

# THE IMPACT OF ORGANIZATIONAL EMPOWERMENT PRACTICES AND LEARNING ORGANIZATION ON FIRM PERFORMANCE

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## Abstract

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Organizations adapt and implement different strategies and practices in order to improve and enhance its performance and competitiveness in the marketplace. This study investigates the impact of organizational empowerment practices and learning organization on organizational performance of Abu Dhabi National Oil Company (ADNOC) in the UAE. The study contributes to the knowledge by investigating empirical data about organizational empowerment practices, learning organization, and organizational performance and elaborating it in the context of the oil industry in the UAE. The study adopted the quantitative approach and explored participants from different managerial levels. A total number of 212 valid questionnaires were used for analysis. Further, appropriate statistical tests were used to examine the model validation and hypotheses verification. The literature findings suggest that organization performance and organizational commitment increase as the organization invests in training its employees. The study concluded that an increase in communication, rewards, stimulus culture, and sharing of vision among managers, supervisors, or mid-managers could positively impact the performance of ADNOC.

**Keywords:** Organizational Empowerment Practices, Learning Organization, Organizational Performance

**Authors' individual contribution:** Conceptualization — H.M.A. and M.T.A.; Methodology — M.T.A.; Formal Analysis — H.M.A.; Investigation — K.M.K.A.; Resources — T.M.G.; Writing — K.A.

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## 1. INTRODUCTION

Organizations learn and build their mind organizational to be more competitive and perform in a better way, they build the learning from

the collective individual knowledge. Organizations seeking different tools and strategies such as organizational empowerment practices or learning organization hoping in improving their performance. Consequently, improving overall organizational

performance at large with its employees' performance by applying empowerment practices and organizational learning. However, if the employees are not satisfied at the workplace and are not inspired or motivated to comprehensive responsibilities, it might not be possible to achieve higher performance and fulfill the desired goals and objectives of the organization successfully. In simple words, if organizations are looking forward to enhancing the performance of their employees, they should focus on enhancing communication between all levels of employees where they share the vision and actions of the organization. In the same manner, a study by Salah (2016) stated there should be a standardized reward system where the efforts of employees are not only recognized but also appreciated by the management and organizational members.

The stimulus culture also supports building a higher level of performance among employees. This research carried forward an empirical investigation through model validation and hypotheses verification. The organizations in general, as well as scholars, will be intrigued by the quality of discussions over the relationship among the organizational empowerment practices, learning organization, and organizational performance, while the study findings were designed to guide the organizations and researchers for better performance which were revealed at the end. A deep dive into contemporary and seminal literature suggests that in most organizations, as well as industries, both employee performance and organizational commitment increase when organizations show signs of investment in training and development activities for their employees. More focus has been made on Abu Dhabi National Oil Company (ADNOC), the UAE, on which the study construct the model and designed its measurement strategy. This study would help both the ADNOC, the UAE, as well as similar organizations, in strategizing the enhancement and improvement of their performance and encouraging their employees through giving more attention to certain empowerment practices and learning organizations techniques.

The paper is structured as follows. The relevant literature is reviewed in Section 2. Section 3 analyzes the research methodology that has been used to conduct the empirical analysis to evaluate the impact of organizational empowerment practices and learning organization on firm performance. Section 4 presents the results of the study. The discussion of the findings is elaborated in Section 5. The final Section 6 includes a conclusion that contains limitations, practical implications, and future recommendations.

## 2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

For several decades, researchers in the fields of management and organization have extensively examined the impact of leadership on work-related attitudes and behaviors. Researchers have studied many variables like employees' empowerment and commitment, organization learning and organizations' policies that impact attitudes and behaviors. Prathiba (2016) found that empowerment

is viewed as a resource to motivate employees for their growth and progress and established that the four main issues of empowerment are organizational, individual, stimulus, and appreciation oriented. Prathiba (2016) argues that commitment is usually said to grow gradually and steadily over time, and it is not an instant answer to stimuli (Mehmood, 2021). Therefore, commitment rises when one feels constructive and satisfied with the business.

Employee empowerment is about giving workers a specific level of independence and obligation regarding basic leadership with respect to their particular authoritative undertakings (Khuong & Hoang, 2015). It enables choices to be made at the lower dimensions of an association where workers have a unique perspective on issues confronting them. Empowerment plays an important role in the improvement of organizational performance (García-Juan et al., 2019). Many researchers studied the impact of employee empowerment and successful management influence on the performance of any business (Alzoubi, 2021; Osei & Ackah, 2015). All types of businesses are aware of the huge advantage that they might get as a result of having a successful operational and effective workforce, they found that empowerment and a competent workforce are crucial aspects if organizations are to continue in this dynamic market situation.

### 2.1. The relationship between organizational empowerment practices and organizational performance

Organizational performance is demanded by organizations of contemporary times. Empowerment is one of the key contributors to enhanced performance and success (Seibert et al., 2006; Spreitzer, 1995a). The empirical works of Liden et al. (2000), Spreitzer (1995b), and Spreitzer et al. (1997) support a positive relationship between work-related outcomes and employee empowerment. The concept of organizational empowerment practices has been a topic of research for many decades. In spite of significant attention on empowerment within organizations and researchers, there is no befitting definition and measurement scale for empowerment (Demircioglu, 2016).

The first perspective views it as a psychological state of mind which is at the micro (individual) level of empowerment (Seibert et al., 2011; Spreitzer et al., 1997). The other perspective, however, believes in a set of practices that managers deploy in order to provide resources and authority to employees in order to enhance organizational performance, which is more of a macro approach, focusing on organizational empowerment (Fernandez & Moldogaziev, 2015; Hassan et al., 2016; Kim & Fernandez, 2017).

Seibert et al. (2011) explain empowerment as a positive tool for enhancing the decision-making abilities of employees within organizations. Further, Kim and Fernandez (2017) explain that empowerment enables employees to get the right responsibilities and supports them with enhanced abilities. The studies on empowerment date back to the 1930s but recently, since the 1980s, the efforts to understand policy building and practices of

empowerment have been heightened within organizations (Fernandez & Moldogaziev, 2013; Kim & Fernandez, 2017). Looking at the role of empowerment, it is said that it can enhance employee satisfaction and commitment, as well as consumer satisfaction (Demircioglu, 2016). Martin and Bush (2006) added that employee empowerment enhances organizational performance and customer-focused sales.

