

Factors Affecting on the Employees' Performance Study on the Al-Zawiya University of Libya

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Abstract

The current study aims to test of the factors affecting the Employees' Performance. The model of the study consists of four external factors as the independent variables (Training, Empowerment, Motivation and Communication) and the internal variable as the dependent variable (Employees' Performance). To achieve the research aim, the quantitative approach has been employed for data collection. Structural equation modeling (SEM) technique was carried out by Amos software to test the validity of the research model. The results obtained in the study showed that all the tested variables had a positive effect on the Employees' Performance. The four factors explained 71% of this impact. Among these variables, the empowerment showed the greatest impact (31%), which was followed by the training (25%), while the Motivation and the Communication had the lowest impact (20% and 21%), respectively.

Key Words: Training, Empowerment, Motivation, Communication, Employees' Performance.

Introduction

The performance of employees is affected by different factors at Workplace. Job performance assesses whether a person performs a job well. Employee performance indicates the effectiveness of employee's specific actions that contribute to attaining organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries (Aliya, Maiya and, et al.2015). There are lots of factors that affect the performance of employees. The main theme of the study revolves around those variables. The problem statement is about factors affecting the performance of employees at Workplace in the scenario of Libya. This study will focus on the Al-Zawiya University sector to know about their performance and factors affecting them. The variables that are determined to affect the performance at Workplace include Training, Empowerment, Motivation, and Communication. These variables are described in different studies that affect the performance of employees at Workplace. This study will find out the impact of these factors on the employees' performance in the Al-Zawiya University of Libya. It will also highlight how these variables affect the performance either positive or negative. Although the positive affect has been seen through the literature review but this study will determine it again. This study also is quantitative know about their

performance and factors affecting them. In nature and data will be collected by questionnaire by the variables that are determined to affect the 361 employees from the Al-Zawiya University of Libya.

Research Objectives

The general objective of the current study is to find out the effect the factors as such (Training, Empowerment, Motivation, and Communication) on the Employees' Performance.

Background and Hypotheses

Relationships between Training and Employees' Performance.

Training is designed to provide learners with the knowledge and skills needed for their present job (Fitzgerald 1992) because few people come to the job with the complete knowledge and experience necessary to perform their assigned job. Becker (1962) provides a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organization (Salas & Cannon-Bowers 2001) but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organizations that the investment in training could improve organizational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence, and conflict, (e.g., Huselid 1995, Martocchio & Baldwin 1997, Salas & Cannon-Bowers 2000). In contrast, training has been criticized as faddish, or too expensive (Salas & Cannon-Bowers 2000, Kraiger, McLinden & Casper 2004), and there is an increasing skepticism about the practice and theoretical underpinning of linking training with firm performance (Alliger, et al. 1997, Wright & Geroy 2001).

Relationships between Empowerment and Employees' Performance.

Originally, the term of empowerment means authorizing or giving (Tulloch, 1993). In discussing its meaning, Wallach & Mueller, (2006) concluded that empowerment means enabling employees or providing them with the power to take decisions and rendering them responsible for the results. In addition, Besides, Boehm, A., & Staples (2002) claimed that, with proper training, power makes the transformation of control and conversion of the entire organization or firm into a model for empowerment model. Through empowerment, entrusted employees can access a certain degree of authority and become able to take decisions in accomplishing their work tasks. In other words, such employees become somehow free to employ any methods or ideas that they see efficient in completing tasks. Many previous related studies concluded that as a well-known managerial concept, empowerment of employees plays a potential role in providing several benefits, including promoting their organizational performance, strengthening their task commitment, creating among them higher levels of initiative in taking roles and responsibilities, providing them with opportunities for more innovation and learning, enabling them to be highly satisfied with their work and fostering the organization culture (Ronah, 2015).

Relationships between Motivation and Employees' Performance.

