

THE RELATIONSHIP BETWEEN MANAGEMENT COMMITMENT, PSYCHOLOGICAL
EMPOWERMENT, AND JOB PERFORMANCE AMONG EMPLOYEES IN HIGHER
EDUCATIONAL INSTITUTIONS IN PALESTINE (WEST BANK)

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Title: The Relationship Between Management Commitment, Psychological Empowerment, and Job Performance Among Employees in Higher Educational Institutions in Palestine (West Bank)

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This cross-sectional study aimed to assess the relationship between management commitment, psychological empowerment, and job performance among academic employees in higher education institutions in Palestine. A total of 665 academics were recruited from several public and private universities in West Bank, in which the stratified sampling method was adopted to select universities. Data were collected utilizing a self-structured questionnaire consisting of a management commitment scale, psychological empowerment instrument, and individual work performance questionnaire. Descriptive and inferential statistics were utilized to analyze data. Findings demonstrated that participants reported moderate levels of management commitment and job performance ($M=3.44$, $SD_{\pm}0.85$ out of 5; $M=2.46$, $SD_{\pm} 0.79$ out of 5, respectively) and agreeable levels of psychological empowerment ($M=4.40$, $SD \pm 1.49$ out of 7). Management commitment and psychological empowerment positively correlated with job performance ($p < 0.01$). However, management commitment had a direct influence on job performance and management commitment had a relationship with psychological empowerment ($p < 0.01$). Job performance differed according to gender, academic rank, and university type, where being male, had lower academic rank, and working in private universities had higher job performance. Thus, strategies should be carried out to enhance management commitment and psychological empowerment to improve job performance among academic staff.

Keywords: Higher education institutions, Job performance, Management commitment,
Psychological empowerment, West Bank.

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CHAPTER 1

INTRODUCTION

This chapter provides a general review of the study involving a brief description of the problem background along with the importance of the study. Moreover, it provides a set of questions that guide the entire study. Besides, the study purpose and definitions of the main variables were integrated.

Problem Background

Job performance (JP) is the optimum criterion in human resources management and the performance of the whole organization (Bieńkowska & Tworek, 2020). It is considered the principal for various organizational processes, including personnel recruitment, compensation, motivation, rewards, and training. Institutions require precise ratings of employees' performance, therefore, job performance evaluation assesses employees' performance, in addition to their productivity (DeNisi & Murphy, 2017; Gnepp et al., 2020). JP involves three dimensions: task performance (TP), contextual performance (CP), and counterproductive work behavior (CWB) (Dalal et al., 2012). All these dimensions are affected by management commitment (MC) and psychological empowerment (PE).

The MC refers to direct involvement by the highest management level or top management in work aspects, involving quality assurance, safety measures, environment, security, training programs, and others. Thus, the responsibility of the high administrators is to ensure continuous improvement for all staff (Top Management Commitment, 2014). The management must enhance and empower all work components to enhance work performance (Leksono et al., 2020). Also, top management is associated with JP and affects project performance (Kanwal et al., 2017).

Similarly, PE is a process of enhancing internal job motivation, which involves four cognitive fields including, the feeling of efficacy, meaning, competency, and the right to choose (Ghaniyoun et al., 2018). Employees have a feeling of control over their jobs, and this sense, which arises from the intrinsic drive, allows them to actively engage in the work. In other words, improving employees' self-esteem leads to gaining more control over their anxious feelings and encouraging them to get greater responsibility and freedom in their responsibilities (Ghaniyoun et al., 2018).

The employees' empowerment including academic and administrative staff in universities has taken attention in higher education institutions (HEIs) (Ahadi & Suandi, 2014) due to its advantages for these institutions. In HEIs, similar to other workplaces, human resources empowerment is considered the essential element for the success and performance of these institutions (Abdulrab et al., 2018; Abdulrab et al., 2017; Ameen & Ahmad, 2017). This empowerment makes the academics and staff more competent and committed, in addition to performing well in their institutions (Iqbal & Hashmi, 2015). The previous literature has demonstrated the availability of empowerment in addition to management's commitment result in high performance among employees (Yavas et al., 2010).

Statement of the Problem

HEIs should recognize the challenges that employees face in their work to enhance their JP (Szromek & Wolniak, 2020). Those employees are subjected to many stressors, which may result in psychological problems in some cases (Bhui et al., 2016). Workplace management commitment is necessary for employees' work and optimal JP (Eliyana et al., 2019). MC is essential and considered a critical and beneficial factor in employees' behaviors (Aladwan et al., 2013), and any organization success could be insured by this commitment. MC, particularly from

higher management, depicts emotional commitment, satisfaction, goals, or a positive attitude toward following goals, also it can influence the employees' performance (William et al., 2014). Additionally, MC had a positive effect on organizational effectiveness (Chiu & Chen, 2016).

Furthermore, PE has the potential to minimize psychological tensions among employees by increasing efficiency and motivation (Zhou & Chen, 2021). Abdulrab et al. (2018) demonstrated that psychological empowerment has importance in enhancing JP, organizational commitment (OC), and innovative behaviors.

Due to the rapid expansion of HEIs, the competition level among these institutions increased. This competition was associated with an increased number of staff and the employment of qualified academic and administrative staff. To maintain the quality of education and continuity of the staff in these institutions, the administrators must have insights into the staff's needs and provide commitment and empowerment to improve their performance (Kieft et al., 2014). Additionally, MC leads to decreasing absenteeism and turnover and enhancing employees retention (Naz et al., 2020), which could enhance organizational effectiveness.

Significance of the Study

The higher educational system in Palestine has developed remarkably in recent years. This system has enrolled more students and enhanced its universal rank in different dimensions, involving research and quality assurance. Also, it has become the preferred destination for national students instead of traveling to neighborhood countries. The Palestinian government has given much concern to higher education, which has directed the Ministry of Higher Education and Scientific Research to plan various reforms to entice a large number of Palestinian students to Palestinian universities. Therefore, this ministry should enhance the MC and PE among their

employees to improve their performance, attract more students to their universities, and provide the labor market with qualified students.

Many studies investigated MC, PE, and JP; however, there are few studies examined the correlation between the aforementioned variables in employees in higher education institutions. Also in Arab countries, including Palestine, there is a lack of studies assessing the association between the aforementioned variables, therefore, this study will be one of the first studies among employees in HEIs.

Thus, this study could assist administrators in these institutions to plan and implement programs and strategies to enhance these competencies among employees to enhance JP and provide high-quality work.

Purpose of the Study

This study purposed is to examine the relationship between MC, PE, and JP among employees in HEIs in West Bank/ Palestine.

Study Questions

The study aim to discover answers to these questions:

1. What are the levels of MC, PE, and JP among employees in HEIs in the West Bank/ Palestine?
2. What is the relationship between MC, PE, and JP among employees in HEIs in the West Bank/ Palestine?
3. What are the effects of MC and PE on JP among employees in HEIs in the West Bank/ Palestine?
4. Are there any differences in JP among employees in HEIs in the West Bank/ Palestine according to their age, gender, academic qualifications (master's or doctorate), academic

rank (lecturer, assistant professor, associate professor, and professor), years of experience, and university type?

Study Hypotheses

These hypotheses evolved depending on earlier studies and include:

H1: There is a significant positive relationship between MC and JP.

H2: There is a significant positive relationship between PE and JP.

H3: There is a significant positive relationship between MC and PE.

H4: There is a significant positive relationship between MC and JP mediated by PE.

H5: There is a difference in JP due to age, gender, academic qualifications, academic rank, years of experience, and university type.

Definitions of the Study Variables

Study variables are characteristics or attributes that are measured in research studies.

These variables can be classified as independent, dependent, or control variables. Independent variables are manipulated by the researcher to see how they affect the dependent variable.

Dependent variables are the outcomes or responses that are measured to see the effect of the independent variable. Control variables are factors that are held constant to ensure that the effects observed are due to the independent variable and not to other factors. Understanding the definitions of study variables is essential in designing and conducting research studies, as well as in analyzing and interpreting the results.

Conceptual Definitions

The following conceptual definitions are developed for this study through a process of conceptualization, which involves identifying and defining the key:

Management Commitment

It is referred to the direct engagement and collaboration of the top or highest level of management in critical and specific significant areas of an institution or organization (Osborne & Hammoud, 2017). MC includes various aspects such as performing work in a safe and healthy method, providing human and nonhuman resources (e.g., financial, qualified staff, training courses, staff development and empowerment, and infrastructure), participation in implementing activities, and holding employees liable for their responsibilities and accounting for them (Piwowar-Sulej, 2021).

Psychological Empowerment

It is referred to an active motivation regarding the individuals' work role and their feelings of control at work (Boudrias et al., 2014). PE constitutes the motivational structure of an intrinsic task, involving four cognitions that disclose a personal orientation: competence, meaning, self-determination, and impact, and show cognitive orientations concerning their job role (Spreitzer, 1995). It demonstrated a significant motivational resource that could improve employees' participation in their jobs (Ugwu et al., 2014).

Job Performance

It is defined as the way individuals carry out their job tasks or duties. Also, it is related to training and natural capabilities such as proficiency or an inherent skill with numbers. JP is influenced by work environment factors involving work-demanding tasks, employee morale, psychological levels, and working hours (Al-Omari & Okasheh, 2017).

Operational Definitions

Operational definitions are specific, measurable, and observable definitions used to define the variables of interest in research studies. The following operational definitions were developed for this research study variables:

Management Commitment

It was assessed using the management commitment scale. This scale was adopted by Johari et al. (2018) and consists of 10 statements and is answered on a five-point Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree).

Psychological Empowerment

It was evaluated using the PE instrument that was developed by Spreitzer (1995). This instrument consists of 12 items distributed on four sub-dimensions, where three items for each sub-dimension: meaning, competence, self-determination, and impact. Responses on each item were rated on a seven-point Likert scale ranging from 1 (very strongly disagree) to 7 (very strongly agree).

Job Performance

It was assessed using Individual Work Performance Questionnaire (Koopmans, 2015). This scale comprised 18 items categorized into three subscales involving, TP (5 items), CP (8 items), and CWB (5 items). These items are scored on a 5-point Likert scale ranged from 0 (seldom) to 4 (always).

Limitations

This study included these limitations:

- **Human Limits.** A sample of Palestinian academic employees in universities in the West Bank during a specific time.

- **Work Limits.** This study was limited to academic employees in the universities in West Bank/Palestine. Also, it may be potential personal bias of the subjects related to their experience in the institution.
- **The Study Instruments.** These instruments were examined to perform the study purpose. The accuracy of the study's results depended on the psychometric proprieties (validity and reliability) of these tools.

Assumptions

This study is based on the following assumptions:

- MC and PE are correlated with job performance among employees in HEIs.
- Employees who have higher educational qualifications, academic rank, more experience, and work in public universities have higher JP.

Delimitations

The delimitations involved the following:

- The study's results might not be relevant to all academics working in various HEIs.
- All participants were in the West Bank/ Palestine.

Summary

Academic employees in higher institutions are vulnerable to the detrimental consequences of the work conditions and environment which might influence their performance and outcomes. MC and PE have been proven to be associated with the JP of academic employees in higher institutions. To address JP for this cohort group, assuring the MC and PE is necessary. The JP of academic employees is a highly researched phenomenon across the world. Based on the existing literature, the correlation between MC, PE, and JP is underestimated on both international and national levels. Therefore, additional studies are needed to determine the

association between the aforementioned variables. So, this study purposed to assess the relationship between MC, PE, and JP among academic employees in higher institutions in the West Bank/ Palestine.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on the key concepts of this study. The literature review sections are divided into four parts including, search strategy, theoretical literature, earlier studies, and conceptual framework of the current study.

Search Strategy

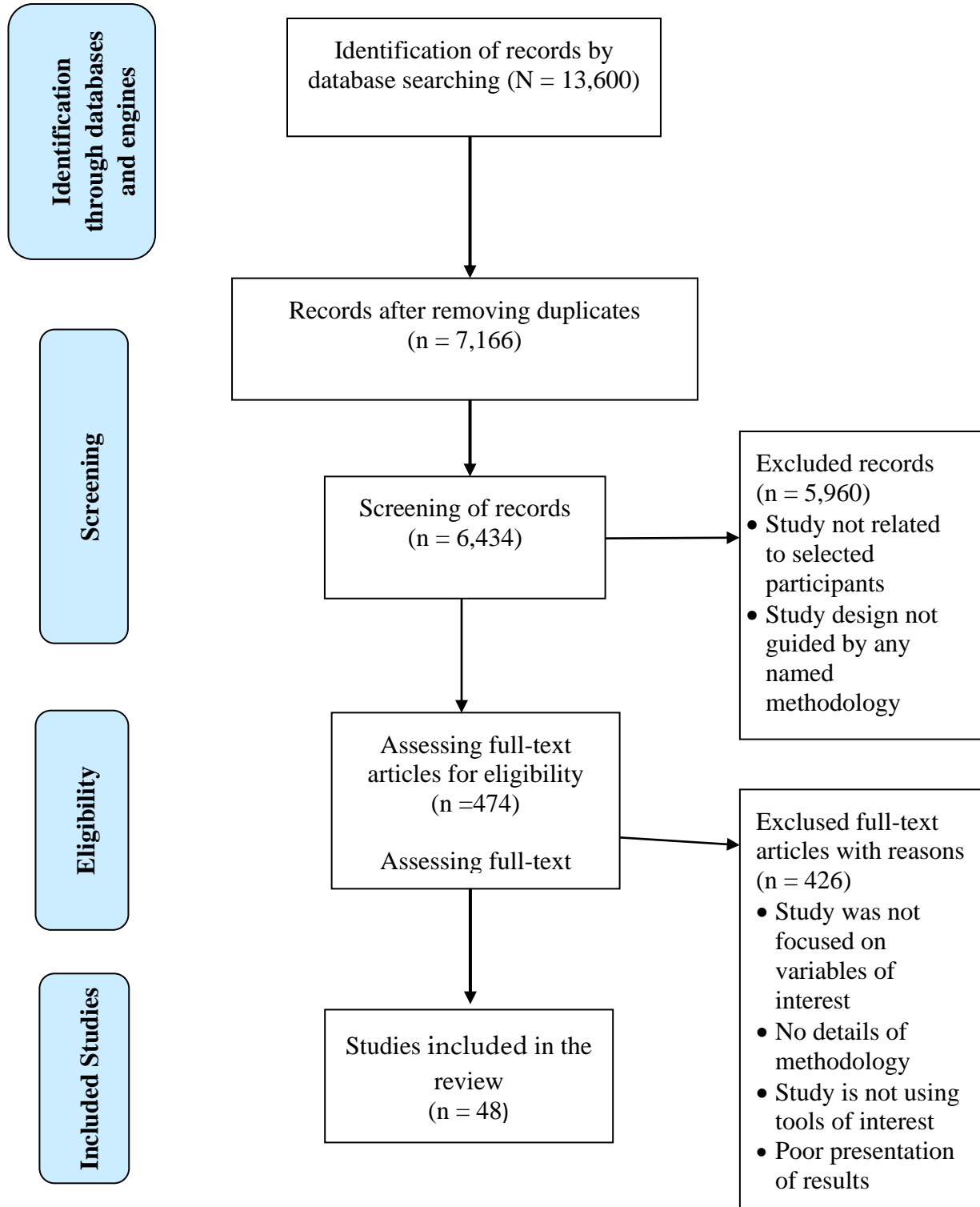
The search for existing reviews was conducted from May 2022 to February 2023. Business Source Complete and Academic Search Complete via EBSCO, Scopus, ProQuest, ISI Web of knowledge as databases, and Google scholar as engines were utilized to search for published manuscripts and supporting evidence for the study. The following keywords were used: management commitment or organizational commitment, psychological empowerment, empowerment, job performance or work performance, employees, and higher institutions. Furthermore, the articles were chosen based on these inclusion criteria: they should be written in English and Arabic languages and published between 2013 and 2023. Some old references were included to provide definitions of the study concepts and instruments. Additionally, the articles related to healthcare professionals and industrial workers were excluded due to different work conditions. Finally, the comprehensive literature review consisted of 48 articles. Figure 1 illustrated the search process.