For better organizational performance, Fernandez and Moldogaziev (2013) posit that managers should support employees with information pertaining to gaps in job-related knowledge, skills, and practices that enhance their performance, thus highlighting the vitality and value of communication in employee empowerment (Al Hajji, 2009). Employee empowerment can be enhanced by providing power, authority, and incentives (Demircioglu, 2016), especially to employees who deal with customers.

Extremely interesting research within a range of organizations by Fernandez and Moldogaziev (2013) has helped us focus on three crucial organizational practices related to employee empowerment, namely information sharing, autonomy through boundaries, and team accountability (Alnazer et al., 2017). Information sharing can support employee empowerment by letting employees know about costs, financial information, and some internal sensitive information related to quality and productivity, which promotes communication and a sense of transparency among employees.

The second factor is autonomy which refers to freedom in actions and work processes. It supports building clear goals and vision for employees in the organization, thus, making them feel empowered and responsible towards the achievement of organizational performance. Thirdly, team accountability is about giving decision-making authority and accountability for achievement to the team so as to positively impact employee empowerment (Mehmood et al., 2019). Thus, Fernandez and Moldogaziev (2013) have supported building a superior understanding of organizational level of employee empowerment and supported the hypotheses building for this research.

Mutonyi et al. (2020) inform that empowerment supports organizations with several benefits, including support, decentralization, autonomy in work tasks, and employee human resource development. D'Innocenzo et al. (2016) elicited empowerment practices in the healthcare sector. Slåtten and Mehmetoglu (2011) elicit the effects of empowering leadership on frontline service employees in the hospitality sector. Seibert et al. (2004) also found that work satisfaction and work effectiveness are strongly related. Based on the above review, we can develop the following hypothesis:

*H1: Organizational empowerment practices are positively related to organizational performance.*

### 2.1.1. Autonomy

Suggestive work by Hofmann and Stetzer (1996) informs that there is a relationship between employee attitudes and behaviors and organizational climate perceptions. Seibert et al. (2004) explained the relevance of studying autonomy in employee empowerment and indicated that "autonomy through boundaries" can be used by employees

through requisite vision, mission, and goals. So, when an organization sets up goals, roles, and procedures for employees, the latter develop a positive attitude and feel empowered at work (Ferrante & Rousseau, 2001). Thus, the following sub-hypothesis has been designed:

*H1a: Autonomy is positively related to organizational performance.*

### 2.1.2. Communication

Communication with colleagues and supervisors is an important antecedent of psychological empowerment. This finding falls in line with the contextual factors of Spreitzer's (1995b) four psychological empowerment dimensions that are positively related to organizational performance.

*H1b: Communication is positively related to organizational performance.*

### 2.1.3. Training

Peccei and Rosenthal (2001) evaluated the value and significance of training as an intervention in enhancing psychological empowerment. This is an important aspect as psychological empowerment results in improved customer service by employees.

*H1c: Training is positively related to organizational performance.*

### 2.1.4. Rewards

Rewards are a vital part of organizational characteristics resulting from psychological empowerment (Spreitzer, 1995a). Spreitzer (1995a) did considerable research by developing and validating a measure for psychological empowerment. Spreitzer (1995a) concluded that both personal characteristics and organizational characteristics increased the psychological empowerment of individuals.

*H1d: Rewards are positively related to organizational performance.*

### 2.1.5. Organizational culture stimulus

Burke et al. (2015) mention that organizational cultures have been studied in a variety of manners. Organizational culture stimulus plays a significant role in enhancing the level of organizational performance along with improved individual performance. Spreitzer (1995a) also supported that a participative organizational culture leads to higher levels of psychological empowerment.

*H1e: Organizational culture stimulus is positively related to organizational performance.*

## 2.2. The relationship between learning organization and organizational performance

It has been found that learning at different organizational levels (executive level, middle level, operational level, etc.) positively affects organizational performance. Moreover, learning organization at both stages either individual or group level could contribute to organizational performance (Vij & Farooq, 2015). The learning organization paradigm helps in developing case-specific results, including

the degree to which errors were reduced. This approach has been used to investigate learning aspects and their interactions with other organizational performance metrics. They reveal signs of logical consistency and construct reliability of the learning organization's importance. Although complications can occur because the multidimensional nature is the only way to differentiate between learning organization and organizational performances. Based on the above review, we can develop the following hypothesis:

*H2: Learning organization is positively related to organizational performance.*

### *2.2.1. Relationship of commitment to learning with organizational performance*

According to the literature, there is a link between organizational learning, organizational commitment, work engagement, and performance outcomes (Cesário & Chambel, 2017). However, it is clear that the comprehensive correlations between factors such as organizational learning, organizational commitment, work engagement, and performance outcomes have still been under research focus (Ali et al., 2021). As a result, it has been explored that the association between the mentioned factors positively impacts organizational commitment, work engagement, as well as performance, organizational commitment is connected with organizational learning and showed a significantly favorable impact on job satisfaction and work efficacy (Rose et al., 2009). The link between organizational commitment and job satisfaction is positively considered towards work performance, and these aspects manage the connection between work performance and organizational learning to some extent (Rose et al., 2009). Based on the above review, we can develop the following sub-hypothesis:

*H2a: Commitment to learning is positively related to organizational performance.*

### *2.2.2. Relationship between shared vision and organizational performance*

The shared vision is the response to the question of what workers believe about their organization, and what we want to create — it is about workers' representations. Personal visions are images and representations that people have in their heads, while shared vision is the common vision that workers have in their minds. Muhammed and Zaim (2020) assume that shared vision is a method that coworkers create and develop for organizational empowerment and enhanced performance.