In defining motivation, DeCenzo and Robbins (1996) stated that it is the individual's desire or willingness to perform a given task and the ability to meet some needs under certain conditions. Regardless of the size, today, many organizations or enterprises in different sectors are widely engaged in practicing employees' motivation. This indicates that such enterprises are highly aware of the role of motivating their employees in achieving the desired organizational goals. Thus, those motivated employees who are self-satisfied, self-fulfilled and committed are expected to be more capable of producing a better quality of work and they oblige to the organizations' policies, which will extensively materialize efficiencies and competitive advantages. Motivation fosters employees' engagement in their work by making them feel that what they

do is more meaningful and interesting, and it increases their productivity and enhances their subsequent job performance (Kamery, 2004; Ekerman, 2006). Regarding its importance, employee motivation has been documented in previous research as one of the most important and essential factors in employee’s self-achievement and ultimately, in the achievement of the organizational targets and goals (Berman et al., 2010). As asserted by Ololube (2006), work motivation, regardless of whether it is intrinsic or extrinsic, is necessary for workers as they feel that they work for a fundamental reason life. Thus, it reflects certain complicated forces and needs that empower the individual to carry out a given task (Shulze&Steyn, 2003). As an essential component of business operations, motivation also plays an important role in achieving employees’ job satisfaction, creating a sense of pride among them and making them more committed to their work, thus improving their performance and productivity (Linz et al., 2006). Similarly, for Islamic organizations, motivation is useful for investigating employees’ performance, although the findings may be equivocal.

Relationships between Communication and Employees’ Performance.

Communication is defined as the process of contacting and interacting with individuals or groups for the purpose of information delivery and sharing as well as meanings and understanding (Fisher, 2012). As a predicator of employees’ success, communication competency has been given by mixed opinions and views from several professionals (Ryan &Sackett, 1987). Moreover, communication is recognized an important element in the success of any organization since it enables such organizations to have an influence on how to achieve their goals as evidenced by the link between communication and work productivity (Camden & Witt, 1983; Papa & Tracy, 1987; Snyder & Morris, 1984).Moreover, efficient communication enables a given company to well coordinate its teams or units, whereas lack of such communication can cause in running business operations or lead to failure of the company and its employees to achieve the goals. It has been argued that people engaging in communication should be skilled and able to convey their ideas. Otherwise, there might be a misunderstanding of what needs to be conveyed. However, this is dependent on the facilities in organizations and mangers actions to see the acceptability of information in order to have an accurate delivery of such information. As an important key element, communication enables managers to exchange feedback with employees, which has an effect on employees’ work motivation. This is relevant to the circumstances that are currently faced by the employees, including the right time of delivering such information. Hence, their performance depends on their communication with managers and the messages received by them. Improving employees’ job performance requires managers’ initiatives to provide their employees with opportunities to learn new skills by communicating with them. In this study, the following research hypotheses are relevant to Factors Affecting the Employees’ Performance at Workplace in the Al-Zawiya University of Libya as displayed in figure 1:

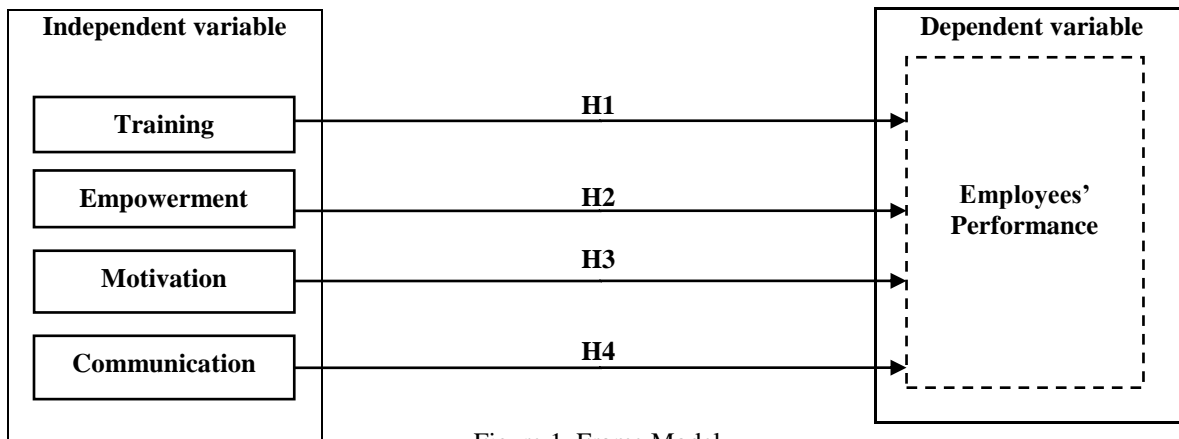


Figure 1. Frame Model

The following hypotheses were to address the research objectives:

Hypothesis 1: There is a significant positive correlation between Training and Employees' Performance in the Al-Zawiya University of Libya.

Hypothesis 2: There is a significant positive correlation between Empowerment and Employees' Performance in the Al-Zawiya University of Libya.

Hypothesis 3: There is a significant positive correlation between Motivation and Employees' Performance in the Al-Zawiya University of Libya.

Hypothesis 4: There is a significant positive correlation between Communication and Employees' Performance in the Al-Zawiya University of Libya.

Research Methodology

Sampling Design and Data Collection

The present study used a quantitative research design, specifically the descriptive survey design. This is because such design accurately and objectively describes the characteristics of a situation or phenomenon being investigated in a given study. It provides a description of the variables in a particular situation and, sometimes, the relationship among these variables rather than focusing on the cause-and-effect relationships (Johnson & Christensen, 2012:366). Thus, this study used a questionnaire which was developed from previous research in order to measure the relationships among the investigated variables. As an approach to the easy collection of data, the survey used in this study encompasses five main Variables: Training, Empowerment, Motivation, Communication, and Employees' Performance. These Variables were adopted from the literature review of previous related research from these studies (Pimtong Tavitiyaman, 1996; Ronah, 2015; Chng, Hee & et al, 2014; Caroline Njambi, 2014; Yasir, 2011, & Neelam, Israr& et al. 2014). Thus, the entire survey used in this study comprises 24 items which had to be responded to by the respondents using a five- point's Likert scale: 1= strongly disagree to 5 = strongly agree. Before distributing the survey to the participants, it was translated into Arabic because the participants cannot read in English. The questionnaire was distributed to Employees in the Al-Zawiya University of Libya. Total of (500) questionnaires were distributed. (407) questionnaires were returned, of which (361) were valid, which represents 72.2% response rate. The data was collected over a period of time from (January to April 2016).

Model Fit

The fit of the measurement model was assessed using the following statistics and indices: Chi-square, the ratio of the Chi-square to the degrees of freedom (DF), Goodness-of-fit index (CFI), Root-mean-square residual and Root Mean Squared Error (RMSEA). Chi-square/df values less than or equals 3 indicates a good model fit, and between 2.0 and 5.0 is acceptable level (Hair, et al., 2010; Schumacker and Lomax, 2010). CFI values should be greater than 0.9 (Wang and Wang, 2012; Hair, et al., 2010). RMSEA values less than 0.10 indicate good fit Kline, R. B. (2011). The goodness of fit indices of the measurement model is presented in (table 3); according to these results we can infer that the measurement model was reasonably fitted to the data set.

Reliability and Construct Validity

According to Hair, Black, Babin, Anderson (2010) the employment of variable loading composite reliability (CR) and average variance extracted (AVE) to determine the convergent validity if it equals to or greater than 0.5 (≥ 0.5) and the composite reliability equals to or greater than 0.6 (≥ 0.6) if were recommended by Sekaran and Bougie, (2010). Also, (AVE) reading values should be greater than 0.5 (≥ 0.5) (Fornel and Larcker, 1981).

Findings and Discussion

Construct Validity and Reliability of the Training Model

The results of the goodness-of-fit of the final revised of the training model showed that normal chi-square (CMIN/DF) was (3.280) the CFI was (0.980) and RMSEA was (0.080). Figure (2) shows the adequacy of the final revised of the Training model.