Theoretical Literature

This section illustrated the theoretical part related to the study variables including, management commitment (MC), psychological empowerment (PE), and job performance (JP).

Figure 1

Tasks Flow in the Literature Review



Management Commitment

Commitment is built by the institutional managers and employees to provide an enhancement in the institution's performance (Leksono et al., 2020). Organizational commitment (OC) is a state of psychological characteristics that display the relationship between the employees and their institution and inferred a decision to persist in their membership in the institution and to a phase where someone supports employees at a particular institution and its goals and intends to preserve membership in the institution (Robbins, 1998). Kretner and Kinicki (2014) defined OC as cognitive or psychological status, specifically, the relationship of employees or staff with institutions that achieve non-organizational commandments in sustaining citizenship in an institution. This illustrated that OC refers to the employees' level who can recognize the institution's goals in their institution. OC is focused on the behavior of each employee because that employee has an exceptional commitment that can provide his/her imagination with the loyalty to work effectively to carry out the meaning of the institution (Ardiansyah et al., 2022). It consists of both top management and employee commitments, which can provide an improvement in the institution's performance (Tarigan et al., 2019).

MC refers to the capability of providing financial and resource support for employees (Leksono et al., 2020). It is performed through top management support and includes encouragement of all employees to attain success by working in team spirit and setting actual and achievable aims that can be achieved (Kanwal et al., 2017). Additionally, MC is essential and considered a key and desired component in employee behavior (Aladwan et al., 2013) because the institution's success can be assured by this commitment. MC, particularly the top management, acts as an emotional commitment, contentment, intention, or a strong attitude toward following a goal, and will influence the employee's performance (William et al., 2014).

MC can be described from various perspectives, where behavioral and psychological approaches are examples of MC. The behavioral approach is due to the reward for the outcome or exchange processes between managers and employees. While the psychological approach is linked to MC from the perspective of engagement of employees or recognition of them from their institution (Salim et al., 2010).

MC correlates with the institution's aims and values (Kanwal et al., 2017). Chiu and Chen (2016) suggested a positive impact of MC on institutional effectiveness. MC influences institutions' performance (Alfalla-Luque et al., 2015; Kanwal et al., 2017; Leksono et al., 2020). It encourages the empowerment of the employees and increased their job satisfaction and performance to carry out its goals (Leksono et al., 2020).

Dimensions of Management /Organizational Commitment

Curtis and Wright (2010) divided this concept into three essential components that are: the desire to preserve membership in the institution, the belief and acceptance of institutional values and aims, and the desire to work hard as a member of the institution. Bangun (2012) defined OC as the level where individuals support and want to constantly engage actively in the institution, which is indicated by the following features: strong belief and acceptance of institutional values and aims, desire to pursue the best for the institution, and a confirmed desire to stay in the institution. Thus, institutions will profit greatly because their performance attends to be constant or increased.

Indicators of Organizational Commitment

Cut Zurnali (2018) identified three indicators of OC, an affective commitment is due to a person's emotional participation in the institution in the form of feelings of intimacy for the institution. Continuous commitment is due to a person's perception of the costs and risks of

departing the current institutions. This indicates that there are two features to continuous commitment, which include personal sacrifice when leaving the institution and alternatives accessible to that individual. Normative commitment refers to a moral dimension derived from a feeling of commitment and responsibility to the work institution.

Psychological Empowerment

Academic staff plays a basic role in the overall performance of HEIs (Ullah et al., 2021). Turnover is one of the problems that academic professional faces in the private sector of higher education institutions (Ullah et al., 2021), thus, the empowerment of employees including academics and other staff is important in these institutions (Ahadi & Suandi, 2014). Empowerment is one of the essential factors of any institution's success (Dahou & Hacini, 2018; Jose & Mampilly, 2014). It can be classified as an internal or external process of an individual's feeling empowered (Shapira-Lishchinsky & Tsemach, 2014). It has many benefits for universities and staff involving academics, for example, the empowerment of HEIs creates competent and committed staff to sustain and accomplish well (Iqbal & Hashmi, 2015).

Empowerment could be identified from different approaches including, process, structural, and psychological (Quiñones et al., 2013). PE is considered one approach to empowerment that should be provided by organizations or institutions (Abdulrab et al., 2018). It is one of the job sources that assist in achieving workplace criteria (Ugwu et al., 2014).

PE is defined as a motivation and a process of employees' perception of their effectiveness compared with other colleagues in the institution, together with the assistance of procedures (formal and informal) and techniques for encouraging and motivating effectiveness (Jordan et al., 2017). Moreover, it could be identified as an active motivational direction

regarding employees' work role and their feelings of being in control over the work (Boudrias et al., 2014; Matsuo, 2019).

PE is identified as a structure that is composed of four dimensions involving meaning (feeling of meaningfulness for the importance of their work); competence or self-efficacy (competence to carry out their tasks satisfactory); self-determination (freedom to select how they perform their tasks) and impact (the belief that their work has an impact on institution's effectiveness (Khan et al., 2020). PE as a concept plays a significant role in other constructs including behavior, emotion, and cognition, like job satisfaction and organizational citizenship behavior (Wang, 2015).

Job Performance

Performance is a record of work outcomes in an identified time, which is obtained from assessing the quantity and quality of the institution (Tarigan et al., 2019). It could refer to evaluation obtained from actions and roles in a specific work time (Mokalu et al., 2019). Additionally, performance is the quality and quantity outcomes of the work attained by employees of an institution in performing their tasks concerning the responsibilities provided by the institution (Leksono et al., 2020).

According to the review, there are many definitions of JP, for example, Campbell and Wiernik (2015) defined JP as a construct that includes behaviors under employees' control that devote to achieving institutional goals. Also, it refers to the outcome of individuals' work, either personally or collectively, in a specific institution at a definite time (Al-Omari & Okasheh, 2017).

Moreover, Soomro et al. (2019) defined employee performance as the productivity of each employee, which leads to rewards for outcomes. Employee performance could be clarified

as behavioral responses that reflect the learning expectations of employees and involve their mental and psychological abilities (Bataineh, 2019).

JP illustrates how the desired outcomes will be met by a group or individual, which can be evaluated through their accuracy, costs, precision, and completeness (Al-Omari & Okasheh, 2017). Its assessment and analysis are the main for various institutional processes, like employee selection, rewards, training, and compensation. Despite the aim of the evaluation, institutions require precise performance ratings, and it is preferable if they provoke similar results with provision time and endeavor (DeNisi & Murphy, 2017).

Domains of Job Performance

JP consists of three domains: TP, CP, and counterproductive performance (Dalal et al., 2012; Sackett & Lievens, 2008). Campbell (1990) illustrated that JP is not only associated with duty performance but is also connected with the contextual domain which includes motivation and interpersonal elements, which influence performance.

TP can be defined as behaviors that participate in the production of a commodity or the provision of a service. These behaviors vary across jobs and are different according to the job description (Aguinis, 2013). As it is linked to central job tasks, it is difficult to explore comprehensive frameworks for TP, so context-specific frameworks are used as an alternative. Salgado and Cabal (2011) developed a performance appraisal for general employees depending on their responsibility level. Among high- and low-level positions, only two indicators out of five of TP were taken a part: technical knowledge and productivity. Additionally, a progressive step to a comprehensive framework was the review carried out by Koopmans et al. (2011), which clarified indicators for TP involving, performing job tasks, retaining recent knowledge, working neatly and accurately, planning, organizing, and solving problems between others.

While CP has also alluded to organizational citizenship behavior (OCB). It is identified as the behavior that participates in the aims of the institution by participating in shaping its social and psychological context (Rotundo & Sackett, 2002). It involves tasks beyond the required job task and is not mentioned in a job description, such as initiative, proactivity, cooperation with others, enhancement of team performance, or enthusiasm (Koopmans et al., 2011). It differs from task performance where, in the CP the efficient functioning of the institution is enhanced, but not definitely with a direct impact on employees' productivity (MacKenzie et al., 1991). Hoffman et al. (2007) reinforced the difference between TP and CP. Despite that, the dimensions of CP have also been examined. Werner (1994) suggested two dimensions: the first one concerning behavior directed to the institution (i.e., work enhancement), and the second one is directed to the people (i.e., assisting others). Moreover, meta-analytic evidence has revealed that multidimensional methods are the best indicators of a generic, latent, and unidimensional concept (Hoffman et al., 2007; Lepine et al., 2002).

Furthermore, CWB refers to intentional behavior that hurts the institution's well-being (Rotundo & Sackett, 2002). It consists of task-off behavior, annoyance, performing tasks wrongly on intent, and improper use of privileges (Koopmans et al., 2011). These behaviors are linked with negative consequences at two levels: personal (Aubé et al., 2009) and institutional (Rogers & Kelloway, 1997). While CWB has a significant association with CP, a meta-analysis study conducted by Dalal (2005) revealed that every dimension had its uniformity and domain. CWB is a bi-dimensional structure involving, negative behaviors linked with people (e.g., gossiping about co-workers) and institutions (e.g., absenteeism) (Berry et al., 2007). On the contrary, other studies considered CWB as unidimensional (Baloch et al., 2017; Navarro-Carrillo

et al., 2018; Rehman & Shahnawaz, 2018) or multidimensional methods (Bragg & Bowling, 2018; Fernández del Río et al., 2018; Fine & Edward, 2017; Morf et al., 2017).

Factors Influencing Job Performance

The literature has demonstrated that many interactive factors influence performance, including 1) employee internal factors which originated within the employee (e.g., congenital factors from birth) and factors that are acquired due to employee development (Dewe et al., 2021). Congenital factors included talents, physical and psychological situations, and personal traits. While the acquired factors involved knowledge, job ethics, job experience, and job motivation (Dewe et al., 2021). Also, 2) employees' internal environmental factors in executing their duties are based on institutional support. Such support has a great influence on the performance and productivity of employees, and included institutional strategies, availability of supporting resources to perform the required tasks, and a compensation system (Dewe et al., 2021). Additionally, 3) employee external environmental factors, which involved situations, incidents, and conditions that circumstances, events, or situations that happen in the institutions' external environment that influence performance among employees. For example, the economic crisis and the society's culture (Dewe et al., 2021).

While, Mangkunegara, (2012) illustrated the factors that influence employee performance as a) the psychological abilities of the employees that are comprised of potentialities intelligent quotient (IQ) and sustainability ability (education). Thus, employees are required to be placed in the right jobs that coincide with their experience. b) The motivational factor is shaped by the employees' attitudes in dealing with job conditions. Motivation is a condition that proceeds employees to carry out job goals. Mental attitude refers to a mental condition that enhances an individual to attempt to perform maximum job potential.

Previous Studies

To enrich this study, these previous studies were included. These studies were categorized into three parts: management commitment, psychological empowerment, and job performance.

Management Commitment

Few studies examined the management commitment and practices of this commitment, for example, Johari et al. (2018) surveyed to assess the MC practices among Malaysian employees in the public sector. A total of 194 heads of departments in federal ministries participated. Data were collected using a tool consisting of 10 factors that assessed these practices and answers were scored on a 5-point Likert scale. Results indicated that 97% of the participants endorsed their practicing of MC in their departments. There were variations in these factors depending on the service schemes. The highest practice MC practice was among the participants who utilized the finance scheme and the lowest was in those under the schemes of accounting and audit. Thus, policymakers should develop the essential steps to enhance the practices of MC in the public sector.

MC depends on employees' performance, and the existence of advisors and sponsors gives every employee the same opportunity for promotion (Sofiyah & Yulinda, 2022). Concerning MC and the relationship between MC and JP, many studies were performed and demonstrated a relationship between OC and JP and showed an effect of OC on JP. For example, Sofiyah and Yulinda (2022) indicated that OC influenced JP. The OC supports employees to enhance their competencies at work, therefore, they can perform more challenging duties in their careers. Labetuban and Dewi (2022) conducted a study among 93 Indonesian working in

marketing and front-line officers at Bank. The results revealed that OC had a positive effect on employee performance. The spirituality of the workplace had a positive impact on OC.

Also, Nurzaman (2020) assessed the influence of OC on JP among Indonesian employees working at the Ministry of Manpower (N=99). findings revealed that OC had a significant influence on JP. Additionally, organizational culture affected JP.

