participatory methods
0.000	*8.02	%55	Nature of work
0.000	*6.55	%59	Degrees of participation
0.000	*5.36	%60	Quality of decision

\*statistically significant at ( $\alpha \leq 0.05$ )

Data contained in Table No. (17) indicates that the dimension (participatory methods) has ranked first and explained about (34%) of the variance in the dependent variable, followed after the dimension of the nature of the work and interpreted with the dimension of participating methods (55%) of the variance in the dependent variable, then entered the third dimension degrees of participation as it interpreted with the former two variables about (59%) of the variance in the dependent variable, then entered fourth the dimension of the quality of decisions as it interpreted with previous variables about (60%) of the variance in the dependent variable employee empowerment among the workers in private and public community colleges in Jordan.

### 4.3 Discussion of results

1. The results showed that the overall average for the perceptions of employees in public colleges to participate in the decision-making process was highly, and the dimension (degrees of participation) has occupied the first rank, while the dimension (participatory methods) ranked last among the items of this dimension. While. The results showed that the overall average for the perceptions of employees in private colleges to participate in the decision-making process was highly, and the dimension (degrees of participation) has occupied the first rank, while the dimension (participatory methods) ranked last among the items of this dimension >

It could be noted that the existence of a general trend among senior management in private and public colleges of the importance of the participation of workers in decision-making because of its positive impact on staff satisfaction and job performance. This result indicates the faith of senior management in the maturity and the ability of subordinates to take responsibility which in turn creates a creative and proactive spirit in the subordinates for the completion of and commitment to work.

2. The results showed that the overall average for the perceptions of employees in public colleges about employee empowerment came highly; the dimension (imitation and simulation) has occupied the first place whereas the dimension (self-motivation) ranked last among the items of this dimension as indicated in (Table 9), and self-motivation came, finally in the public colleges, this is a concrete and sensed result among workers and employees in general, who are involved mostly in dissatisfaction about the bonuses, salaries and wages, since it does not fit with the efforts in the work, and does not also fits in the coverage of social life in accordance with the requirements of the difficult living conditions. While private college colleges about employee empowerment came highly, the dimension of Delegation of Authority came in the first rank while the dimension of Self motivation had the last rank.

3. The results indicated the validity of the model to test the first main hypothesis of the study, due to the high calculated value of (F) over the tabulated value for the level of significance ( $\alpha \leq 0.05$ ), where (F) calculated



equals (151.24), and the level of significance of (F) reached (0.000). The dimension (participatory methods) has ranked first and explained about (34%) of the variance in the dependent variable, followed by the dimension nature of the work and interpreted with the dimension participatory methods (55%) of the variance in the dependent variable, then entered the third dimension degrees of participation and it interpreted with the former two variables about (59%) of the variance in the dependent variable, finally entered the fourth dimension the quality of decisions where it interpreted with the previous variables about (60%) of the variance in the dependent variable (the employee empowerment of employees in the private and public community colleges in Jordan).

This result, indicates that there is a general belief among members of the middle management in public colleges about the importance of participation in decision-making with its various methods according to the nature of the work of the staff and its various degrees, as this has a reflection on job performance and organizational loyalty, thus forming a moral incentive in front of them, towards development and self-assertion, which in turn leads to a high level of job empowerment, and their ability to make decisions and take on responsibilities which creates in them self-censorship in the completion of their work. This result is consistent with the study of Lane (1999) that indicated the institutional commitment in private and public institutions and the clarity of the role and participation in decision-making leads to psychological empowerment

#### 4.4 Recommendations

In light of the results of the study, a set of recommendations could be provided aimed at identifying the extent of participation of workers in decision-making and its impact on job empowerment, and these recommendations are:

1. Promote techniques and methods of participation in decision-making among workers in public colleges of various kinds, which could lead to an increase in their abilities and skills and because of its positive impact on their personality, and the increase of self-growth, through the organization of training courses to develop the skills of workers, and to provide a sense of security and a sense of stability reflected positively on the level of job empowerment
2. The results showed that the level of self-motivation among workers in public colleges is low so it is necessary to direct administration to motivate employees to work be self-directed and securing all the necessary requirements that help it
3. Work to strengthen the dimensions of participation in decision-making and employee empowerment, through the creation of database of information systems, able to provide management with the necessary quantitative and qualitative information in a timely and appropriate format, and at all administrative levels.
4. Since this study did not cover all dimensions as it kept an open area to other future studies dealing with new dimensions related variables of the study (such as organizational change, knowledge, and information technology management, transformational leadership, and overall quality), and other topics related to the work of employees in private and public colleges.

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