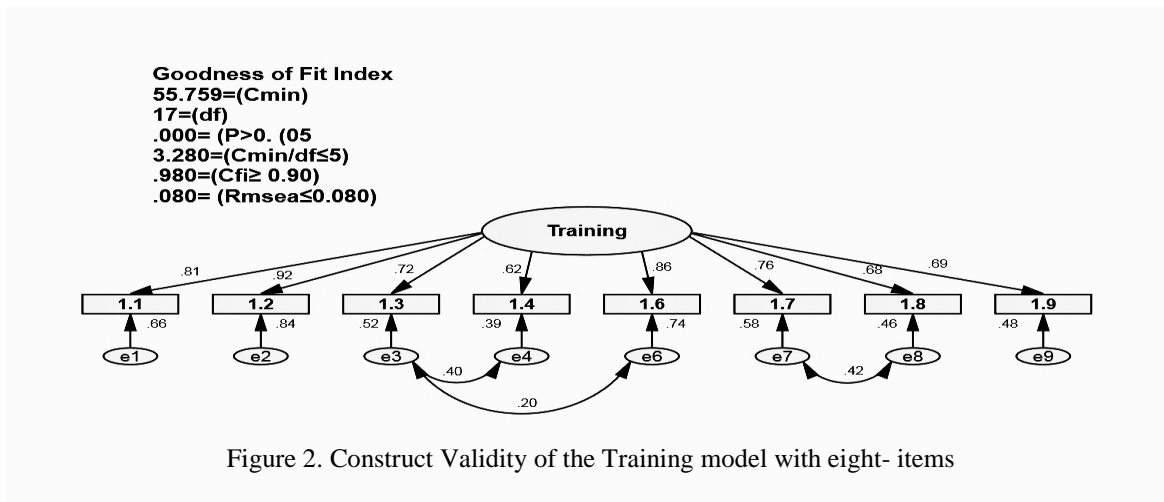


Figure 2. Construct Validity of the Training model with eight-items

In addition to, the loading for the parameters variable ranged from 0.62 to 0.92, with all parameters was above 0.5 (≥ 0.5). The reliability was greater than 0.60 (≥ 0.60) Sekaran and Bougie, (2010), it ranged from 0.901 to 0.904. The AVE reading was 0.58 where the value was greater than 0.5 (≥ 0.5) Fornel and Larker (1981). Consequently, all results fulfilled the AVE, and the reliability discriminant validity of the model. In general, the measurement of the Training model was fit and fulfilled the construct as depicted in the table (1).

Table (1): Construct Validity and Reliability of the Training model

Items	Reliability	Estimate	S. E.	C. R.	P	Loading	SMC	AVE
1.1	0.923	0.9483	0.0450	21.0527	***	0.81	0.66	0.58
1.2	0.918	1.0000	-	-	-	0.92	0.84	-
1.3	0.921	0.8022	0.0475	16.8921	***	0.72	0.52	-
1.4	0.924	0.7015	0.0515	13.6103	***	0.62	0.39	-
1.6	0.919	0.9210	0.0390	23.6117	***	0.86	0.74	-
1.7	0.921	0.8196	0.0440	18.6400	***	0.76	0.58	-
1.8	0.923	0.7424	0.0483	15.3823	***	0.68	0.46	-
1.9	0.924	0.6695	0.0423	15.8181	***	0.69	0.48	-

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. AVE: Average Variance Extracted

Construct Validity and Reliability of the Empowerment model:

Figure (3) show us the model fit of the final revised of the Empowerment model was that normal chi-square (CMIN/DF) was (3.188) the CFI was too high (0.990) and RMSEA was (0.078). Figure (2) shows the adequacy of the final revised of the empowerment model.