Rustamadji and Che Omar (2019) evaluated the impact of strategic management and OC on employee performance among 386 employees working at Muhammadiyah University, Indonesia. Findings demonstrated that OC influenced the employees' performance.

Krishnanathan and Mangaleswaran (2018) evaluated OC and employee performance among 40 administrative officers at the University of Jaffna, Sri Lanka. Results showed that OC had a significant effect on employee performance. Moreover, Abdirahman et al. (2018) performed a study among Malaysian administrative staff working in universities (public and private) (N=271). Findings showed that there was a significant positive relationship between OC and employee performance.

Torlak et al. (2018) assessed OC components and JP among Iranian and Turkish employees (N=440) working at travel agencies. Findings indicated that commitments influenced JP. Hafiz (2017) examined the association between OC and employee performance among Pakistani employees working in the banking sector (N=213). Findings showed that OC had a positive relationship with employees' performance. Al Zefeiti and Mohamad (2017) examined the effect of OC on JP among Omani employees working as middle-level managers in government institutions (N=335). Findings demonstrated that OC had a significant effect on JP. Tutei et al. (2017) examined OC and employees' performance working at the University of

Eastern Africa, Kenya (N= 106). Results found a weak negative relationship between OC and employees' performance.

Rafiei et al. (2014) studied the effect of OC on JP among Iranian employees working in the Cooperatives, Labor, and Social Welfare departments (N=244). Findings indicated that OC had a significant influence on JP. Additionally, Folorunso et al. (2014) studied the influence of OC on employees' performance of Nigerian academic staff (N=197) working in Oyo state-owned tertiary institutions. Findings demonstrated that OC affected employees' performance.

On the contrary, other studies revealed no influence of OC on JP, for example, Ardiansyah et al. (2022) performed a study among 422 lecturers working in private universities in Indonesia/ Jakarta to determine the effect of OC on JP among those lecturers. The findings revealed that no effect of OC on the participants' performance.

Also, Hazriyanto et al. (2019) assessed OC, satisfaction, and JP among Indonesian lecturers (N=53). Findings demonstrated that no relationship was found between OC and JP, while there was a relationship between satisfaction and JP. Also, Srivastava and Pathak, (2019) examined the effect of OC on JP among Indian private bank employees. Results indicated that OC had no significant effect on JP. Also, Metin and Asli (2018) assessed the correlation between OC and JP among 329 Turkish employees working in industrial enterprises. Findings demonstrated that there was no significant influence of OC on JP. Oyenyi and colleagues (2017) carried out a descriptive study to evaluate the effect of OC on JP among Nigerian employees working in the hospitality industry (N=75). The findings indicated that no significant relationship existed between OC and JP among those employees.

These differences in results from these earlier studies suggested that other studies needed to be performed to identify the association between MC and JP.

In Palestine, there is a lack of studies about MC, while there are many studies conducted to investigate OC among employees in different workplaces. Safadi et al. (2021) assessed the OC and correlating factors among social workers (N = 237) working at the Ministry of Social Development in the West Bank. Findings demonstrated that participants reported high levels of OC. Moreover, higher job satisfaction, service orientation, and job stress levels were correlated with higher levels of OC. Also, Dahleez and Ghali (2018) performed a study among staff (academic and administrative) at four universities in Gaza Strip (N=400). The findings demonstrated that participants had high levels of OC. Servant leadership had a positive effect on OC. Additionally, Madi et al. (2012) performed a study to assess the OC among bank employees in Gaza, Palestine. Findings showed that the participants had less a quite commitment.

In conclusion, few studies examined MC, while there are several studies regarding OC that revealed mixed results. Some of them demonstrated a significant effect of OC on JP, while others showed no significant effect. In Palestine, there is a lack of studies about MC and JP among employees in HEIs in the West Bank. Thus, further studies need to be performed to evaluate the correlation between MC and JP.

Psychological Empowerment

Concerning the levels of PE, Jordan et al. (2017) conducted a study to assess the PE levels in university lectures (N=409) in six Central and Eastern Europe countries including, Austria, Croatia, Czech Republic, Germany, Serbia, and Slovenia. The findings demonstrated that Serbia had the highest PE level with a mean of 5.72 (SD \pm 0.69) out of 7.0, while Germany had the lowest level with a mean of 5.12 (SD \pm 0.58) out of 7.0.

Earlier evidence has shown that PE can improve JP, job satisfaction, institutional commitment, effectiveness, and creative and innovative behaviors among employees (Marane, 2012; Seibert et al., 2011; Ameen & Ahmad, 2012). Additionally, PE enhances positive job outcomes like organizational citizenship behavior and JP (Chiang & Hsieh, 2012; Farzaneh et al., 2014; Jha, 2014; Najafi et al., 2011). Chiang and Hsieh (2012) demonstrated that tourism employees with high levels of PE were having more motivation to achieve their job well.

Furthermore, Dust et al. (2018) suggested that PE enhances willingness to achieve and provides motivation to succeed. Additionally, García-Juan et al. (2019) performed a study on a Spanish staff consisting of 103 managers and 461 employees from local governments. Findings showed a positive influence of structural and PE on organizational performance. Another study was performed by Khan et al. (2020) to examine the relationship between PE and project success among Pakistani project-based employees in the telecommunications, research and development, and construction sectors (N = 327). Findings indicated a positive relationship between PE and project success.

Furthermore, Ahmed and Malik (2019) conducted a cross-sectional study to assess the impact of PE on JP among Pakistani teachers in secondary schools (N=261). Findings demonstrated that PE had a significant positive association with JP among teachers. Also, Tetik (2016) performed a study to evaluate the impact of PE on job satisfaction and JP among Turkish tourist guides (N=381). Findings indicated that PE correlated with job satisfaction and performance and had an effect on both of them among tourist guides.

In conclusion, there are few studies examined the relationship between PE and JP among employees in higher education institutions. Most of these studies were conducted on employees

working in the industry and suggested that psychological empowerment had a positive relationship and direct effect on JP.

Job Performance

Employee performance is the key part of identifying the success and progress of human resources in any institution (Ardiansyah et al., 2022). Concerning performance, many factors are correlated with employee performance, for example, Mathis and Jackson (2011) identified the factors associated with employee performance as follows: 1) individual abilities like personality traits, skills, talents, and potential; 2) effort level that involves task design, work climate ethics, motivation, and attendance; and 3) institutional support including training and personal development, standards and policies of work, co-workers, technology, and management. While Ibrahim et al. (2017) illustrated that job performance is affected by many strategies including, professional development programs, motivation, incentives, remuneration, and others.

In regard to motivation, it was suggested that motivation influences the employees' satisfaction and performance, which enhances the employees' feelings, beliefs, and responses to their job, for example, Sinaulan et al. (2017) performed a study among employees of Islamic financial institutions in Jakarta and the results demonstrated a positive effect of motivation on job satisfaction and employee performance. Furthermore, employees' developmental programs and incentives had a positive impact on job satisfaction and JP (Wen et al., 2018). Concerning teaching staff, exaggerated working hours can influence the quality of life, JP, and job satisfaction, therefore, it may influence the quality of teaching and education (Johari et al., 2018).

Moreover, previous studies documented that work-life balance had a significant influence on employee performance, in which employees with a high level of satisfaction with the balance

between their life and work reported high quality of performance (Abdirahman et al., 2018; Bataineh, 2019; Johari et al., 2018; Rene & Wahyuni, 2018; Sofiyah & Yulinda, 2022; Soomro et al., 2018). An earlier study performed among Malaysian administrative staff at universities indicated that work-life balance had a significant association with employee performance (Abdirahman et al., 2018). A study was achieved by Ramli (2017) to assess the influence of job satisfaction and MC on JP among Indonesian employees working at a public company (N=120). The findings showed that job satisfaction had a positive influence on JP, and MC had a positive effect on JP. Also, Nazir and Islam (2017) carried out a study among 410 Indian employees working at higher education institutions to identify the association between organizational support and JP. The findings demonstrated that a positive association existed between organizational support and JP among those employees.

In Palestine, Abukhalifa and Kamil (2022) performed a study to assess the effect of personal characteristics including, motivation, proactive personality, and self-esteem on JP among bank employees (N=160) in the Gaza strip. Findings demonstrated that motivation, proactive personality, and self-esteem had a significant positive association with JP among employees. This study concluded that developing training programs, adopting the path of flexibility in working hours, and establishing programs that reinforce intrinsic motivation among employees.

In conclusion, there are several international studies regarding performance, and most of them focused on employee performance rather than JP. Also, they discussed the factors correlated with employees and JP. Additionally, there are a few studies in Arab countries including Palestine on regarding these study variables.

Conceptual Framework

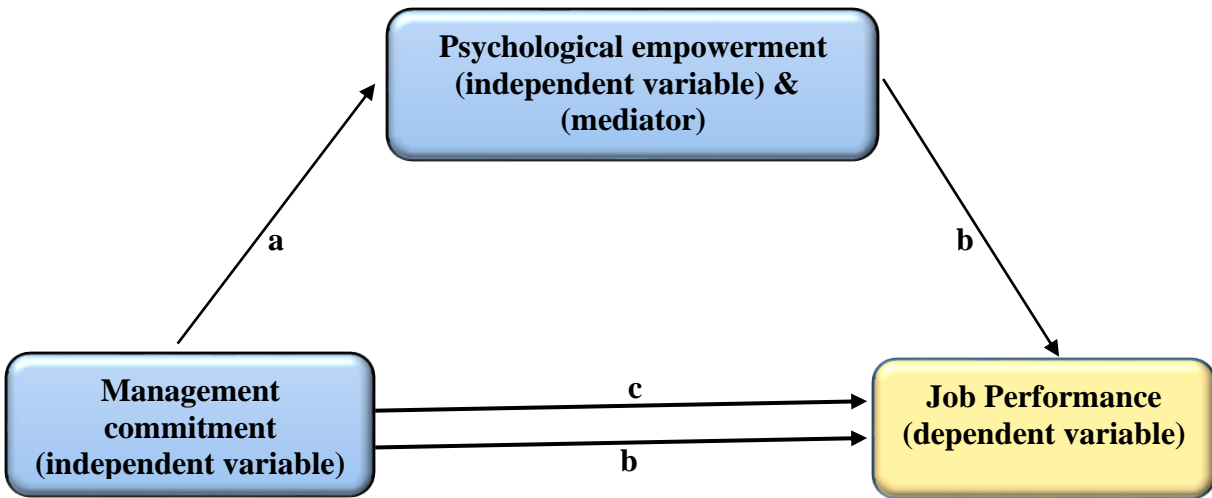
The researchers assumed some theories to illustrate MC and PE, such as behavioral theories, social exchange theory, and social identity theory. Behavioral theories purpose at discovering factors that may affect a person to be devoted without any individual effect (Bolling et al., 2006). Social exchange theory declares that a relationship between two persons is created depending on an analysis of cost and benefit (Homans, 1958). Therefore, if a person perceives that the cost of possessing a relationship with a second side is greater than the benefits, the person quit this relationship. Furthermore, Fung et al. (2012) illustrated that social exchange theory is the employees' perspective when the institution treated them well, and as a result, they will behave more positively in the institution. Each person will always attempt to turn back the favor of anybody who provided him an advantage. Additionally, social identity theory clarifies that persons desire to be linked and joined with a particular group (Hogg, 2016).

However, the researcher developed his model to interrelate all study variables together. This study is based on a model developed after the analytical review of previous studies on the study subject. It consists of a set of independent variables including MC and PE, and a dependent variable represented in JP.

Thus, this model was based on previous evidence which demonstrated there was a relationship between MC, PE, and JP as shown in Figure 2. Also, MC and PE had an influencing effect on JP. PE had a mediating effect between MC and JP.

Figure 2

Conceptual Framework



Note. a = direct relationship between independent variable and mediator; b = direct relationship between the independent variable and dependent variable; c = Indirect mediation influence of the independent variable on dependent variable through a mediator

CHAPTER 3

METHODOLOGY

This chapter involves an illustration of the study design, population, sampling method, study instruments, procedures for collecting data, and statistical methods used for data analysis and reach the findings to answer the study questions and approve the hypotheses.

Research Design

A cross-sectional, descriptive correlational design was used in this study. This cross-sectional design is utilized to capture data quickly and at a specific point in time (Polit & Beck, 2020). It describes and discusses the variables as well as their connections (Polit & Beck, 2020). It is a low-cost approach that facilitates data analysis to reach inferences, gives completeness to initial data points, and evaluates several exposures and outcomes (Polit & Beck, 2020).

Furthermore, the descriptive correlational design is utilized to give a picture of the present situation and to provide a somewhat full image of what occurs at a particular time, as well as to suggest queries for future study (Pandey & Pandey, 2021). It is also used to determine how two or more variables interact, as well as to examine and forecast the predicted correlation between variables (Asenahabi, 2019).

Population and Sample

The study included the universities in the West Bank/Palestine. There are 21 public and private universities in the West Bank (12 public and 9 private) in 2022 (Palestinian Ministry of Higher Education and Scientific Research, 2022). The target population involved all academic employees in all colleges in universities. In the beginning, a list of all public and private universities was prepared. Then, a stratified sampling method was utilized to select 12 universities from different regions in the West Bank, in which seven public and five private

universities were chosen according to the number of colleges in these universities. After that, a convenience sampling method was adopted to engage the study participants from the selected universities.

The inclusion criteria included academic employees who: 1) attended universities full-time, 2) had at least six months of experience, and 3) had willingness to participate in the study. While the exclusion criteria involved academic participants who were in administrative positions.

The sample size was calculated using the G* Power (3.0.10) program (Faul et al., 2007). The parameters were set at a small effect size of 0.02, $\alpha = 0.05$, and a power of 0.90 with two predictors. According to regression, the sample size was 636 to perform this study. To be conservative, 10% was added to become 700 to avoid the problems of missing or incomplete questionnaires.

Setting

This study was conducted in universities of West Bank from different sectors, involving private, and public. The public universities included An-Najah National University, Birzeit University, Al-Khalel University, Al-Quds University, Al-Quds Open University, Palestine Technical University – Kadoorie, and Al-Istiqlal University. Moreover, the private universities involved Arab American University at Palestine (AAUP), Al-Zaytoonah University, Palestine Ahliya University, Modern College, and Bethlehem University.