Based on the above review, we can develop the following sub-hypothesis:

*H2b: Shared vision is positively related to organizational performance.*

### *2.2.3. Relationship between open-mindedness and organizational performance*

Open-mindedness is a crucial organizational component that is theoretically and practically relevant because it is a bridge between personal and professional behavior that is intrinsic to organizational performance (Bachkirov, 2019).

Employees' open-mindedness impacts organizational and psychological processes within an organization, such as communication, judgment, conflict resolution, inspiration, work satisfaction, and organizational welfare. As a result, organizational efficiency and production improve exponentially (Yoshikawa & Hu, 2017). A successful organizational atmosphere has several advantages which can only be achieved with smart decision-making made by efficient management. Direct advantages include better utilization of organizational resources, increased productivity, decreased absences, frequency of accidents, and professional illnesses (Hernández-Mogollon et al., 2010). While indirect advantages include a reduction in healthcare and social care expenditures and improved fitness of workers for longer periods.

Based on the above review, we can develop the following sub-hypothesis:

*H2c: Open-mindedness is positively related to organizational performance.*

### *2.2.4. Relationship between intra-organizational knowledge sharing and organizational performance*

Employees' involvement in knowledge-sharing actions with their colleagues and their management's role clarity have a beneficial impact on an organization's knowledge aspect which can then help enhance an organization's innovativeness and, inevitably, its financial results. One of the important factors in support of leadership to the employees as it encourages participation in the knowledge-sharing process with colleagues and teammates.

Based on the above review, we can develop the following sub-hypothesis:

*H2d: Intra-organizational knowledge sharing is positively related to organizational performance.*

## **2.3. Organizational empowerment and learning organization effect on performance**

Studies suggest that empowerment practices and learning organization impact performance because, in an empowered environment, employees exhibit improved job performance (Zafar-Ul-Haq et al., 2012). Besides, a higher level of job satisfaction and commitment has been identified within organizations that advocates shared vision and learning organization structure. Furthermore, when employees are given the freedom to express their ideas freely, they tend to innovate and produce exceptional quality of work which ultimately helps in the overall growth of the organization. Mishra and Bhaskar (2010) state that the role of top hierarchy and management is crucial in this regard as they have the authority to either encourage a centralized workplace design that is rigid or promote a more decentralized structure where the learning environment is encouraged. Employees working under open-minded managers share their vision without hesitation which is more creative to meet the competitive advantage over other organizations. Based on the above review, we can develop the following hypothesis:

*H3: Organizational empowerment practices and learning organization collectively are positively related to organizational performance.*

**2.4. Statement of the problem**

ADNOC is one of the world’s important energy manufacturers and the main promoter of Abu Dhabi’s growth. ADNOC has a total of 17 distribution branches, approximately 400 stations, and more than 55,000 employees in the UAE.

ADNOC is a leading oil company in the UAE and the region. It even plays a significant role in producing and trading oil and gas items in global trade. Therefore, it is attractive for any research to determine the key functions of success in this huge company. This tremendous growth led to huge responsibilities and needs for high-quality management, which requires investigating the impact of employee empowerment, and the learning organization which would enhance the performance of ADNOC.

**3. RESEARCH METHODOLOGY**

**3.1. The research construct**

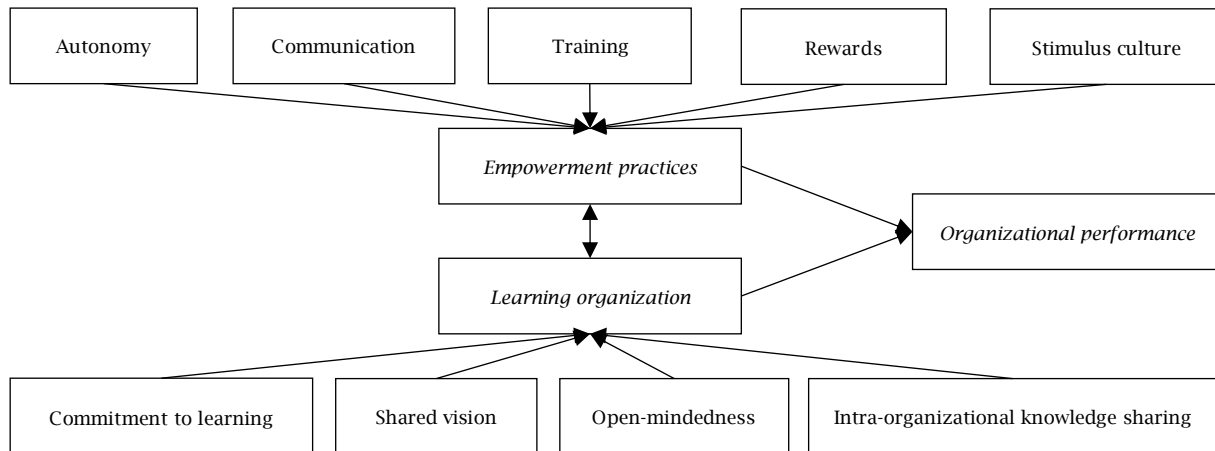
The research analysis focuses on three variables that are proposed to be connecting with each other. *Empowerment practices* and *Learning organization* are collectively considered to be the independent variable. At the same time, the dependent variable is *Organizational performance*.

Each construct is elaborated with its dimension’s code and question codes used to do statistical analysis in Table 1.