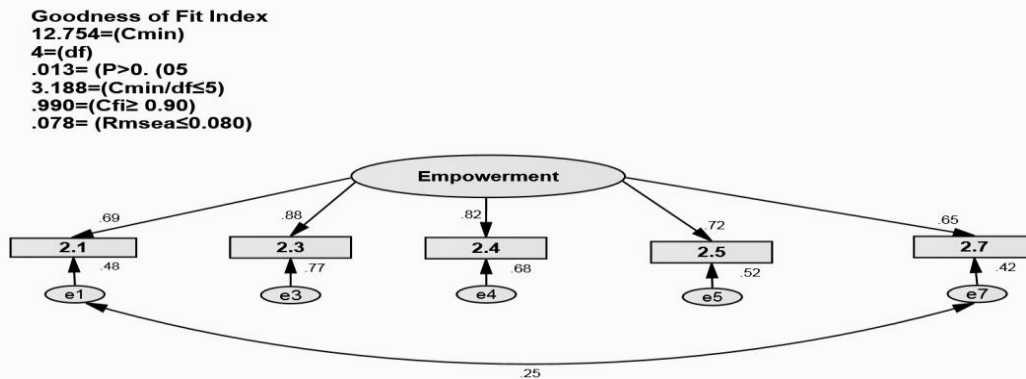


Figure 3. Construct Validity of the Empowerment model with five- Items

As seen by the results in Figure (3) and table (2) the loading for the parameters variable ranged from 0.65 to 0.82, with all parameters was above 0.5 (≥ 0.5). The reliability was greater than 0.60 (≥ 0.60) Sekaran and Bougie, (2010), it ranged from 0.893 to 0.898. The AVE reading was 0.57 where the value was greater than 0.5 (≥ 0.5) Fornel and Larker (1981). Consequently, all results fulfilled the AVE, and the reliability discriminant validity of the model. In general, the measurement model of the Empowerment model was fit and fulfilled the construct as depicted in the table (2).

Table (2): Construct Validity and Reliability of the Empowerment model

Items	Reliability	Estimate	S. E.	C. R.	P	Loading	SMC	AVE
2.1	0.893	0.8042	0.0560	14.3530	***	0.69	0.48	0.57
2.3	0.893	1.0000	-	-	-	0.88	0.77	-
2.4	0.898	0.9558	0.0527	18.1223	***	0.82	0.68	-
2.5	0.895	0.8350	0.0548	15.2360	***	0.72	0.52	-
2.7	0.897	0.7305	0.0557	13.1198	***	0.65	0.42	-

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. AVE: Average Variance Extracted

Construct Validity and Reliability of the Motivation model

The results of the goodness-of-fit of the final revised of the Motivation model showed that normal chi-square (CMIN/DF) was (2.952) the CFI was (0.989) and RMSEA was (0.074). Figure (4) shows the adequacy of the final revised of the Motivation model.

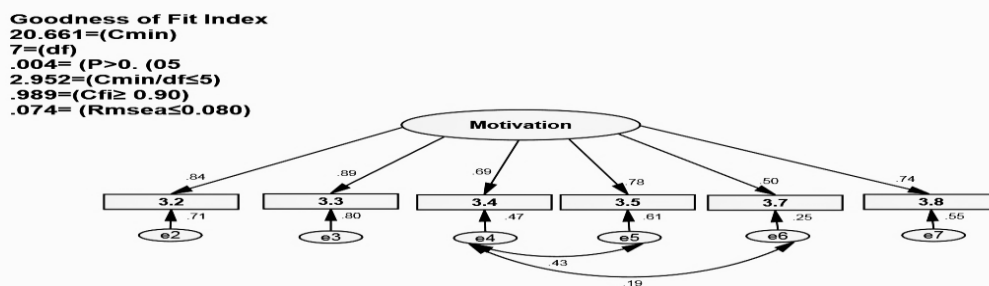


Figure 4. Construct Validity of the Motivation model with six- Items

In the current study, the lodging for the parameters variable ranged from 0.50 to 0.89, with all parameters were above 0.5 (≥ 0.5). And the reliability was greater than 0.60 (≥ 0.60), it ranged from 0.885 to 0.898. In addition, the AVE reading was 0.57 where the value was greater than 0.5 (≥ 0.5). Consequently, all results fulfilled the AVE, and the reliability discriminant validity of the model. In general, the measurement model of the Motivation model was fit and fulfilled the construct as depicted in Table (3).