As a public university, An-Najah National University began its journey in 1918 as an elementary school, and received students from all areas of Palestine and some Arab countries, then it developed into the largest Palestinian university in Palestine. In 1941 it was renamed An-Najah National College, but in 1965 it became an institute for preparing teachers, as it granted

intermediate degrees in various disciplines. In 1977, it was transformed into a university called "An-Najah National University". The faculties of Science and Arts were opened in it, and the university joined the Council of the Association of Arab Universities. At present, An-Najah National University includes 872 faculty members and 986 administrative staff members, additionally, it includes more than 23,000 male and female students from different cities and countries, who are enrolled in its various academic programs. There is an intermediate diploma, 114 bachelor's programs, 70 master's programs, and nine doctoral programs.

Concerning Birzeit University, in 1924, an elementary school for girls was established in the town of Birzeit, and in 1932, a school for boys was also established, then these two schools united to form one school called Birzeit High School. After that, the name changed to College in 1942. The transition to university teaching took place in 1953, when the first academic class was opened, followed by the second in 1961. In 1966, school classes were canceled, and education at Birzeit College was limited to the first and second university classes. Birzeit College continued to work and develop its academic services until 1972 when it taught four university years leading to a bachelor's degree in arts and sciences. The number of academic programs reached seven, and the number of enrolled students reached two hundred students from all over the Palestinian territories. Work also began on the cooperative work program as a compulsory requirement for all bachelor's degree students. Birzeit University celebrated the graduation of its first cohort in 1976, the year in which Birzeit was accepted into the Association of Arab Universities. Then, in 1977, it was accepted as the first Palestinian university in the World Association of Universities. It currently offers 119 academic programs including 76 programs leading to a bachelor's degree, 39 programs leading to a master's degree, one Ph.D. program in social sciences, and two diploma programs, in addition to the Arab and Palestinian Studies program for foreign students in 9

faculties. The number of students enrolled at Birzeit University is 15,074, with 13,609 students enrolled in bachelor's programs, 1,367 students enrolled in postgraduate programs (Master's and Ph.D.), and 98 students enrolled in diploma and other programs. The number of academic staff members is 445, and the number of administrative staff is 412.

Al-Khalel (Hebron) University. The idea of establishing a university in the city of Hebron crystallized in the minds of a group of its conscious children headed by the late, God willing, His Eminence Sheikh Muhammad Ali Al-Ja'bari, Mayor of Hebron at that time, after the rest of Palestine fell into the grip of the Israeli occupation in 1967 AD. The Palestinian people at that time were in a state of shock as they saw Palestine occupied as a whole, and the Palestinian youth began to suffer greatly from the occupation measures that were restricting the opportunities for Palestinian students to enroll in universities outside Palestine in the absence of any Palestinian institution of higher education inside Palestine at that time. Therefore, the university was established in the year 1971 as the first institution of higher education in Palestine. The university began its journey with the establishment of the College of Islamic Law to be the first scientific institution for university education in Palestine in the year 1971 AD. The number of students at the time of foundation is forty-three male and female students from different parts of Palestine, but now it is 10,112 students. As for the number of faculties when it was founded, it is one college, but now it contains ten faculties in addition to the College of Graduate Studies. Hebron University offers 107 academic programs, of which 69 are bachelor programs, 21 master programs, 15 diploma programs, and two doctoral programs. The university staff includes 650 employees and 234 faculty members.

Al-Quds University was established in 1977, and it is the only Arab university in the city of Jerusalem. Al-Quds University has become one of the largest universities in the Arab region,

both in terms of the diversity of its programs and in terms of the size of its student body. Its campus is distributed in several locations in the city of Jerusalem and its environs: The Old City campus, the Sheikh Jarrah campus, the Beit Hanina campus, and the main campus (in the town of Abu Dis). The College of Da'wah and Fundamentals of Religion was its first college. In 1979, the College of Science and Technology was established in the town of Abu Dis, east of Jerusalem. Currently, Al-Quds University offers 55 undergraduate programs and 45 graduate programs. The number of university students is 12,712, of whom 10,597 are undergraduate students, and 1,883 are postgraduate students. The number of academic staff members is 934.

In regard to Al-Quds Open University, thinking about establishing the university began in 1975 based on the needs of the Palestinian people for higher education in the light of their demographic, social, and economic conditions under the Israeli occupation. At the request of the Palestine Liberation Organization, UNESCO prepared a feasibility study for the university project, which was completed in 1980 and approved by the UNESCO General Conference. In 1981, the Palestinian National Council approved the project, but the Israeli invasion of Lebanon prevented its implementation until 1985. The number of Faculties at the year of the establishment was only two colleges, but now it contains eight colleges. At the end of 1985, the temporary headquarters of the university was opened in Amman, where study plans and academic programs were prepared. In 1991, the university began its educational services in Palestine, taking the city of Jerusalem as its headquarters, and established branches and centers. Schools in major Palestinian cities initially included hundreds of students, then the number of students increased until their number became approximately 45,000 students. The university graduated the first group of its students in 1997, and the number of students reached about 60,000 students in 2008. Al-Quds Open University offers 46 specializations in bachelor's

degrees, as well as 16 master's programs. The number of academic staff members at present is 109.

Palestine Technical University – Kadoorie, where the teaching began in Khaduri in January 1931 with two classes, one of which students were selected from those who had completed the sixth grade of primary school, while the other class accepted its students who had completed the second secondary grade and received lessons in theoretical and practical agricultural sciences for a period of three years, after which half of the students of this class were chosen to spend a fourth year in a class of teacher training. After this stage, it was decided that the duration of the study be two years for teaching theoretical and practical agricultural sciences, followed by a third year for teacher training. This system continued until the year 1944 when the study became three years in addition to the teacher training class until the year 1947. In 1961, the level of the Khadoori Agricultural Institute was upgraded to an intermediate agricultural college under the name “Al-Hussein Agricultural College” and the duration of the study was two years. At the beginning of 1965, a department was established to prepare teachers, and the college began to award diplomas in science and mathematics, where the duration of the diploma was two years, and its name became “Al-Hussein Institute.” In the year of 1968, after the Israeli occupation of the West Bank, its name was changed from “Al-Hussein Institute” to “Tulkarem Institute.” At the beginning of 1982, literary and educational diploma majors were added to prepare teachers there and continued to provide its services. In 1993, its name was changed to become “Polytechnic College”. After the establishment of the Palestinian National Authority, the responsibility of the college was transferred to the Palestinian Authority in 1994. It was radically developed and renamed “Palestine Technical College - Tulkarem (Khadouri).” In 1999, the college began granting bachelor's degrees in two majors: physical education and electrical

engineering. In 2007, the college was officially converted into a university. It has many programs distributed according to the branches as follows: Tulkarm branch includes a Ph.D. program, 18 masters, 37 bachelor, and 27 diplomas; the Ramallah branch involves 10 bachelor's programs and 15 intermediate diplomas; and the Arroub branch includes 14 bachelor's programs and 11 intermediate diplomas. The number of students is 9468 and the number of employees is 763.

Al-Istiqlal University was established in 1998 on the land of Palestine under the name of the Palestinian Academy for Security Sciences. It was inaugurated by His Excellency President Mahmoud Abbas in 2007, and it was converted in 2011 into a university. The field of security, military, and police sciences be a main source of support for the Palestinian security establishment with security cadres armed with sciences and professional specializations through bachelor's programs, which number seven and the number is constantly increasing, as well as rehabilitating young groups of men and women affiliated with the security establishment through professional diploma programs in various branches of security and military sciences and the police through eight specialized professional diploma programs, and all specialties are distributed over four colleges. There are three master's programs, four bachelor's programs, six intermediate diplomas, and eight professional diplomas, with a total of 21. The number of students is 662 from various disciplines. Al-Istiqlal University began its journey in the year 2007 with several employees (70), and this number continued to rise to take into account the needs of the resulting human cadre about the expansion of the university, which required more employees to reach 329 male and female employees.

In terms of private universities, Arab American University in Palestine is the first private university in Palestine, established in 2000. The university provides educational services to more

than 12,000 male and female students, of whom 40% are from the State of Palestine, 55% are from the Palestinian interior, and 5% are holders of high school diplomas from foreign countries. The number of colleges is 14, containing several programs divided as follows: 50 bachelor's and diploma programs, 50 master's programs, 40 doctoral programs, and five specializations and higher diploma programs, where the total number of students is 11051, including 10099 in bachelor's and diploma programs and 952 in postgraduate studies. There are 503 faculty members at the university and 499 members working in administrative positions and 85 clinical instructors.

Al-Zaytoonah University for Science and Technology. It began its journey by announcing the launch of its first academic semester of the academic year 2020-2021. It includes three bachelor's faculties: The College of Business and Administration, which includes four programs (supply chain management, transportation and supply, digital marketing, financial markets and facilities, and accounting), Faculty Engineering and Technology which involves three programs (Architecture, Robotics, and Control Engineering, and Renewable Energy Engineering), the College of Natural and Health Sciences and includes four programs (First aid and Emergency Care Program, Health Informatics Program, Food, and Industrial Microbiology Program, and Nursing Program). The college Intermediate level, which grants an intermediate diploma, includes eight programs, namely Integrated Protection Systems, Mobile Application Programming Program, Medical Devices Technology Diploma Program, Interior Design and Paints Program, Insurance Office Services Diploma Program, Marketing, and Trade Show Management Diploma Program, Elevators and Electric Stairs Technology Diploma Program, Diploma in Wireless Communication Technology program. There are 62 employees including 26 academics.

Palestine Ahliya University is a private institution for higher university education, founded in the city of Bethlehem in 2007 and includes seven faculties divided as follows: The College of Postgraduate Studies includes nine specialties, the College of Arts includes two specialties with four programs, the College of Administrative and Financial Sciences includes two departments with 5 programs, the College of Allied Medical Sciences includes four specialties with four programs, the College of Engineering and Information Technology with six programs, the College of Law, the College of Professions and Applied Sciences with two departments with 12 programs. There are 250 employees including 85 academics.

Modern College was established in the year 1983 as part of an educational philosophy that combines the academic and applied sides, when it was established, and began working to provide 30 specializations for professional diploma programs, and then developed some of its programs at the baccalaureate degree level, and it became a professional diploma program in 7 majors and degree programs Bachelor's degree in 2012 within sixteen specializations in the two programs, as the number of students that join its study programs is about 2000 students, and the number of teaching staff is about 204 and 60 administrative employees.

Bethlehem University. It is a Catholic institution that was founded at the request of the Palestinian people during the visit of His Holiness Pope Paul VI to the Holy Land in 1964. In 1973, Bethlehem University began working with two colleges, namely the College of Arts and the College of Education. Then it developed into five colleges (Arts, Education, Business Administration, Sciences, and Nursing and Health Sciences) and two institutes (Institute of Hotel and Tourism Management and Institute of Community Partnership), where certificates and degrees are granted in various disciplines in postgraduate studies in seven specialties, a baccalaureate degree in 29 specialties, a higher diploma in one specialty, and an educational and

intermediate qualification diploma in two specialties. About 3358 students join in all disciplines, including 216 students in postgraduate studies and 3142 students in bachelor's programs and others. There are 376 employees, including 199 faculty members and 177 administrative employees.

Measurement Methods

A self-reported structured questionnaire was used to collect data. Three instruments were used in this study: 1) a Management Commitment Scale, 2) a Psychological Empowerment Instrument, and 3) an Individual Work Performance Questionnaire (IWPQ). Additionally, socio-demographic data were collected.

Management Commitment Scale

Management Commitment Scale was created by Johari et al. (2018) to assess MC. It is composed of 10 items rated on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The scoring of the MC scale can be according to the mean, in which a higher mean indicated high MC. Additionally, the scoring system was as follows: 1-2.33 indicated low MC, > 2.33-3.66 reflected a moderate MC, and > 3.66-5 indicated high MC. This tool is valid and reliable, in which internal reliability using Cronbach's alpha was 0.877 (Johari et al., 2018).

Psychological Empowerment Instrument

Psychological Empowerment Instrument was developed by Spreitzer (1995) to assess PE. It contains 12 items disseminated on four sub-dimensions: meaning (3 items), competence (3 items), self-determination (3 items), and impact (3 items). Responses on each item were rated on a seven-point Likert scale ranging from 1 (very strongly disagree) to 7 (very strongly agree). The scoring was calculated using the mean, in which a mean score of < 4 indicated disagreement and ≥ 4 reflected agreement. It is valid and reliable (Spreitzer, 1995; 1996), whereas the internal

consistency reliability of the total scale using Cronbach's α was 0.87. The Arabic version of this questionnaire was utilized and it has good validity and reliability, in which Cronbach's alpha was 0.873 (Malak & Abu Safieh, 2022).

Individual Work Performance Questionnaire

Individual Work Performance Questionnaire was created by Koopmans (2015) to assess JP. This tool comprised of 18 items distributed on three subscales including, TP (5 items), CP (8 items), and CWB (5 items). These items are rated on a 5-point Likert scale ranging from 0 (seldom) to 4 (always). The score was calculated according to the mean by adding the items' responses and dividing their sum by the number of items, where 0-1.33 indicated low job performance, >1.33- 2.67 reflected moderate level, and > 2.67-4.0 indicated high level. This tool is valid, in that it has construct validity (sufficient convergent and good discriminative) (Koopmans et al., 2014a). Additionally, it has reliability, where Cronbach's alpha for TP, CP, and CWB was as follows: 0.78, 0.85, and 0.79, respectively (Koopmans et al., 2013; Koopmans et al., 2014b).

Socio-Demographic Data Questionnaire

Socio-demographic Data Questionnaire was developed by the researcher based on the existing literature and included age, gender, academic qualifications (master's or doctorate), academic rank (lecturer, assistant professor, associate professor, and professor), years of experience, and university type.