**Table 1.** The construct of the research

Variable	Dimension	Code	Questions code
Empowerment practices	Autonomy	AUT	AUT1/AUT2/AUT3
	Communication	COM	COM1/COM2/COM3
	Training	TRN	TRN1/TRN2/TRN3
	Rewards	RWD	RWD1/RWD2/RWD3
	Stimulus culture	STM	STM1/STM2/STM3
Learning organization	Commitment to learning	CMT	CMT1/CMT2/CMT3
	Shared vision	SHR	SHR1/SHR2/SHR3
	Open-mindedness	MIN	MIN1/MIN2/MIN3
	Intra-organizational knowledge sharing	KNW	KNW1/KNW2/KNW3
Organizational performance	Performance	PRM	PRM1/PRM2/PRM3/PRM4/PRM5

**Figure 1.** Research model proposition



**3.2. Research design**

The researchers have considered the positivism research philosophy for this study. Since positivism philosophy is considered to conduct the research effectively, this deals with various models, background information, and theories related to the topic. The research followed the quantitative approach as data has been collected empirically. Statistical tools have been used to analyze the structured survey to prove the model validation. The methodology followed the deductive approach since we aim to expand the knowledge about the research variables by utilizing all opportunities and incorporating new models and theories that are completely related to the research topic. The researchers have considered the descriptive and

explanatory research design. On the other hand, the research strategy will be the correlational/causal strategy because we attempt to establish cause-effect relationships among the variables. A questionnaire has been designed in the English language on a 5-point Likert scale to measure the variables and dimensions of the research. The questionnaire consists of four sections. The first section is for demographic attributes. The second is to measure the dimensions of the *Empowerment practices*. The third section measures the dimensions of *Organizational learning*. The fourth section measures the *Organizational performance* through a number of related questions. A qualitative research design could be an alternative method that would be suitable for conducting this research, through using interviews.

### 3.3. Research population and sample

The population of the research is all ADNOC companies in the UAE. ADNOC has 17 subsidiary companies and more than 400 stations throughout the UAE (www.adnoc.ae). The population for this study was all employees working in ADNOC, the UAE. Therefore, a cluster sampling technique was used by selecting respondents from the specific department of the company branches. The unit of analysis was participants as top managers, middle managers, and technicians, which are around 1247 participants. The survey was sent to all participants by email. Two hundred and twelve (212)

valid questionnaires were returned and used for analysis.

## 4. RESULTS

### 4.1. Sample description

This sub-section explains the frequency and percentage of demographics of participants for the research.

In order to check the reliability of the data, the reliability test is performed that illustrates Cronbach's alpha and the number of items (Table 2).

**Table 2.** Reliability of the measures of the study (N = 212)

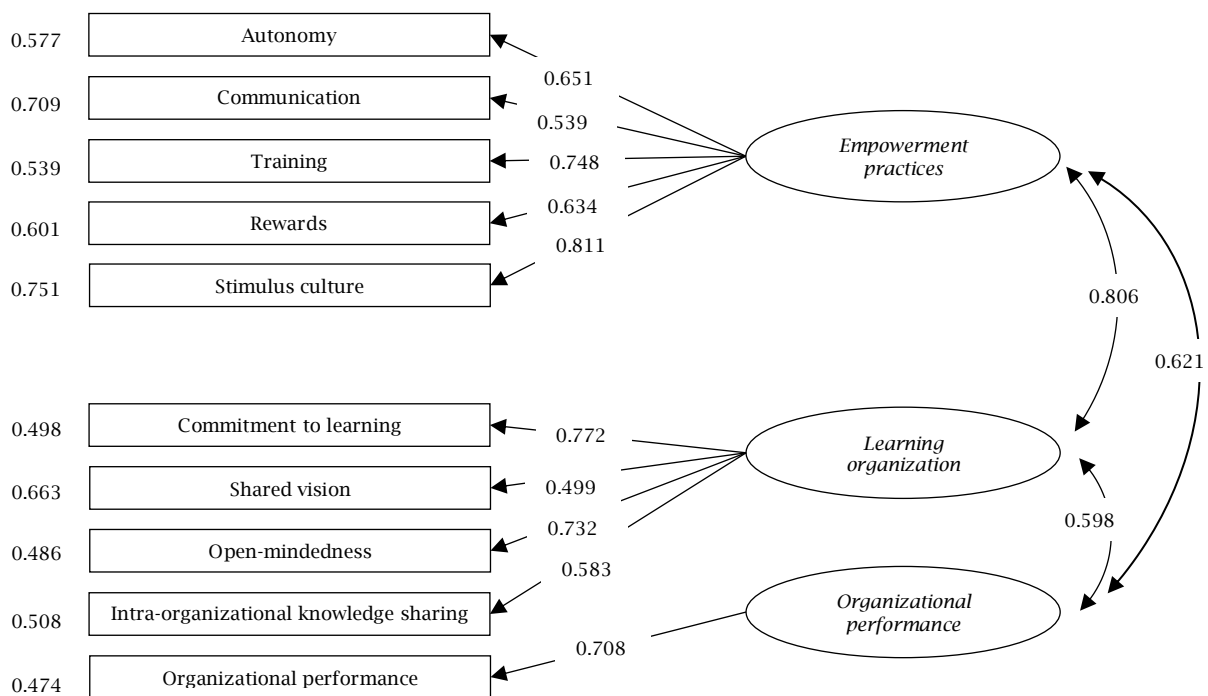
Measures	Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
Empowerment practices	0.814	0.838	15
Learning organization	0.742	0.765	12
Organizational performance	0.674	0.675	5

The above table shows psychometric properties: reliability checks of the measures of the study. According to the above table results, Cronbach's alpha value ranged from 0.81 to 0.67, which described that the *Empowerment practices* have high internal consistency. Similarly, Cronbach's alpha value of *Learning organization* is observed at 0.74, and the measure of *Organizational*

*performance* given reliability value at 0.67 for this study.

Moreover, in Figure 2, the values of the exploratory factor analysis (EFA) model are presented. The path diagram expression presented the revised EFA. The values of factor loadings for each item ranged from 0.486 to 0.811.

**Figure 2.** Exploratory factor analysis (EFA) model



### 4.2. Hypotheses testing

This sub-section describes the results of the main hypothesis of the research following co-relation and regression analysis.

The basic purpose of this sub-section was to describe the frequency and percentage of participant

demographics, i.e., age, gender, position, age, and experience of participants of this research. The results of the descriptive analysis are given as well.

The demographic data of participants is analysed with a frequency test to identify each unique group of the specified participant in Table 3.

The frequencies and percentages of the demographic variables of the consumers are given in Table 3. According to the results of this table, 6 participants were females and 206 were males. The frequency of the age group of the participants below 30 years was 28; 42 is a number of participants belonging to the age group of 30–40 years, 63 were marked in the age group of 40–50 years, and 79 participants were above

50 years old. On the other hand, determining the experience of the participants, it was shown that 88 participants had less than 5 years of working experience, 71 had 5–14 years of work experience, 42 had 15–20 years of work experience, and just 11 of the total participants reported more than 20 years of work experience. In the same way, 62 participants were supervisors, 82 were middle managers, and 68 participants were managers.