Table (3): Construct Validity and Reliability of the Motivation model

Items	Reliability	Estimate	S. E.	C. R.	P	Loading	SMC	AVE
3.2	0.880	0.9285	0.0455	20.3877	***	0.84	0.71	0.57
3.3	0.876	1.0000	-	-	-	0.89	0.80	-
3.4	0.879	0.7616	0.0514	14.8053	***	0.69	0.47	-
3.5	0.876	0.9037	0.0499	18.0956	***	0.78	0.61	-
3.7	0.898	0.5854	0.0590	9.9130	***	0.50	0.25	-
3.8	0.885	0.8179	0.0493	16.6025	***	0.74	0.55	-

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. AVE: Average Variance Extracted

Construct Validity and Reliability of the Communication model

In this model, the goodness-of-fit of the final revised of the Communication was great, showed that normal chi-square (CMIN/DF) was (2.761) the CFI was (0.989) and RMSEA was (0.070). Figure (5) shows the adequacy of the final revised of the Communication model.

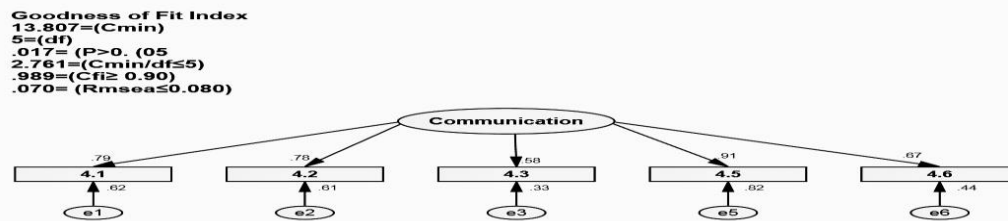


Figure 5. Construct Validity of the Communication model with five- Items

The lodging for the parameters variable ranged from 0.58 to 0.91, with all parameters was above 0.5 (≥ 0.5). The reliability was greater than 0.60 (≥ 0.60), it ranged from 0.850 to 0.886. In addition, the AVE reading was 0.56 where the value was greater than 0.5 (≥ 0.5). Consequently, all results fulfilled the AVE, and the reliability discriminant validity of the model. In general, the measurement model of the Communication model was fit and fulfilled the construct as depicted in Table (4).

Table (4): Construct Validity and Reliability of the Communication model

Items	Reliability	Estimate	S. E.	C. R.	P	Loading	SMC	AVE
4.1	0.856	0.867	0.0479	18.0852	***	0.79	0.62	0.56
4.2	0.860	0.820	0.0457	17.9594	***	0.78	0.61	-
4.3	0.886	0.654	0.0559	11.6947	***	0.58	0.33	-
4.5	0.850	1.000	-	-	-	0.91	0.82	-
4.6	0.863	0.718	0.0506	14.2160	***	0.67	0.44	-

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. AVE: Average Variance Extracted

Construct Validity and Reliability of the Employees’ Performance Model

In the present study, the goodness-of-fit of the final revised of the Employees’ Performance model showed that normal chi- square (CMIN/DF) was (2.284) the CFI was (0.995) and RMSEA was (0.060). Figure (6) shows the adequacy of the final revised of the Employees’ Performance.