Translation of the Instruments Into the Arabic Language

Because Arabic is the native language in Palestine and not all academics are speaking the English language, the instruments were translated into Arabic. Additionally, a cross-cultural adaptation was held, in which the original instruments are in English, thus, translation to Arabic

is necessary. These instruments were translated from English to Arabic. The translation was held by linguistic experts. Then, the Arabic version was edited by Arabic Translator. The translated Arabic version was submitted to a group of readers to assess the text for clarity and consistency. To ensure that no distortion was found between the two versions of the questionnaires, translation from Arabic to English (forward-backward translation sequence) was executed by a group of persons (N=3) who speak English fluently. These criteria were supported for evaluation: accessibility and understanding of the vocabulary, difficulties, ambiguities, items relevance, and comments and suggestions of the participants.

Instrument Validity

Instrument validity was used to accurately measure the concept and construct of this research. The validity was evaluated using content validity and construct validity.

Content Validity Assessment

The content validity of the MC Scale and Individual Work Performance Questionnaire and domain representatives of these instruments was determined by asking a panel of experts in administration and management in Palestine (five experts) to evaluate these instruments.

The content validity of these instruments was assessed using the Content Validity Index (CVI). Each expert was provided a brief description of the instruments and items, in addition to a CVI form for rating each item in these instruments. The CVI form is needed to answer these questions: 1) are the items relevant to exemplify the content totality? 2) are the items clearly written? And 3) have any items in these instruments been omitted, modified, or added?

The CVI form included a four choices rating scale for each item in the instruments as follows: 1=not relevant; 2=somewhat relevant; 3= quite relevant but requires a minor alteration; 4= very relevant.

Following content validation procedures, the instruments were revised according to the experts' suggestions and thoughts. After that, a score for each item on the instruments was determined by the proportion of experts who scored the item as relevant (a rating of 3 or 4). The CVI for the instrument is the proportion of total items judged by the validity of the content. The CVI was 1 for the two instruments where all experts scored each item 3 or 4.

Construct Validity Assessment

Construct validity is used to evaluate whether the measures chosen are true measures of the constructs and represent the associated construct (Hair et al., 2016). Construct validity is established by examining both convergent and discriminant validity. Convergent validity is the extent to which a construct correlates with its measures (Hair et al., 2016), and is demonstrated when the Average Variance Explained (AVE) score exceeds or is equal to 0.5 (Fornell & Larcker, 1981; Hair et al., 2016). Alternatively, convergent validity could be assessed by examining the constructs' scores of the composite reliability (Fornell & Larcker, 1981), where the cut-off point equals 0.60 (Hair et al., 2016). To assess the discriminant validity across the items, the pattern of item loadings across constructs in the model will be evaluated (called cross-loadings). Specifically, an item loading on the correlated construct should be larger than all of its loadings on other constructs (Hair et al., 2013). Construct validity was assessed on the total study participants.

Pilot Study

Arabic version of the study's questionnaires was tested on a pilot group of academics in Palestinian universities ($N=30$) who were randomly selected and met the inclusion criteria. The pilot study aimed to evaluate the clarity and understanding of the items, and the time required to complete the questionnaires. The average time the participants required to finish the

questionnaire was 10-15 minutes. The collected data from the pilot group was excluded from the results of this study to prevent data contamination.

Instrument Reliability

Internal consistency was utilized to attain the instruments' reliability. Cronbach's alpha measures were adopted to examine the internal consistency of the constructs. It is based on the average inter-item correlation and evaluates the consistency of performance of participants across the items on the total instrument. It is achieved when the internal reliability estimates are greater than 0.70 (Hair et al., 2016). The internal reliability was assessed on the pilot sample, where Cronbach's alpha was 0.932 for the management commitment scale, 0.979 for psychological empowerment, and 0.934 for the individual work performance questionnaire.

Ethical Considerations

The permission was got from the institutional review board (IRB) of Indiana University. Informed consent was provided by the participants. Also, participants were assured of confidentiality during all phases of the study, in which they were asked to avoid writing their names or other personal-related information on the questionnaires and keep the answered questionnaires in closed envelopes before endorsing them. It was also clear that participation was voluntary, whereas the participants can withdraw at any time during the study without any risks. Additionally, the collected data were kept in safe storage, in which data were stored in a coded computerized file.

Data Collection Procedure

After obtaining approval to conduct this study, meetings with the Deans of faculties in the selected universities were arranged and a summarized description of the aims and significance of this study were clarified to them, in addition to inclusion criteria. After that, the

questionnaires with the number of academic employees in each faculty were provided to the Deans to facilitate distribution to the employees who met the criteria. These questionnaires were attached with envelopes and each questionnaire contained a cover letter with aims and instructions explaining the way of responding to instruments and informed consent. Also, confidentiality was attained by asking them to avoid mentioning their names or any related information and putting the questionnaire in an envelope after completing and closing it. Also, they were requested to endorse these envelopes to the Deans' offices. After one week, the researcher collected the returned closed envelopes from the Deans' offices.

Data Analysis Procedures

Statistical Package for the Social Sciences software (SPSS Ver.26.0) was adopted to enter the study data and test the questions and hypothesis of this study. The data were checked for any outliers, deviant cases, missing data, and normality. The normality was assessed using the Kolmogorov-Smirnov test. Descriptive statistics involving frequencies, percentages, means, standard deviations, and ranges were utilized to describe the characteristics of the study participants and main variables. The partial correlation coefficient was used to examine if management commitment and psychological empowerment were correlated with job performance among employees in higher education institutions in West Bank/ Palestine with the controlling of socio-demographic variables. Exploratory structural equation modeling including the smart PLS was used to assess the psychometric properties and interpret the path coefficients about the effect of management commitment and psychological empowerment on job performance among academic employees in higher education institutions in the West Bank/ Palestine. Also, independent samples t-test was used to identify the differences between the two groups according to socio-demographic factors. One-Way ANOVA test and Scheffe's test were

utilized to assess differences for multi comprises. The significance of association or difference was accepted as statistically significant at an alpha level of ≤ 0.05 .

Summary

A cross-sectional, descriptive correlational design was used to perform this study. The targeted population was all the academic employees in universities in the West Bank. All eligible academics working in the selected universities were included in the study. A self-reported questionnaire was utilized for collecting data and involved the following tools: MC scale, PE instrument, and individual work performance questionnaire, in addition to demographic data. Descriptive statistics were used, and a partial correlation test was used to assess the correlation between dependent and independent variables. Exploratory structural equation modeling including the smart PLS was used to assess the path coefficients of the effect of MC and PE on JP among academics in higher education institutions in the West Bank/ Palestine. Independent t-test and ANOVA test were used to test the differences in JP according to socio-demographic data. The results were significant at alpha ≤ 0.05 .

CHAPTER 4

RESULTS

This chapter describes the findings of the current study that were focused on the study questions and hypotheses. Also, it includes a description of the participants' socio-demographic characteristics utilizing descriptive statistics and identification of the correlation among these variables. Additionally, the regression analysis (multivariable linear) was adopted to examine the main predictors of job performance (JP) among academic employees.

Socio-Demographic Characteristics of the Participants

A total of 700 questionnaires were distributed to eligible participants, while, 665 questionnaires were returned with a response rate of 95.0 %. The total number of completed questionnaires submitted for analysis was 665 with no missing data.

The data were edited, coded, and transcribed in preparation for subsequent analysis, by checking their completeness, consistency, and legibility (Neuman, 2003). A code was assigned to each question; all questions were sequentially coded using letters and numbers. Then, the data were entered into the SPSS version 26.0 data file. By going through the cases, the data were checked for completeness of the variables. Afterward, data were examined for the presence of missing values and normality, where the Kolmogorov-Smirnov test was utilized to examine normality. The results demonstrated no occurrences of missing data were detected for the measured items. Also, responses to all individual items were assessed to ensure mandatory answering, additionally, the data were normally distributed, in which the p-value was 0.316.

Regarding demographic characteristics for 665 participants, it is found that the mean age was 44.56 years ($SD \pm 8.55$) with a range of 23-56 years. Most of the participants were male taking 62.7% from the total. Around 60.3% of the participants had a Ph.D. and 49.0% were assistant

professors. A total of 59.8% of the participants were from public universities. The mean of years of experience was 6.40 (SD \pm 5.03) with a range from 6 months to 23 years (Table 1).

Table 1

Socio-Demographic Characteristics of the Participants

Characteristics	Category	N (%)	M \pm SD	Range
Age/ Years			44.56 + 8.55	23-56
Experience in the university/Years			6.40 \pm 5.03	0.6-23.0
Gender	Male	417 (62.7)		
	Female	248 (37.3)		
Educational level	Ph.D.	401 (60.3)		
	Master	264 (39.7)		
Academic rank	Professor	6 (0.9)		
	Associate professor	56 (8.4)		
	Assistant professor	326 (49.0)		
	Lecturer	277 (41.7)		
University type	Public	398 (59.8)		
	Private	267(40.2)		

Note. N= number, %= percentage, m= Mean, SD= Standard Deviation

Factor Analysis and SEM-PLS Regression of Study Instruments

Structural Equation Modelling (SEM) was applied in this study to test and validate the study instruments and their associated items. The SEM is a statistical model that clarifies the relationships among multiple variables (Hair et al., 2013). It is most commonly identified with two prevalent techniques: the Maximum Likelihood (ML) covariance analysis (represented via, for example, LISREL software) and a component-based variance analysis technique, referred to as Partial Least Squares (PLS) (Fornell & Bookstein, 1982; Gefen & Straub, 2005). The PLS method was considered appropriate for the current study. The SEM using the PLS technique was used in this study to test the overall structure of the scale. The most recent PLS software; Smart PLS 2.0 was selected to achieve PLS algorithms. The PLS model is analyzed and clarified in two stages; firstly, by evaluating the reliability and validity of the measurement model (constructs and items); and secondly, by evaluating the structural model by explaining the path coefficients and determining the adequacy of the research model (Hair et al., 2013).

The validity and reliability of the variables (constructs) were investigated and the intercorrelations among variables were also tested. Firstly, the item loadings were assessed, as shown in Table 2. Given the item validity threshold of 0.5 (Hair et al., 2021), all items in the MC scale and PE instrument were found to have high loadings and thus entered the study, as their scores were above the cut-off point. However, in the individual work performance questionnaire, five items related to the CWB subscale (IWPQCWB1, IWPQCWB2, IWPQCWB3, IWPQCWB4, and IWPQCWB5) were found to have low loadings, thus these items eliminated from the study, as their scores were below the cut-off point (-0.22, -0.332, -0.298, -0.312, and -0.358, respectively).

Table 2*Items Loadings of Study Instruments*

Items	Management commitment	Psychological empowerment	Job Performance
MCS1	0.648		
MCS2	0.759		
MCS3	0.783		
MCS4	0.772		
MCS5	0.808		
MCS6	0.848		
MCS7	0.787		
MCS8	0.799		
MCS9	0.750		
MCS10	0.812		
PsychEmpowerment1		0.882	
PsychEmpowerment2		0.902	
PsychEmpowerment3		0.901	
PsychEmpowerment4		0.941	
PsychEmpowerment5		0.929	
PsychEmpowerment6		0.916	
PsychEmpowerment7		0.884	
PsychEmpowerment8		0.883	
PsychEmpowerment9		0.874	
PsychEmpowerment10		0.910	
PsychEmpowerment11		0.898	
PsychEmpowerment12		0.880	
IWPQCP1			0.660
IWPQCP2			0.671
IWPQCP3			0.711
IWPQCP4			0.554
IWPQCP5			0.516
IWPQCP6			0.541
IWPQCP7			0.657
IWPQCP8			0.620
IWPQCWB1			-0.220
IWPQCWB2			-0.332

IWPQCWB3	-0.298
IWPQCWB4	-0.312
IWPQCWB5	-0.358
IWPQTP1	0.582
IWPQTP2	0.639
IWPQTP3	0.730
IWPQTP4	0.744
IWPQTP5	0.779

Note. MCS: Management commitment scale

PsychEmpowerment: Psychological empowerment scale

IWPQCP: Individual work performance questionnaire contextual performance

IWPQCWB: Individual work performance questionnaire counterproductive work behavior

IWPQTP: Individual work performance questionnaire task performance

In addition, the convergent validity and reliability of the constructs were examined, as in Table 3. As per the validity measure scores, the Average Variance Extracted (AVE) estimates demonstrate a valid construct, as the AVE estimate was found above the threshold of 0.5 (Hair et al., 2021). Also, the composite reliability measure indicated that the constructs demonstrated validity, as its score exceeded the cut-off point of 0.8 (Hair et al., 2021). Another important measurement; the reliability estimate was examined by Cronbach’s Alpha score, and the constructs were found reliable, as the Alpha estimate exceeded the threshold of 0.7 (Hair et al., 2021).

Table 3*Construct Validity and Reliability*

Construct	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Management commitment	0.927	0.932	0.939	0.606
Job performance	0.908	0.924	0.950	0.547
Psychological empowerment	0.979	0.98	0.981	0.811

To recognize the relationship among the variables, the intercorrelations among these variables were assessed as shown in Table 4. Findings demonstrated that all correlations among the variables were found significant, in the significance level of 0.05, and all correlation coefficients were found high. Interestingly, the strongest correlation among constructs was found between JP and MC, whereas the weakest correlation, although found significant, was between JP and PE. All other correlations are found in Table 4.

Table 4*Discriminant Validity Using Fornell and Larcker Criteria*

Variables	Job performance	Management commitment	Psychological empowerment
Job performance	0.688		
Management commitment	0.524	0.778	
Psychological empowerment	0.391	0.695	0.900

Research Questions

Research Question one

What are the levels of MC, PE, and JP among employees in HEIs in the West Bank/ Palestine?

As shown in Table 5, the findings revealed that the mean of MC was 3.44 (SD±0.85) out of 5, which illustrated a moderate level of MC. Additionally, the following items had the highest means “Developing leadership behaviors that are consistent with delivering the institution’s strategy and goals safely” and “Showing passion and interest for safety by formulating and establishing safety policies” 3.65 (SD ± 0.94) and 6.63 (SD ±0.97), respectively. While the item “Establishing an effective two-way communication system with the staff” had the lowest mean of 3.15 (SD ± 1.27).