**Table 3.** Demographic variables analysis of participants of the research

Item	Frequency	Percent	Valid percent	Cumulative percent
<i>Gender</i>				
Male	206	97.2	97.2	100.0
Female	6	2.8	2.8	2.8
Total	212	100.0	100.0	
<i>Position</i>				
Supervisor	62	29.2	29.2	29.2
Middle manager	82	38.7	38.7	67.9
Manager	68	32.1	32.1	100.0
Total				
<i>Age</i>				
Below 30 years old	28	13.2	13.2	13.2
30 to 40 years old	42	19.8	19.8	33.0
40 to 50 years old	63	29.7	29.7	62.7
Above 50 years old	79	37.3	37.3	100.0
Total	212	100.0	100.0	
<i>Experience</i>				
Below 5 years	88	41.5	41.5	41.5
5–14 years	71	33.5	33.5	75.0
15–20 years	42	19.8	19.8	94.8
Above 20 years	11	5.2	5.2	100.0
Total	212	100.0	100.0	

#### 4.3. Testing of research hypotheses

*Correlation analysis:* Correlation analysis was involved in testing all research hypotheses. The statistical technique which is used to determine the relationship between two or more variables is known as correlation analysis. Correlation analysis also determines the relationship as positive or negative. If the value of two variables moves in the same direction, i.e., both are increasing, or both are decreasing, then the correlation is said to be a positive correlation. While, if the value of two

variables is moving in the opposite direction, i.e., one variable is increasing followed by decreasing variable, its correlation can be negative (Gogtay & Thatte, 2017). Thus, the results of this analysis (for *H1*) are given as follows.

Descriptive statistics were assessed in order to get the mean and standard deviation values of the data in Table 4.

A statistical measure correlation analysis identifies each construct relationship if it is negative, moderate, or positive (Table 5).

**Table 4.** Descriptive statistics of organizational empowerment

Item	Mean	Std. deviation	N
Autonomy	8.30	3.328	212
Training	8.43	2.755	212
Communication	5.32	2.047	212
Rewards	5.68	2.264	212
Stimulus culture	6.12	2.393	212
Empowerment practices	33.85	8.873	212

**Table 5.** Correlation analysis between organizational empowerment dimensions and performance

Measures	Autonomy	Training	Communication	Rewards	Stimulus culture	Empowerment practices	Organizational performance
<i>Autonomy</i>	-	0.474**	0.294**	0.293**	0.172*	0.711**	0.378**
<i>Training</i>	-	-	0.229**	0.309**	0.282**	0.696**	0.441**
<i>Communication</i>	-	-	-	0.437**	0.403**	0.632**	0.200**
<i>Rewards</i>	-	-	-	-	0.647**	0.736**	0.304**
<i>Stimulus culture</i>	-	-	-	-	-	0.680**	0.243**
<i>Empowerment practices</i>	-	-	-	-	-	-	0.468**
<i>Organizational performance</i>	-	-	-	-	-	-	-

Note: \*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).

Table 4 describes the mean and standard deviation for correlation analysis between research variables. The results of the table suggested the use of a correlation coefficient in order to determine if there is a correlation existing between a dependent variable and independent variables (Miller, 2021). According to the correlation analysis given in Table 5, it was revealed that empowerment practices and their sub-factor, like autonomy, is significantly associated with the performance of the employees such as supervisors, manager, and mid-manager working in ADNOC. The results showed that training and communication among employees are positively and significantly associated with the worker's performance, which means that an increase in training and communication among managers, supervisors, or mid-managers can enhance the performance of the employee in the company (Khan, 2021). Literature suggests that empowerment is a generic construct that can encompass a family of different initiatives and can apply at all levels within the organization, from the shop floor to middle and relatively senior management (Robbins et al., 2002). Organizational empowerment encourages the involvement of workers and employees in decision-making behaviors (Wall & Wood, 2005).

A summary of about 319 research concluded that job autonomy increases the motivation of employees to work and decreases their mental stress, thus resulting in effective job performance, which is also concluded and supported by current research findings (Muecke & Iseke, 2019). Similarly, there was a significant and positive relationship observed among reward and stimulus culture with the performance of workers in the company, as per current findings. Studies conclude that the efforts of employees and their performance in any company are also affected by the rewards presented to them (Alnuaimi et al., 2021). Reward systems serve a basic motivational function. According to the expectancy theory, employee performance and effort to work hard will increase remarkably as they know that rewards are contingent upon good performance

(Tzur et al., 2016). In terms of stimulus culture, studies revealed that strong organizational culture is influencing the job performance of the organization, thus enhancing productivity. In most organizations, the management of working employees is enabled by a strong culture in an effective and efficient manner.

Similarly, the performance of employees helps in the net profit of the company (Awadh & Alyahya, 2013). As for determining the effect of communication among working employees and its association with the performance of the company, studies showed that good organizational performance is impacted by effective communication in the workplace (Alhamad et al., 2021). On the other hand, lack of communication leads to employee frustration, decreased productivity, and greater chances of worker turnover.

To conclude, communication is a significant and positive factor in contributing to the performance of organizations. Hence, confirming the findings and *H1* of this research (Lagat et al., 2014).

#### 4.4. Regression analysis for *H1*

The statistical technique used for prediction and forecasting is known as regression analysis. It involves methods for analyzing and modeling different variables and focuses on relationships among dependent and one or more independent variables of the research. Moreover, it also helps in determining how the change in the independent variable affects or results in the change in the dependent variable (Freund et al., 2006).

#### 4.5. Regression analysis between autonomy and performance

Regression analysis is performed to predict the relationship between a dependent variable and an independent variable, respectively. In Table 6, regression analysis was done for autonomy and performance. The model summary is mentioned in Table 7 below.

**Table 6.** Correlation analysis between autonomy and performance

Model summary					
Model	R	R-square	Adjusted R-square	Std. error of the estimate	Sig.
1	0.378 <sup>a</sup>	0.143	0.139	4.189	0.000***

Note: a. Predictors: (Constant), Autonomy. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

**Table 7.** Regression analysis between autonomy and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Autonomy	0.348	0.136	0.321	3.875	0.002**

Note: a. Independent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 6 showed regression analysis to test the first hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.378$  showed the existence of the relationship between autonomy, i.e., independent variables, and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.143$  revealed that 14% of changeability in performance is marked by autonomy. While the value of adjusted R-square explained that performance is influenced by 13% of the independent variable in the current research, thus confirming the positive relationship between

the performance of participants and empowerment practices such as autonomy, by showing the p-value significant at 0.002 as in Table 7.

#### 4.6. Regression analysis between communication and performance

Regression analysis was performed to predict the relationship between communication and performance (Table 8). The model summary is mentioned in Table 9 below.



**Table 8.** Correlation analysis between communication and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.200 <sup>a</sup>	0.040	0.035	4.433

Note: a. Predictors: (Constant), Communication.

**Table 9.** Regression analysis between communication and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Communication	0.441	0.149	0.200	2.959	0.003**

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Tables 8 and 9 showed regression analysis to test the first hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.200$  showed the existence of a relationship between communication, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.40$  revealed that 40% of changeability in performance is marked by communication. While the value of adjusted R-square explained that performance is influenced by 35% of the independent variable in the current

research, thus confirming a positive relationship between the performance of participants and empowerment practices such as communication, by showing the p-value significant at 0.003.

#### 4.7. Regression between rewards and performance

Regression analysis illustrates the relationship between reward and performance in Table 10 below. The model summary is mentioned in Table 11.

**Table 10.** Correlation analysis between rewards and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.304 <sup>a</sup>	0.092	0.088	4.311

Note: a. Predictors: (Constant), Rewards.

**Table 11.** Regression analysis between rewards and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Rewards	0.605	0.131	0.304	4.619	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Tables 10 and 11 showed regression analysis to test the first hypothesis of the research. According to analysis, the regression coefficient of  $R = 0.304$  showed the existence of a relationship between reward, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.092$  revealed that 92% of changeability in performance is marked by reward. While the value of adjusted R-square explained that performance is influenced by 88% of the independent variable in the current research, thus confirming the positive relationship

between the performance of participants and empowerment practices such as reward, by showing the p-value significant at 0.000.

#### 4.8. Regression between training and performance

Regression analysis illustrates the relationship between training and performance mentioned in Table 12 below. The model summary is mentioned in Table 13.

**Table 12.** Correlation analysis between training and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.441 <sup>a</sup>	0.194	0.190	4.061

Note: a. Predictors: (Constant), Training.

**Table 13.** Regression analysis between training and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Training	0.722	0.101	0.441	7.117	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 12 and Table 13 showed regression analysis to test the first hypothesis of the research. According to the analysis, the regression

coefficient of  $R = 0.441$  showed the existence of a relationship between training, i.e., independent variables and performance, which is the dependent

variable. The coefficient of determination  $R^2 = 0.194$  revealed that 19% of changeability in performance is marked by training. While the value of adjusted R-square explained that performance is influenced by 19% of the independent variable in the current research, thus confirming the positive relationship between the performance of participants and empowerment practices such as training, by showing the p-value significant at 0.000.

#### 4.9. Regression between stimulus culture and performance

Regression analysis illustrates the relationship between stimulus culture and performance in Table 14 below. The model summary is mentioned in Table 15.

**Table 14.** Correlation analysis between stimulus culture and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.243 <sup>a</sup>	0.059	0.055	4.389

Note: a. Predictors: (Constant), Stimulus culture.

**Table 15.** Regression analysis between stimulus culture and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Stimulus culture	0.459	0.126	0.243	3.637	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 14 and Table 15 showed regression analysis to test the first hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.200$  showed the existence of a relationship between stimulus culture, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.40$  revealed that 40% of changeability in performance is marked by stimulus culture. While the value of adjusted R-square explained that performance is influenced by 35% of the independent variable in the current research, thus confirming the positive relationship between

the performance of participants and empowerment practices such as stimulus culture, by showing the p-value significant at 0.000.

The results of the analysis for H2 are given as follows.

Table 16 illustrates the descriptive statistics of the construct measure identifying the mean and standard deviation.

Table 17 shows the correlation analysis of the constructs that predicts the negative, or positive relationship among constructs. A summary of the correlation is mentioned below.

**Table 16.** Descriptive statistics of learning organization and performance

Item	Mean	Std. deviation	N
Commitment to learning	11.32	2.873	212
Shared vision	11.96	3.037	212
Open-mindedness	11.95	2.353	212
Organizational knowledge	12.02	2.421	212
Learning organization	47.25	7.798	212
Organizational performance	20.41	3.364	212

**Table 17.** Correlation analysis between learning organization and performance

Measures	Commitment to learning	Shared vision	Open-mindedness	Knowledge sharing	Learning organization	Organizational performance
Commitment to learning	-	0.379**	0.268**	0.237**	0.671**	0.239**
Shared vision	-	-	0.424**	0.295**	0.748**	0.338**
Open-mindedness	-	-	-	0.702**	0.784**	0.464**
Knowledge sharing	-	-	-	-	0.725**	0.660**
Learning organization	-	-	-	-	-	0.565**
Organizational performance	-	-	-	-	-	-

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

Table 16 describes the mean and standard deviation for correlation analysis between research variables. The results of the table suggested the use of a correlation coefficient in order to determine if there is a correlation between the dependent variable and independent variables. According to the correlation analysis given in Table 17, it was revealed that learning organization and its

sub-factor like commitment learning is significantly associated with the performance of employees, such as supervisors, managers, and mid-managers working in ADNOC.

Studies reveal that training plays a vital role in increasing organizational efficiency and commitment. It is explained three different ways of commitment, such as affective commitment, normative commitment,

and continuance commitment. Employees' emotional attachment and involvement in the organization serve as effective commitment, while in terms of normative commitment, the employee serves to continue with the respective organization, lastly, continuance commitment is the degree to which an employee believes to stay with the current organization due to fear of "side bets". The researchers define organizational commitment as the association of employees to stay connected with the working organization with complete devotion and faithfulness (Khan, 2019).