Table 5

Percentages and Means of Management Commitment and its Items

Statements	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	M±SD
	n %	n %	n %	n %	n %	
Establishing policies and plans to achieve the goals	31(4.7)	39(5.9)	132(19.8)	404(60.8)	59 (8.9)	3.36±0.89
Providing training and ongoing support for all staff to discharge their duties.	56 (8.4)	68 (10.2)	98 (14.7)	372 (55.9)	71 (10.7)	3.50±1.08
Establishing an effective two-way communication system with the staff.	104(15.6)	99(14.9)	137(20.6)	241(36.2)	84(12.6)	3.15±1.27

Creating an environment of continuous improvement.	67(10.1)	109(16.4)	123(18.5)	278(41.8)	88(13.2)	3.32 \pm 1.19
Developing leadership behaviors that are consistent with delivering the institution's strategy and goals safely.	21(3.2)	75(11.3)	96(14.4)	394(59.2)	79(11.9)	3.65 \pm 0.94
Have proper arrangements for the supervision and appraisal of the staff.	75(11.3)	127(19.1)	104(15.6)	266(40.0)	93(14.0)	3.26 \pm 1.24
Regularly reviews and assesses the performance of staff individually.	48(7.2)	83(12.5)	131(19.7)	336(50.2)	67(10.1)	3.44 \pm 1.06
Showing passion and interest for safety by formulating and establishing safety policies.	19(2.9)	84(12.6)	114(17.1)	356(53.5)	92(13.8)	3.63 \pm 0.97
Promoting safety culture in the workplace.	111(16.7)	85(12.8)	76(11.4)	340(51.1)	53(8.0)	3.21 \pm 1.26
Ensuring control at all levels of the institution.	23(3.5)	78(11.7)	130(19.5)	357(53.7)	77(11.6)	3.58 \pm 0.96
Total scale						3.44\pm0.85

Note. N: number, %: Percentage, M: Mean, SD: Standard Deviation, N=665.

(Johari, R., Alam, M., & Said, J. (2018). Assessment of management commitment in Malaysian public sector. *Cogent Business & Management*, 5, 1469955.)

Concerning PE, the results demonstrated that the mean of PE among academics was 4.40 (SD \pm 1.49), which reflected an agreement level of PE. Furthermore, the meaning subscale had

the highest mean score ($M= 4.51, SD+ 1.51$), while the impact subscale had the lowest mean score ($M= 4.34, SD+ 1.55$) as shown in Table 6.

Table 6

Levels of Psychological Empowerment and Domains

Variables	M	SD
Psychological empowerment	4.40	± 1.49
Meaning	4.51	± 1.51
Competence	4.41	± 1.65
Autonomy	4.35	± 1.54
Impact	4.34	± 1.55

Note. M: Mean, SD: Standard Deviation, N=665.

Table 7 explained the levels of JP and domains, where the CWB domain was deleted because all subscale items were below the standardization value. The findings demonstrated that the mean score of JP was 2.46 ($SD\pm 0.79$) and the means of TP and CP domains were 2.71 ($SD\pm 0.97$) and 2.30 ($SD\pm 0.87$), respectively. The JP and CP domain had moderate levels, while the TP domain had a high level.

In regard to the TP domain, all the items had high levels except one. Also, the item “I kept in mind the results that I had to achieve in my work” had the highest mean score of 2.78 ($SD \pm 1.07$), while the item “I managed to plan my work so that it was done on time” had the lowest mean score of 2.64 ($SD\pm 1.02$).

Concerning the CP domain, all items had moderate levels, and the items “I took on extra responsibilities” and “I started new tasks myself when my old ones were finished” had the highest mean scores of 2.64 ($SD\pm 1.30$) and 2.61($SD\pm 1.26$), respectively. While the items “I

actively participated in work meetings” and “I kept looking for new challenges in my job” had the lowest mean scores of 2.00 (SD±1.07) and 2.03 (SD±1.12), respectively.

Table 7

Levels of Job Performance and Domains

Variables	M	SD
Task performance	2.71	±0.97
I managed to plan my work so that it was done on time.	2.64	±1.02
My planning was optimal.	2.69	±0.97
I kept in mind the results that I had to achieve in my work.	2.78	±1.07
I was able to separate main issues from side issues at work.	2.72	±1.20
I was able to perform my work well with minimal time and effort.	2.71	±1.18
Contextual performance	2.30	±0.88
I took on extra responsibilities.	2.64	±1.30
I started new tasks myself when my old ones were finished.	2.61	±1.26
I took on challenging work tasks, when available.	2.50	±1.24
I worked at keeping my job knowledge up-to-date.	2.16	±1.11
I worked at keeping my job skills up-to-date.	2.17	±1.13
I came up with creative solutions to new problems.	2.32	±1.18
I kept looking for new challenges in my job.	2.03	±1.12
I actively participated in work meetings.	2.00	±1.07
Total job performance mean score	2.46	±0.79

Note. M: Mean, SD: Standard Deviation, N=665.

(Koopmans, L. (2015). Individual Work Performance Questionnaire instruction manual.

Amsterdam, NL: TNO Innovation for Life – VU University Medical Center)

Research Question two

What is the relationship between MC, PE, and JP among employees in higher education institutions in the West Bank/ Palestine?

As shown in Table 8, the partial correlation was utilized to determine the relationship between MC, PE, and JP. The results revealed that there was a significant positive relationship between MC and JP ($r = 0.538$, $p < 0.001$), which indicated that increasing MC was associated with increased JP among academics. Moreover, a positive relationship was found between PE and JP ($r = 0.472$, $p < 0.001$), which suggested that increasing PE was correlated with increasing JP among academics. These results supported the first and second hypotheses.

Table 8

The Correlation Between Management Commitment, Psychological Empowerment, and Job Performance

Variables	Job performance	
	r	p-value
Management commitment	0.538	0.000**
Psychological empowerment	0.472	0.000**

Note. r: Pearson's correlation. N=665

* $p \leq 0.05$. ** $p \leq 0.01$

Research Question Three

What are the effects of MC and PE on JP among employees in higher education institutions in the West Bank/ Palestine?

To recognize the impacts of MC and PE on JP, the structural model findings were considered. Therefore, the regression paths were tested among the variables, and T-statistics and p-values were investigated. Findings revealed that MC had a significant influence on JP ($\beta =$

0.58, T-Statistics = 7.569, $p < 0.01$) which supported hypothesis 1. Surprisingly, PE had no significant influence on JP ($\beta = -0.07$, T-Statistics = 0.93, $p = 0.353$) that mean hypothesis 2 is not supported. Furthermore, it was found that MC had a significant effect on PE ($\beta = 0.795$, T-Statistics = 63.109, $p < 0.01$), which supported hypothesis 3. All Beta values, T-Statistics, and p-values were demonstrated in Figure 3 and Table 9. Furthermore, Table 9 showed that PE did not play a mediating role between MC and JP ($p = 0.354$) to include that hypothesis 4 is not supported.

Table 9

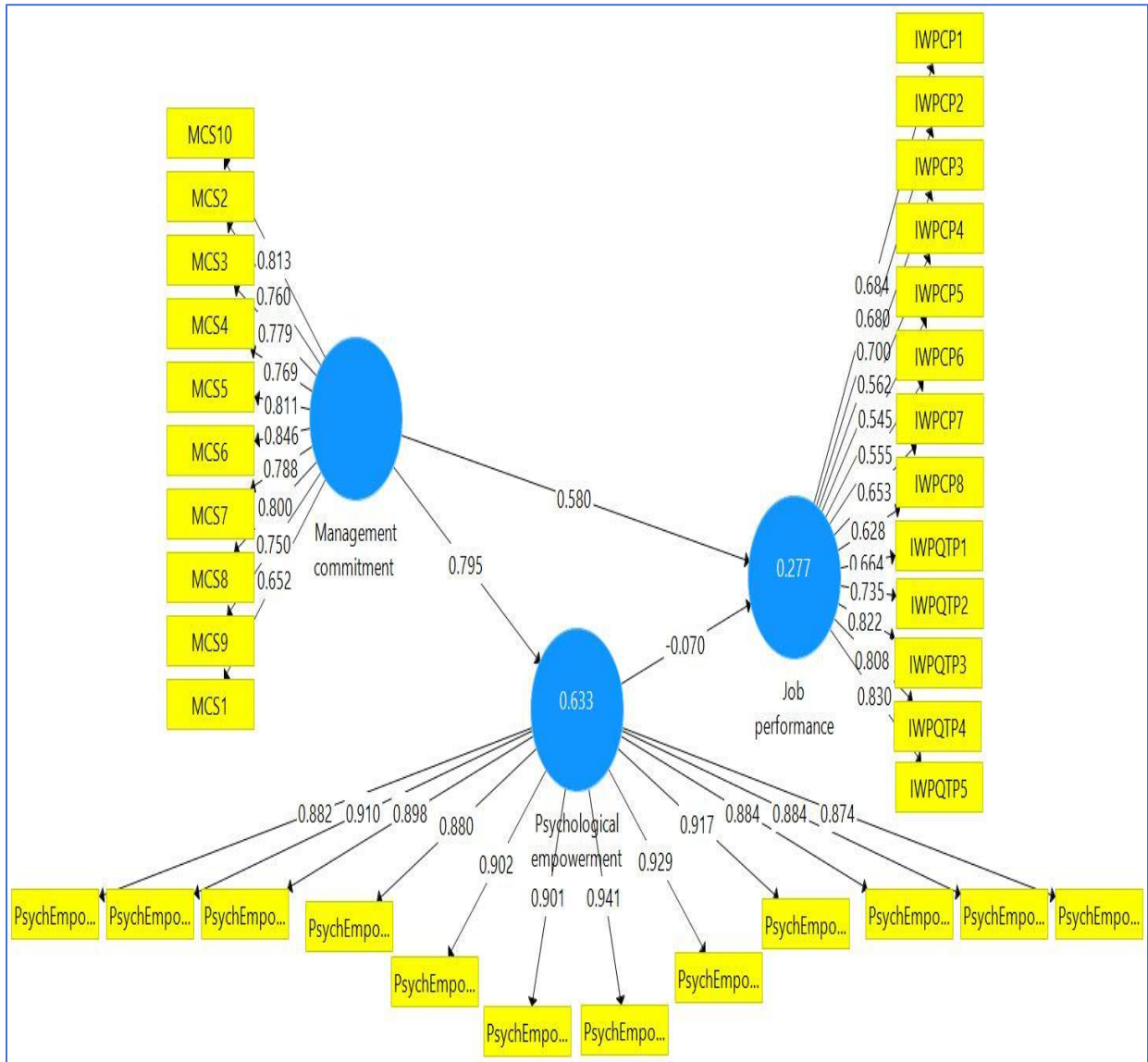
Path Coefficients of Study Variables on Job Performance

Variables	Beta Values (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	p-value	Results
Management commitment -> Job performance	0.58	0.575	0.077	7.569	0.000**	Supported
Management commitment -> Psychological empowerment	0.795	0.795	0.013	63.109	0.000**	Supported
Psychological empowerment -> Job performance	-0.07	-0.064	0.075	0.93	0.353	Not supported
Mediated Path						
Management commitment -> Psychological empowerment -> Job performance	-0.055	-0.051	0.06	0.929	0.354	Not supported

* Significant at $\alpha \leq 0.05$, ** Significant at $\alpha \leq 0.01$

Figure 3

Path Coefficient of Study Variables



Note. MCS: Management commitment scale

PsychEmpowerment: Psychological empowerment scale

IWPQCP: Individual work performance questionnaire contextual performance

IWPQTP: Individual work performance questionnaire task performance

Research Question Four

Are there any differences in JP among employees in HEIs in West Bank/ Palestine according to their age, gender, academic qualifications, academic rank, years of experience, and university type?

An independent t-test, with a 0.05 significance level, was utilized to compare the differences among academics in JP according to gender, academic qualifications, and university type. Findings revealed significant differences were demonstrated in JP between participants according to gender ($t= 2.25$, $p = 0.01$) and university type ($t= -7.515$, $p < 0 .01$). These study results indicated that males and academics who are working in private universities had higher JP compared to females and employees in the public universities. However, there was no significant difference in JP according to academic qualifications as explained in Table 10.

Table 10

Differences Between Academics in Job Performance According to Gender, Academic Qualifications, and University Type: An Independent T-Test

Variables	Categorization	Job performance			
		M	SD	t-test	p-value
Gender	Male	2.47	0.62	2.25	0.010**
	Female	2.17	0.64		
Academic qualifications	Master	3.20	0.57	0.638	0.524
	Doctorate	3.16	0.67		
University type	Public	2.35	0.85	-7.515	<0.001**
	Private	2.62	0.84		

Note. M: Mean, SD: Standard Deviation

* Significant at $\alpha \leq 0.05$, ** Significant at $\alpha \leq 0.01$

Table 11 clarifies that the One-Way-ANOVA test was adopted to assess the differences between academics' JP according to age, experience, and academic rank. Findings showed a significant difference between the participants in JP according to their academic rank ($F= 4.385$, $p < 0.01$). While there were no statistically significant differences in JP between academics according to age and experience. Thus, these findings approved that there were differences in JP among academics in the universities according to gender, university type, and academic rank according to hypothesis 5.

Table 11

Differences Between Academics in Job Performance According to Age, Experience, and Academic Rank: One Way ANOVA

Variables	Job performance		
	Mean Square	F	p-value
Age	0.854	2.084	0.081
Experience/years	0.394	0.953	0.433
Academic rank	2.689	4.385	0.005**

* Significant at $\alpha \leq 0.05$, ** Significant at $\alpha \leq 0.01$

As shown in Table 12, Scheffe's test was utilized to test the sources of these differences according to academic rank. Findings revealed significant differences at $\alpha \leq 0.05$ existed between the academic employees in JP according to academic rank. Findings showed that there was a difference between an associate professor and an assistant professor and lecturer, where the lecturer had higher levels of job performance followed by the assistant professor.

Table 12*Differences Between Academics in Job Performance According to Academic Rank: Scheffe's Test*

Variable	Academic rank	Professor	Associate professor	Assistant professor	Lecturer
		Mean	2.57	2.10	2.46
Job performance	Professor	2.57	0.588	0.989	0.999
	Associate professor	2.10		0.022*	0.005**
	Assistant professor	2.46			0.830
	Lecturer	2.52			

* Significant at $\alpha \leq 0.05$, ** Significant at $\alpha \leq 0.01$

Summary

Six hundred and sixty-five academics responded to the questionnaires. Findings demonstrated that all study measurements were valid and reliable, while the CWB subscale in the individual work performance questionnaire was eliminated from the study. Furthermore, the participants reported a moderate level of MC, an agreement level of psychological empowerment, and a moderate level of JP. MC and PE had a positive relationship with JP. MC affected JP, while PE did not affect JP. There was a difference in JP according to gender, university type, and academic rank.

CHAPTER 5

DISCUSSION

This chapter of the study focuses on discussing the findings related to the study questions, in addition to implications for practicing the significant findings. Suggested recommendations and conclusions were added.

Discussion of the Findings

This study is considered one of a few attempts to identify the relationship between MC, PE, and JP among academic employees in HEIs in Palestine.

Concerning the JP scale, it was determined that this scale did not match the exact subscales of the original scale, which were TP, CP, and CWB. The counterproductive subscale was deleted due to its weak results in validity and only TP and CP subscales were incorporated in the analysis. Therefore, this scale needs to be reevaluated by researchers in future studies to check its validity.

This study showed that participants reported a moderate MC level. This present result is inconsistent with the findings of other international and national studies, which revealed that participants endorsed high MC (Dahleez & Ghali, 2018; Johari et al., 2018; Safadi et al., 2021). While, another national study revealed that participants reported less quiet MC (Madi et al., 2012). This current finding might be due to the study participant's characteristics, where the participants were recruited from private and public institutions and had different educational levels. Additionally, this current finding might be related to participants' perception of MC in their institutions, in which the majority of them endorsed that their institutions provide them with leadership behaviors and participation in formulating and establishing safety policies, which enhances their work productivity. This commitment can supply distinctive chances for success

that are represented in institutional access to employees with high qualifications, institutional visibility (Perry et al., 2016), and promoted reputation that could avail the institution.

Recognizing MC in the universities is necessary to build strong commitment among academic employees to their profession and organization. This commitment can promote employees' intrinsic motivation and initiative, professional commitment, sense of achievement, and self-efficacy, which enhances work performance and efficiency and decreases the intention for turnover (Becker et al., 2017; Fonk et al., 2018). Additionally, the participants endorsed that communication was the lowest in management commitment, which should foster higher education institutions to work on this area to increase management commitment among academic staff.

The current study demonstrated that participants endorsed an agreeable level of PE. This study finding is lower than that reported in a previous study (Jordan et al., 2017). It is expected to have such a result, the participants found themselves psychologically empowered due to their high education, competencies in performing their tasks, and ability to make decisions, additionally, they had an influence on any actions or policies in the work environment and they see themselves efficient and perceive work of great significance. Those participants had more job satisfaction and commitment to their profession and institutions (Jordan et al., 2017). Furthermore, the meaning had the highest subscale, and impact had the lowest subscale, which is consistent with a previous study (Tetik, 2016). It is unsurprisingly to have such results due to cultural factors, where the employees in Arab countries put values, beliefs, and behaviors as their priority with the work requirements. Also, the managers take the role of developing and influencing strategic plans, policies, and administrative work outcomes with little engagement from the employees.

The participants in the present study reported moderate levels of JP (task and contextual). The earlier studies revealed that the employees who had a high work balance and satisfaction levels reported high JP (Abdirahman et al., 2018; Bataineh, 2019; Johari et al., 2018; Rene & Wahyuni, 2018; Sofiyah & Yulinda, 2022; Soomro et al., 2018). This study's finding could be related to a moderate level of MC, in which MC impact JP. Thus, this finding highlighted the moderate level of JP, which suggested that the JP did not achieve its optimal level and the administration in higher education institutions did not give the appropriate importance to this outcome. The academic staff needs motivation, interpersonal skills, professional development, and engagement in the decision-making process which affects their performance.

This study demonstrated that a positive relationship existed between MC and JP and that MC had a direct effect on JP, which reflected that the enhancement of MC could be correlated and influenced to increase JP among academic employees. This result is congruent with previous literature demonstrated a positive relationship between MC and JP and revealed an effect of MC on JP (Abdirahman et al., 2018; Al Zefeiti & Mohamad, 2017; Folorunso et al., 2014; Hafiz, 2017; Krishnanathan & Mangaleswaran, 2018; Labetuban & Dewi, 2022; Nurzaman, 2020; Rafiei et al., 2014; Rustamadji & Che Omar, 2019; Sofiyah & Yulinda, 2022; Torlak et al., 2018). However, Tutei et al. (2017) revealed a negative correlation between MC and JP. Additionally, earlier studies demonstrated no correlation and effect of MC on JP (Ardiansyah et al., 2022; Hazriyanto et al., 2019; Metin & Asli, 2018; Oyeniyi et al., 2017). These current findings could be interpreted as MC in higher institutions represented in implementing policies to organize work, training workshops, effective communication with academic employees, and safety culture could improve JP at these institutions (Sofiyah & Yulinda, 2022).

A relationship was found between MC and PE among participants in the current study, which indicated enhancement of MC associated with improvement of JP among academic staff. This finding is in parallel with an earlier study that revealed an association existed between MC and PE (Choong et al., 2012).

This study revealed a relationship existed between PE and JP, which is similar to earlier studies (Ahmed & Malik, 2019; Chiang & Hsieh, 2012; Dust et al., 2018; Farzaneh et al., 2014; Jha, 2014; Khan et al., 2020; Najafi et al., 2011). It was suggested subsequently that empowerment was connected with innate motivation (Thomas & Velthouse, 1990).

Empowerment improves awareness of work tasks with higher meaning and effect and results in innate motivation. The autonomy of PE enhances employees' self-determination and their perception of controlling their jobs, also improving the decision-making process (Valentine et al., 2018). It proposed seven dimensions of employment, including power, autonomy, skills and responsibility, decision-making, initiative and creativity, information, and knowledge (Peter et al., 2002). The accomplishment of these dimensions provides the employees with intrinsic motivation to maintain and attach to their work and execute well (Baird et al., 2018).

Furthermore, it has been suggested that PE participates in improving job productivity (Ul Haq et al., 2018). PE is described by meaning, the psychologically empowered employees recognize their work tasks as extremely meaningful and have an effect. Therefore, enthusiasm and motivation lead the employees to utilize different inventive methods to carry out their duties (Javed et al., 2017) with specific deadlines. Empowered academic employees have the competencies to perform job duties at appropriate times (Khan et al., 2020).

Additionally, this study supposed that no direct effect of PE on JP. This finding is inconsistent with earlier studies that suggested a positive effect of PE on JP (García-Juan et al.,

2019; Tetik, 2016). This study's finding reflected that PE is not a key factor for JP in higher education institutions.

This study demonstrated that PE was not a mediator between MC and JP. The mediation analysis proposed evidence that PE not mediated the association between MC and JP among academic staff in Palestine. Although there was a relationship between PE and JP, there was no direct effect of PE on JP which resulted in no mediation in the relationship between PE and JP.

This study demonstrated a significant difference in JP according to gender, where male employees reported higher JP compared to their female counterparts. This result might be related to work pressures involving job stress, work environment, students' issues, psychological problems, and working hours, in which male employees can manage these pressures more likely than female employees who experienced other stressors (Menash, 2021).

This study clarified that no differences in JP according to academic qualifications. This result could be interpreted as academics in these institutions undergoing the same rules, policies, and regulations, in addition to cultural characteristics and disciplines (Afonso, 2016; Boer et al., 2017). The teaching load and working hours are distributed according to each qualification. Also, academic staff is equally engaged in conveying knowledge by learning and in generating new knowledge through scientific research (Boer et al., 2017; European Commission, 2017).

The current study showed differences in JP according to university type, where academics working in private universities reported higher JP. This result is incongruent with a previous study that revealed academics in private universities perceived low job satisfaction and JP (Masum et al., 2015). This current finding suggested that private universities provided many services for employees to enhance JP. These services include administrative support, high salary,

training and professional development, rewards, and funds for accomplishing research projects, a healthy work environment, and safe work conditions (Masum et al., 2015).

The present study demonstrated a difference in JP according to academic rank, in which the academics with lower ranks had higher levels of JP. However, a previous study demonstrated no difference existed in job satisfaction and performance regarding rank (Eyupoglu & Saner, 2009). This current result is expected because the academics with lower ranks suffer from job insecurity and have few employment opportunities compared with those with higher ranks, therefore, they work harder to stay in their jobs and gain management satisfaction.

The present study revealed no difference existed in JP according to age. This result might be due to participants' characteristics, where they work in similar institutions regardless private or public. Furthermore, the mean age of the majority of this group was around 44 years, which indicated that they are adults and have the capability of productivity and work, this could enhance JP.

The present study revealed no difference existed in JP according to experience years. This current finding proposed that all academics regardless of their experience are working at the same level, which might be clarified as academics are oriented to institutions' instructions, laws, and policies about working hours, workload, disciplines, and responsibilities and duties regardless of their experience. This work environment enhances employees' productivity and work efficiency (Khawand & Zargar, 2022).

Practical Implications

This study obtained baseline data concerning the levels of MC, PE, and JP of Palestinian academic employees in higher education institutions. Moreover, it explored the correlation between the aforementioned variables among the study group. The findings of the present study

might be a reference for those in higher administration positions in higher education institutions and managers in these institutions to develop and carry out strategies and programs to enhance these dimensions to improve JP and minimize the barriers that impede professional development. Also, the study is considered evidence for the development of strategies to keep competent and committed employees at higher education institutes.

The managers in these institutions require to provide commitment through enhancing work environments and workplace well-being and active participation of academics in workshops and training programs and continuous meetings with managers to discuss policies and procedures, in which the academics perceive that their jobs are meaningful, and they have competencies, control over these jobs, and power to positively influence institutions' outcomes. Furthermore, psychologically empowered academics can work well, as a result, can achieve their expectations, which can influence institutions' productivity and quality, produce a positive reputation, and increase the institutions' profits. To enhance psychological empowerment among academics, the institutions' managers should make academics feel that their jobs are valuable, encourage them to promote their competencies and appraise their suggestions and recommendations about job descriptions and tasks and institutions' outcomes

Recommendations

In regard to the study's results, these recommendations were constructed:

- Raise awareness of higher administration in higher education institutions to the importance of MC and PE to improve JP and provide a high-quality job productivity among academic employees.
- Incorporate MC, PE, and JP concepts into university policies.

- Develop measures focus on improving JP in higher education institutions, in addition to measures for enhancing MC and promoting PE among academic staff.
- Enhance academic employees' participation in formulating policies, procedures, and rules in HEIs to improve their JP.
- Create a conducive work environment focusing on two-way effective communication between managers and employees and provide supervision support to those employees.
- Provide the motivation to employees by allocating prizes and incentives, for example, the best faculty member and best researcher in the institution.
- Encourage professional development and interpersonal skills for employees through developing training and workshops to enhance their motivation and abilities in the decision-making process.
- Perform future studies to assess the correlation and effect of other factors on JP such as structural empowerment, job stress, institutional culture, motivation, job security, indemnity, and salaries.
- Develop qualitative studies to obtain academic staff experiences concerning job satisfaction.
- Work on performing future studies to reevaluate the validation of the JP scale.

Conclusions

This study concluded that the academic staff had moderate levels of MC and JP and an agreeable level of PE. MC and PE positively correlated with JP. MC had a direct influence on JP. JP differed according to gender, academic rank, and university type. Thus, strategies should be developed to improve JP among academic staff, which may significantly enhance their levels of JP to provide a high-quality outcome offered to institutions. Undoubtedly, associating factors should be considered when performing these strategies.

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Appendix (A)

List of Abbreviations

TP	Task Performance
CP	Contextual Performance
CWB	Counterproductive Work Behavior
MC	Management Commitment
PE	Psychological Empowerment
JP	Job Performance
HEIs	Higher Education Institutions
OC	Organizational Commitment

Appendix (B)

English Version of the Questionnaire

Questionnaire: The Relationship between Management Commitment, Psychological Empowerment, and Job Performance Among Employees in Higher Educational Institutions in Palestine (West Bank)

1- Socio-Demographic data

- ✓ **Age:**
- ✓ **Gender:** Male Female
- ✓ **Academic qualifications:** Doctorate degree Master degree
- ✓ **Academic rank:** Professor Assoc. Professor Ass. Professor Lecturer
- ✓ **Experience in the current university:** years , months.
- ✓ **University type:** Public Private

2-Management Commitment Scale

Directions: Please answer the following question by putting a sign (✓) in the choice that reflect you agree or disagree with each statement of the following statements.

NO #	Item	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	Establishing policies and plans to achieve the goals.					
2	Providing training and ongoing support for all staff to discharge their duties.					
3	Establishing effective two-way communication system with the staff.					
4	Creating an environment of continuous improvement.					
5	Developing leadership behaviors that are consistent with delivering the institution's strategy and goals safely.					

NO #	Item	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
6	Have proper arrangements for the supervision and appraisal of the staff.					
7	Regularly reviews and assesses the performance of staff individually.					
8	Showing passion and interest for safety by formulating and establishing safety policy.					
9	Promoting safety culture in the workplace.					
10	Ensuring control at all levels of institution.					

3- Psychological Empowerment scale

Directions: Please answer the following question by putting a sign (√) in the choice that reflect you agree or disagree with each statement of the following statements.

No #	item	Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
1	I am confident about my ability to do my job.							
2	The work I do is important to me.							
3	I have significant autonomy in determining how I do my job.							
4	My impact on what happens in my institution is large.							
5	My job activities are personally meaningful to me.							

No #	item	Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
6	I have a great deal of control over what happens in my department.							
7	I can decide on my own how to go about doing my own work.							
8	I have considerable opportunity for independence and freedom in how I do my job.							
9	I have mastered the skills necessary for my job.							
10	The work I do is meaningful to me							
11	I have significant influence over what happens in my institution.							
12	I am self-assured about my capabilities to perform my work activities.							

4- Individual Work Performance Questionnaire

Directions: Please answer the following question by putting a sign (√) in the choice that reflect you agree or disagree with each statement of the following statements.

No	item	Seldom	Sometimes	Frequently	Often	Always
Task performance (TP) in the past 3 months						
1	I managed to plan my work so that it was done on time.					
2	My planning was optimal.					