The results also showed that shared vision and open-mindedness among employees are positively and significantly associated with employee performance, as well as with learning organization, which means that an increase in open-mindedness and sharing of visions among managers, supervisors, or mid-managers can positively boost

the performance of employees in the company. As per research, findings indicate that the collective goals, purposes, and directions of the people working in a team in terms of their performance are affected by shared visions and open-mindedness (Lord, 2015). Similarly, there was a significant and positive relationship observed between knowledge of the organization and the performance of workers in the company, as per current research findings.

**4.10. Regression analysis for commitment and performance**

Regression analysis illustrates the relationship between commitment and performance in Table 18 below. The model summary is mentioned in Table 19.

**Table 18.** Correlation analysis between commitment to learning and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.349 <sup>a</sup>	0.122	0.118	4.240

Note: a. Predictors: (Constant), Commitment to learning.

**Table 19.** Regression analysis between commitment to learning and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	B		
1	Commitment to learning	0.531	0.098	0.349	5.401	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 18 and Table 19 showed regression analysis to test the second hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.349$  showed the existence of a relationship between commitment, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.122$  revealed that 12% of changeability in performance is marked by commitment. While the value of adjusted R-square explained that performance is influenced by 18% of the independent variable in the current

research, thus confirming the positive relationship between the performance of participants and learning organization, such as commitment, by showing the p-value significant at 0.000.

**4.11. Regression for shared vision and performance**

Regression analysis illustrates the relationship between shared vision and performance in Table 20 below. The model summary is mentioned in Table 21.

**Table 20.** Correlation analysis between shared vision and performance"

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.292 <sup>a</sup>	0.085	0.081	4.327

Note: a. Predictors: (Constant), Shared vision.

**Table 21.** Regression analysis between shared vision and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Shared vision	0.347	0.078	0.292	4.427	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 20 and Table 21 showed regression analysis to test the second hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.200$  showed the existence of a relationship between shared vision, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.40$  revealed that shared vision marks 40% of performance changeability. While the value of adjusted R-square explained that performance is influenced by 35% of the independent variable in the current research, thus confirming the positive

relationship between the performance of participants and learning organization, such as stimulus culture, by showing the p-value significant at 0.000.

**4.12. Regression for open-mindedness and performance**

Regression analysis illustrates the relationship between open-mindedness and performance in Table 22 below. The model summary is mentioned in Table 23.

**Table 22.** Correlation analysis between open-mindedness and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.301 <sup>a</sup>	0.091	0.086	4.315

Note: a. Predictors: (Constant), Open-mindedness.

**Table 23.** Regression analysis between open-mindedness and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Open-mindedness	0.463	0.101	0.301	4.576	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 22 and Table 23 showed regression analysis to test the second hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.301$  showed the existence of a relationship between open-mindedness, i.e., independent variables, and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.091$  revealed that 90% of changeability in performance is marked by open-mindedness. While the value of adjusted R-square explained that performance is influenced by 86% of the independent variable in the current

research, thus confirming a positive relationship between the performance of participants and learning organization, such as open-mindedness, by showing the p-value significant at 0.000.

#### 4.13. Regression for intra-organizational knowledge sharing and performance

Regression analysis illustrates the relationship between knowledge and performance in Table 24 below. The model summary is mentioned in Table 25.

**Table 24.** Correlation analysis between intra-organizational knowledge sharing and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.483 <sup>a</sup>	0.233	0.230	3.962

Note: a. Predictors: (Constant), Intra-organizational knowledge sharing.

**Table 25.** Regression analysis between intra-organizational knowledge sharing and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Knowledge sharing	0.714	0.089	0.483	7.992	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 24 and Table 25 showed regression analysis to test the second hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.200$  showed the existence of a relationship between intra-organizational knowledge sharing, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.40$  revealed that 40% of changeability in performance is marked by intra-organizational knowledge sharing. While the value of adjusted R-square explained that performance is influenced by 35% of the independent

variable in the current research, thus confirming the positive relationship between the performance of participants and intra-organizational knowledge sharing by showing the p-value significant at 0.000.

The results of the analysis for  $H3$  are given further.

Descriptive statistics in Table 26 show the mean and standard deviation of each construct with dimensions. The correlation analysis shows the relationship prediction of each construct of the research (Table 27).

**Table 26.** Descriptive statistics of organizational empowerment, learning organization and performance

Measures	Mean	Std. deviation	N
Autonomy	12.57	1.957	212
Communication	12.25	2.032	212
Training	12.09	2.328	212
Rewards	12.04	2.114	212
Stimulus culture	11.71	2.291	212
Empowerment practices	60.66	8.707	212
Commitment to learning	11.32	2.873	212
Shared vision	11.96	3.037	212
Open mindedness	11.95	2.353	212
Intra-organizational knowledge sharing	12.02	2.421	212
Learning organization	47.25	7.798	212
Organizational performance	20.41	3.364	212

Table 27. Correlation analysis of organizational empowerment, learning organization and performance