No	item	Seldom	Sometimes	Frequently	Often	Always
3	I kept in mind the results that I had to achieve in my work.					
4	I was able to separate main issues from side issues at work.					
5	I was able to perform my work well with minimal time and effort.					
Contextual performance (CP) in the past 3 months						
1	I took on extra responsibilities.					
2	I started new tasks myself when my old ones were finished.					
3	I took on challenging work tasks, when available.					
4	I worked at keeping my job knowledge up-to-date.					
5	I worked at keeping my job skills up-to-date.					
6	I came up with creative solutions to new problems.					
7	I kept looking for new challenges in my job.					
8	I actively participated in work meetings.					
Counterproductive work behavior (CWB) in the past 3 months						
1	I complained about unimportant matters at work.					
2	I made problems greater than they were at work.					
3	I focused on the negative aspects of a work situation, instead of on the positive aspects.					
4	I spoke with colleagues about the negative aspects of my work.					
5	I spoke with people from outside the institution about the negative aspects of my work.					

Appendix (C)

Arabic Version of the Questionnaire

استبانة حول: العلاقة بين التزام الإدارة والتمكين النفسي والأداء الوظيفي لدى العاملين في مؤسسات التعليم العالي في فلسطين (الضفة الغربية)

1-المعلومات الديموغرافية

- العمر:
- الجنس: ذكر أنثى
- المؤهل التعليمي: ماجستير دكتوراة
- الرتبة الأكاديمية: أستاذ أستاذ مشارك أستاذ مساعد مدرس /محاضر متفرغ
- عدد سنوات الخبرة في الجامعة التي تعمل بها في الوقت الحالي: ----- سنوات ، ----- أشهر
- نوع الجامعة: حكومية خاصة

2-مقياس إلتزام الإدارة

فيما يلي الأسئلة المتعلقة بالتزام الإدارة ، يرجى وضع إشارة (√) على الرقم المناسب في مقياس ليكرت الخماسي والذي يعبر عن (1) لا أتفق تماماً. (2) لا أتفق. (3) محايد. (4) أتفق. (5) أتفق تماماً. هذه الخيارات تصف إجابتك عن الأسئلة الخاصة في المؤسسة التي تعمل بها.

الرقم	الفقرات				
	1	2	3	4	5
	لا أتفق تماماً	لا أتفق	محايد	أتفق	أتفق تماماً
1.					
2.					
3.					
4.					

الرقم	البند	لا وافق بشدة	لا وافق بشدة	لا وافق	لا أعرف	أوافق	أوافق بشدة	أوافق بشدة
7	يمكنني أن أقرر بنفسني كيفية القيام بعملتي							
8	لدي فرصة كبيرة من الاستقلالية والحرية في كيفية القيام بعملتي.							
9	لقد أتقنت المهارات اللازمة لأداء عملي.							
10	العمل الذي أقوم به له معنى بالنسبة لي.							
11	لدي تأثير كبير على ما يحدث في مؤسستي.							
12	أنا واثق من قدراتي على أداء أنشطة عملي.							

4- استبيان أداء العمل الفردي

فيما يلي الأسئلة المتعلقة باستبيان أداء العمل الفردي, يرجى وضع إشارة (√) على الرقم المناسب في مقياس ليكرت الخماسي والذي يعبر عن (0) نادرا. (1) أحيانا. (2) بشكل متكرر. (3) غالبا. (4) دائما. هذه الخيارات تصف إجابتك عن الأسئلة الخاصة بالمؤسسة التي تعمل بها:

الرقم	الفقرة	0 نادرا	1 أحيانا	2 بشكل متكرر	3 غالبا	4 دائما
أداء المهمة في الأشهر الثلاثة الماضية						
1.	تمكنت من تخطيط عملي بحيث تم ذلك في الوقت المحدد.					
2.	كان تخطيطي هو الأمثل.					
3.	وضعت في الاعتبار النتائج التي كان علي تحقيقها في عملي.					
4.	تمكنت من فصل القضايا الرئيسية عن القضايا الجانبية في العمل.					
5.	تمكنت من أداء عملي بشكل جيد بأقل وقت وجهد.					

4 دائماً	3 غالباً	2 بشكل متكرر	1 أحياناً	0 نادراً	الفقرات	الرقم
الأداء السياقي في الأشهر الثلاثة الماضية						
					لقد تحملت مسؤوليات إضافية.	1.
					بدأت مهام جديدة بنفسى عندما انتهيت من المهام القديمة.	2.
					لقد توليت مهام العمل الصعبة ، عند توفرها.	3.
					عملت على تحديث معرفتي الوظيفية.	4.
					عملت على تحديث مهاراتي الوظيفية.	5.
					لقد توصلت إلى حلول إبداعية لمشاكل جديدة.	6.
					استمررت في البحث عن تحديات جديدة في وظيفتي.	7.
					لقد شاركت بنشاط في اجتماعات العمل.	8.
سلوك العمل العكسي في الأشهر الثلاثة الماضية						
					اشتكت من أمور غير مهمة في العمل.	1.
					لقد جعلت المشاكل أكبر مما كانت عليه في العمل.	2.
					ركزت على الجوانب السلبية لوضع العمل ، بدلاً من الجوانب الإيجابية.	3.
					تحدثت مع زملائي عن الجوانب السلبية لعملي.	4.
					تحدثت مع أشخاص من خارج المؤسسة عن الجوانب السلبية لعملي.	5.

Appendix (D)

Content Validity Index

Letter Seeking Permission to Validate Questionnaire Tool

I am a Ph.D. candidate in Business at Indiana University of Pennsylvania. I would like to conduct a dissertation entitled " the relationship between management commitment, psychological empowerment, and job performance among employees in higher educational institutions in Palestine (West Bank)". This study purposes to assess the relationship between management commitment, psychological empowerment, and job performance among employees in higher educational institutions in Palestine (West Bank)". These tools are available in English language and for language issue and cultural factors, it is translated into Arabic. English to Arabic translation and backward translation into English was done. The content validity index (CVI) for the Arabic version needs to be assessed using a 4-point rating scale, whereas "1 = not relevant; 2= unable to assess relevance without item revision or item is in need of such revision that it would no longer be relevant; 3= relevant but needs minor alteration; 4= very relevant and succinct.

If this is possible, please indicate so by replying to me through e-mail:

mhkbc@iup.edu

Sincerely,

Bara Asfour
Ph.D in Business Candidate
Department of Management
School of Graduate Studies and Research
Indiana University of Pennsylvania

1-مقياس التزام الإدارة

الرقم	الفقرات	1	2	3	4
1.	وضع السياسات والخطط لتحقيق الأهداف.				
2.	توفير التدريب والدعم المستمر لجميع الموظفين للقيام بواجباتهم.				
3.	إنشاء نظام اتصال فعال ثنائي الاتجاه مع الموظفين.				
4.	خلق بيئة التحسين المستمر.				
5.	تطوير سلوكيات قيادية تتماشى مع تقديم استراتيجيات المؤسسة وأهدافها بأمان.				
6.	لديها الترتيبات المناسبة للإشراف على الموظفين وتقييمهم.				
7.	تقوم بمراجعة وتقييم أداء الموظفين بشكل فردي بانتظام.				
8.	إظهار الشغف والاهتمام بالسلامة من خلال صياغة وإنشاء سياسة السلامة.				
9.	تعزيز ثقافة السلامة في مكان العمل.				
10.	ضمان السيطرة على جميع مستويات المؤسسة.				

2- استبيان أداء العمل الفردي

الرقم	الفقرات	1	2	3	4
أداء المهمة في الأشهر الثلاثة الماضية					
1.	تمكنت من تخطيط عملي بحيث تم ذلك في الوقت المحدد.				
2.	كان تخطيطي هو الأمثل.				
3.	وضعت في الاعتبار النتائج التي كان علي تحقيقها في عملي.				
4.	تمكنت من فصل القضايا الرئيسية عن القضايا الجانبية في العمل.				
5.	تمكنت من أداء عملي بشكل جيد بأقل وقت وجهد.				

الأداء السياقي في الأشهر الثلاثة الماضية						
الرقم	الفئة	الرات	1	2	3	4
1.	لقد تحملت مسؤوليات إضافية.					
2.	بدأت مهام جديدة بنفسى عندما انتهيت من المهام القديمة.					
3.	لقد توليت مهام العمل الصعبة ، عند توفرها.					
4.	عملت على تحديث معرفتي الوظيفية.					
5.	عملت على تحديث مهاراتي الوظيفية.					
6.	لقد توصلت إلى حلول إبداعية لمشاكل جديدة.					
7.	استمررت في البحث عن تحديات جديدة في وظيفتي.					
8.	لقد شاركت بنشاط في اجتماعات العمل.					
سلوك العمل العكسي في الأشهر الثلاثة الماضية						
1.	اشتكت من أمور غير مهمة في العمل.					
2.	لقد جعلت المشاكل أكبر مما كانت عليه في العمل.					
3.	ركزت على الجوانب السلبية لوضع العمل ، بدلاً من الجوانب الإيجابية.					
4.	تحدثت مع زملائي عن الجوانب السلبية لعملي.					
5.	تحدثت مع أشخاص من خارج المؤسسة عن الجوانب السلبية لعملي.					

Appendix (E)

Letters of Permission



Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724-357-7730
F 724-357-2715
irb-research@iup.edu
www.iup.edu/irb

October 12, 2022

Dear Bara Asfour:

Your proposed research project, "The Relationship between Management Commitment, Psychological Empowerment, and Job Performance Among Employees in Higher Educational Institutions in Palestine (West Bank)," (Log No. 22-138) has undergone a limited review by the IRB and is approved. In accordance with Federal Regulation and IUP Policy, your project is exempt from continuing review. While you will *not* be required to request continuing review for this project, you are required to request any changes to this approved protocol and notify our office of any adverse events. This approval does not supersede or obviate compliance with any other University requirements, including, but not limited to, enrollment, degree completion deadlines, topic approval, and conduct of university-affiliated activities.

To submit additional research site approval letters, please log into IRBManager, open your study, click Start xForm and choose "submit research site approval letter". Follow the directions to electronically submit your letter to expedite the review process. As you know, data can only be collected and analyzed from sites with official research site approval on file. You must submit the approvals and receive a formal letter of IRB approval for each site before you initiate data collection.

You should read all of this letter, as it contains important information about conducting your study.

Now that your project has been approved by the IRB, there are elements of the Federal Regulations to which you must attend. IUP adheres to these regulations strictly:

1. You must conduct your study exactly as it was approved by the IRB.
2. Any additions or changes in procedures must be approved by the IRB before they are implemented.
3. You must notify the IRB promptly of any events that affect the safety or well-being of subjects.
4. You must notify the IRB promptly of any modifications of your study or other responses that are necessitated by any events reported in items 2 or 3.

IRB to Bara Asfour, October 12, 2022

The IRB may review or audit your project at random *or* for cause. In accordance with IUP Policy and Federal Regulation, the Board may suspend or terminate your project if your project has not been conducted as approved or if other difficulties are detected

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at <http://www.iup.edu/page.aspx?id=91683> .

While not under the purview of the IRB, researchers are responsible for adhering to US copyright law when using existing scales, survey items, or other works in the conduct of research. Information regarding copyright law and compliance at IUP, including links to sample permission request letters, can be found at <http://www.iup.edu/page.aspx?id=165526>.

I wish you success as you pursue this important endeavor.

Sincerely,

Jennifer Roberts, Ph.D.
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Criminology

JLR:bkj

Cc: John Lipinski, Faculty Advisor

Date: 20-Sep-2022

Subject: Approval letter to conduct a survey

Dear Bara Asfour,

I have reviewed your request that you made for conducting a survey on "The Relationship between Management Commitment, Psychological Empowerment, and Job Performance Among Employees in Higher Educational Institutions in Palestine (West Bank)" in our organization.

I am pleased that you are interested in doing this type of survey in our organization. **Your request is granted.** I can assure you that proper information will be given from our side.

I Hope you will comply with our rules and regulations. If you have any queries regarding this approval letter, don't hesitate to contact us.

Sincerely,

Ali Abu Zuhri

Prof. Ali Zedan Abu Zuhri
University President



Appendix (F)

INFORMED CONSENT

You are invited to participate in a research study. The purpose of this study is to examine the relationship between management commitment, psychological empowerment, and job performance among employees in higher educational institutions in West Bank/ Palestine. The following information is provided so you can decide whether or not you want to participate. You were chosen to participate in this research study because you are listed as an academic member working at one university in West Bank/ Palestine and have at least six months' experience in the current university.

If you decide to participate in this study, you will complete this paper survey. The survey takes most people about 10 – 15 minutes to complete. The questions on the survey ask about your opinions on management commitment, psychological empowerment, and job performance, as well as some general questions about you (e.g., age, income, gender, academic qualifications, academic rank, experience in the current university, and university type). To complete the survey, you'll simply read the questions and choose the appropriate answer to the questions.

Your participation in this survey is completely voluntary, whereas you can withdraw at any time, and there is no penalty if you decide not to participate. But you cannot request to be withdrawn from the study once you submit your responses given the anonymity of the data set. There are no known risks for your participation in this research. There are no direct benefits to you if you choose to take the survey. The main benefit of this research is that it may assist administrators in these institutions to develop and implement programs and strategies to promote these competencies among employees to enhance job performance and provide high-quality work.

Your responses to the survey will be anonymous. You will not be asked to give any identifying information. THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724- 357-7730).

If you have any questions about the project, you can contact me using the information below.

Project Director: Bara Asfour, Ph.D. Candidate, Indiana University of Pennsylvania,
1011 SOUTH DRIVE, INDIANA, PA. 15705, UNITED STATES
Phone: +972-595-111-111 ; E-mail address: mhkbc@iup.edu

Faculty Advisor: Dr. John Lipinski, Management Eberly, Indiana University of Pennsylvania,
1011 SOUTH DRIVE, INDIANA, PA. 15705, UNITED STATES
Phone: +1(724) 357-2549 ; E-mail address: lipinski@iup.edu

If you are willing to take the survey, please mark the 'I agree' box below. Your consent is implied by completing the survey. After you mark on the 'I agree' box you can proceed to the next page of the paper survey.

- I agree to participate.
- I do not want to participate.