<i>Measures</i>	<i>Autonomy</i>	<i>Communication</i>	<i>Training</i>	<i>Rewards</i>	<i>Stimulus culture</i>	<i>Empowerment practices</i>	<i>Commitment to learning</i>	<i>Shared vision</i>	<i>Open-mindedness</i>	<i>Intra-organizational knowledge sharing</i>	<i>Learning organization</i>	<i>Organizational performance</i>
<i>Autonomy</i>	-	0.589**	0.622**	0.588**	0.460**	0.793**	0.289**	0.348**	0.417**	0.318**	0.467**	0.468**
<i>Communication</i>	-	-	0.570**	0.566**	0.481**	0.782**	0.276**	0.205**	0.574**	0.591**	0.538**	0.481**
<i>Training</i>	-	-	-	0.668**	0.575**	0.854**	0.412**	0.477**	0.584**	0.428**	0.647**	0.460**
<i>Rewards</i>	-	-	-	-	0.612**	0.847**	0.331**	0.372**	0.495**	0.529**	0.580**	0.557**
<i>Stimulus culture</i>	-	-	-	-	-	0.781**	0.579**	0.362**	0.489**	0.408**	0.628**	0.410**
<i>Empowerment practice</i>	-	-	-	-	-	-	0.472**	0.439**	0.632**	0.560**	0.710**	0.583**
<i>Commitment to learning</i>	-	-	-	-	-	-	-	0.379**	0.268**	0.237**	0.671**	0.239**
<i>Shared vision</i>	-	-	-	-	-	-	-	-	0.424**	0.295**	0.748**	0.338**
<i>Open-mindedness</i>	-	-	-	-	-	-	-	-	-	0.702**	0.784**	0.464**
<i>Intra-organizational knowledge sharing</i>	-	-	-	-	-	-	-	-	-	-	0.725**	0.660**
<i>Learning organization</i>	-	-	-	-	-	-	-	-	-	-	-	0.565**
<i>Organizational performance</i>	-	-	-	-	-	-	-	-	-	-	-	-

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

Table 26 describes the mean and standard deviation for correlation analysis between research variables. The results of the table suggested the use of a correlation coefficient to determine if there is a correlation existing between the dependent variable and independent variables. According to the correlation analysis given in Table 27, it was revealed that empowerment practices and their sub-factors like autonomy, training, communication, stimulus culture, and rewards are significantly associated with the performance of participants of the research, such as supervisors, managers, and mid-managers working in ADNOC.

#### 4.14. Regression analysis for organizational empowerment, learning organization, and performance

Regression analysis illustrates the relationship between learning, empowerment practices (independent), and organizational performance (dependent) in Table 28. The model summary is in Table 29.

**Table 28.** Correlation analysis between organizational empowerment, learning organization and performance

Model summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.537 <sup>a</sup>	0.288	0.281	3.827

Note: a. Predictors: (Constant), Organizational empowerment, Learning organization.

**Table 29.** Regression analysis between organizational empowerment, learning organization and performance

Coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Empowerment practices	0.161	0.034	0.316	4.679	0.000***
	Learning organizations	0.183	0.041	0.304	4.502	0.000***

Note: a. Dependent variable: Organizational performance. \*  $p < 0.5$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

The results of Table 28 and Table 29 showed regression analysis to test the third hypothesis of the research. According to the analysis, the regression coefficient of  $R = 0.537$  showed the existence of a relationship between empowerment practices and learning organizations, i.e., independent variables and performance, which is the dependent variable. The coefficient of determination  $R^2 = 0.288$  revealed that empowerment practices and learning organizations mark 82% of performance changeability. While the value of adjusted R-square explained that performance is influenced by 81% of the independent variable in the current research, thus confirming the positive relationship between the performance of the participants with the empowerment practices and learning organizations, by presenting the p-value significant at 0.000.

## 5. DISCUSSION OF THE RESULTS

Empirical evidence has been gathered from ADNOC, the UAE, in order to support the findings of the study. Empirical data supported study finding from the literature as the researchers adopted a quantitative approach for this study. Participants from different managerial levels of ADNOC were the sample for this study, which was collected through 212 valid questionnaires. In order to reach results validity a quantitative analysis has been used to examine the empowerment and engagement drivers along with an organizational commitment of ADNOC employees into predominant factors. Multivariate analysis has been used based on the inter-relationship between a set of variables. By applying regression analysis, several variables are analyzed such that they can be explained in a single factor. Prathiba (2016) states that factor analysis is used to reduce the number of variables into overall groups.

Moreover, study findings suggest, aligned with the literature, that employee performance in any

organization and organization commitment increases as the organizations invest in training their employees, which further contributes to target outputs at all levels of the company. Similarly, training in the latest techniques helps employees to deal with changes in technologies, organization restructuring, and competition in the market (Stewart et al., 2010), thus, supporting the findings. The results also showed that learning organizations and their factors like organizational knowledge, commitment learning, shared vision, and open-mindedness among employees are positively and significantly associated with employee performance. Thus, it was concluded that an increase in training, communication, rewards, stimulus culture, and sharing of vision among managers, supervisors, or mid-managers could positively impact the performance of employees in ADNOC.

Empowerment is viewed as a means to motivate employees for their growth and development. Four major factors of empowerment are organizational, individual, stimulus, and appreciation-oriented. Commitment is generally said to develop slowly and consistently over a period of time, and it is not an immediate response to stimuli. Thus, commitment arises when one feels positive, contented, trustworthy, and passionate about the organization.

## 6. CONCLUSION

It is concluded in this research that when basic functions of communication, rewards, stimulus culture, and sharing of vision among managers, supervisors, or mid-managers are meticulously planned and taken care of, they tend to positively impact the performance of employees. A number of factors influence organizational goals. If employees are trained properly, a reward system and stimulus culture are introduced, and employees are provided with training opportunities, their commitment

to stay and work for the respective organization increases. In addition to this, employees share their visions while working as team builders and involve open-mindedness in their projects, hence increasing performance. Additionally, wise investment in employees enables them to be more committed to the work and become productive for improved organizational performance. The findings of this research conclude that supervisors, managers, and mid-managers must also be prepared for challenging situations in the market and maintain their performance higher in the organization to attain organizational goals, as well as to survive in the competitive market.

In response to research findings, managers are urged to embrace the usage of empowerment practices based on the employee work-oriented model only when the expenses of utilizing such procedures are less. Theoretical findings

suggest organizational empowerment practices and organizational commitment can improve organizational performance by enhancing the individual level factors, emphasis on employees' well-being results in productivity that results in organizational performance.

This research has some limitations. The research specifically reviewed the organizational performance, considering other broad concepts (organizational competitive advantage, culture, and diversity) can provide more insightful findings. This research was limited to one organization, it is suggested that further studies should be carried out in other private and government organization sectors to determine the factors influencing performance. It is also suggested that the findings of the study must be shared with other companies to increase their productivity by conducting different programs or seminars.

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