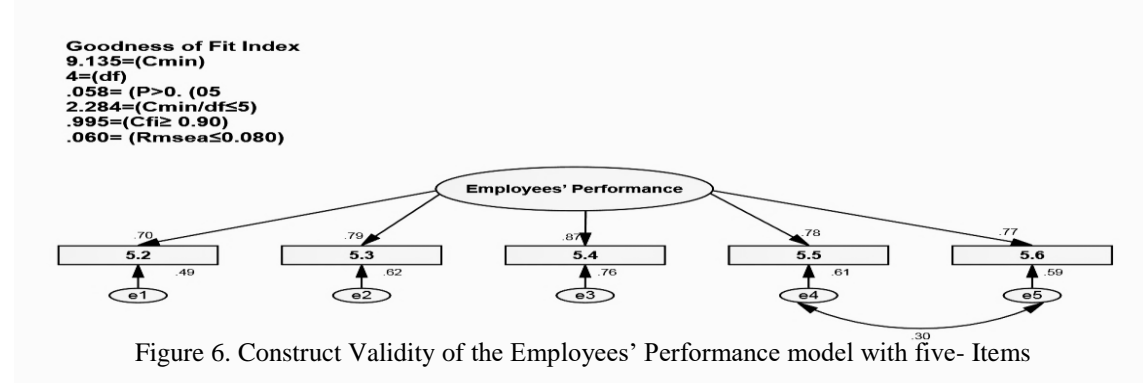


Figure 6. Construct Validity of the Employees’ Performance model with five- Items

Beside construct validity and Reliability, the table (5) showed the lodging for the parameters variable ranged from 0.70 to 0.87, with all parameters were above 0.5 (≥ 0.5). The reliability was greater than 0.60 (≥ 0.60), it ranged from 0.891 to 0.896. In addition, the AVE readings were 0.61 where the value was greater than 0.5 (< 0.5). In general, the measurement model of the Employees’ Performance was fit and fulfilled the construct as depicted in Table (5).

Table (5): Construct Validity and Reliability of the Employees’ Performance model

Items	Reliability	Estimate	S. E.	C. R.	P	Loading	SMC	AVE
5.2	0.891	0.8071	0.0549	14.6963	***	0.70	0.49	0.61
5.3	0.896	0.9186	0.0533	17.2484	***	0.79	0.62	-
5.4	0.893	1.0000	-	-	-	0.87	0.76	-
5.5	0.895	0.9342	0.0560	16.6692	***	0.78	0.61	-
5.6	0.893	0.9376	0.0573	16.3685	***	0.77	0.59	-

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. AVE: Average Variance Extracted

Testing the Standard Theoretical Research Model Using a CFA.

The main measurement model of the Factors Affecting the Employees’ Performance.

Figure (7) is an illustration of the theoretically hypothesized research model through the measurement model. The five tested factors are correlated and such correlations were obtained using the AMOS as shown by the bidirectional arrow (↔). The five factors in the measurement models did not take into account identifying the independent and dependent factors which were identified later as discussed in the second section. It is evident from the same figure that the model of the Factors Affecting the Employees’ Performance at Workplace is free of illogical correlation reaching or exceeding the integer (1). Such results indicate that there is no problem with the measurement model that includes the independent factors (which are the training, the empowerment, the motivation and the communication) and the dependent variable (Employees’ Performance) since they are proved to be correlated. As seen in Table (6), indicators of agreement between the Factors it did not exceed the value. It suggests that there is not an agreement between the Factors Affecting the Employees’ Performance at Workplace it as well as agreements among the sample data used in the study. In addition, the value of the Chi-Square was (1206.178) and the degree of freedom was equal to (367), and the level of significance was (P=.000). The normative Chi-Square

(CMIN/DF) was (3.287) which did not exceed the value (5) and the value of the relative strength index CFI was not identical (0.887), which is less than the T value (0.90). Such values are evident that there are correlations between the Factors it as well as among correlations among the five factors in the model. The analysis also showed that the value of the index RMSEA was (0.080), which is equal (.080). Such value is indicative of the widespread of the model of the Factors Affecting the Employees' Performance at Workplace it in the overall population. In brief, the values of such above indicators underlie the agreement and correlations between theoretically hypothesized model of the Factors Affecting the Employees' Performance at Workplace it. Despite this agreement and corrections, there are three items: (1.4-1.9) of the training model, (2.7) of the empowerment model, (3.7) of the of the motivation model and (5.2) of the of the Employees' Performance model were identified through AMOS, consequently removing these three items from the model was suggested.

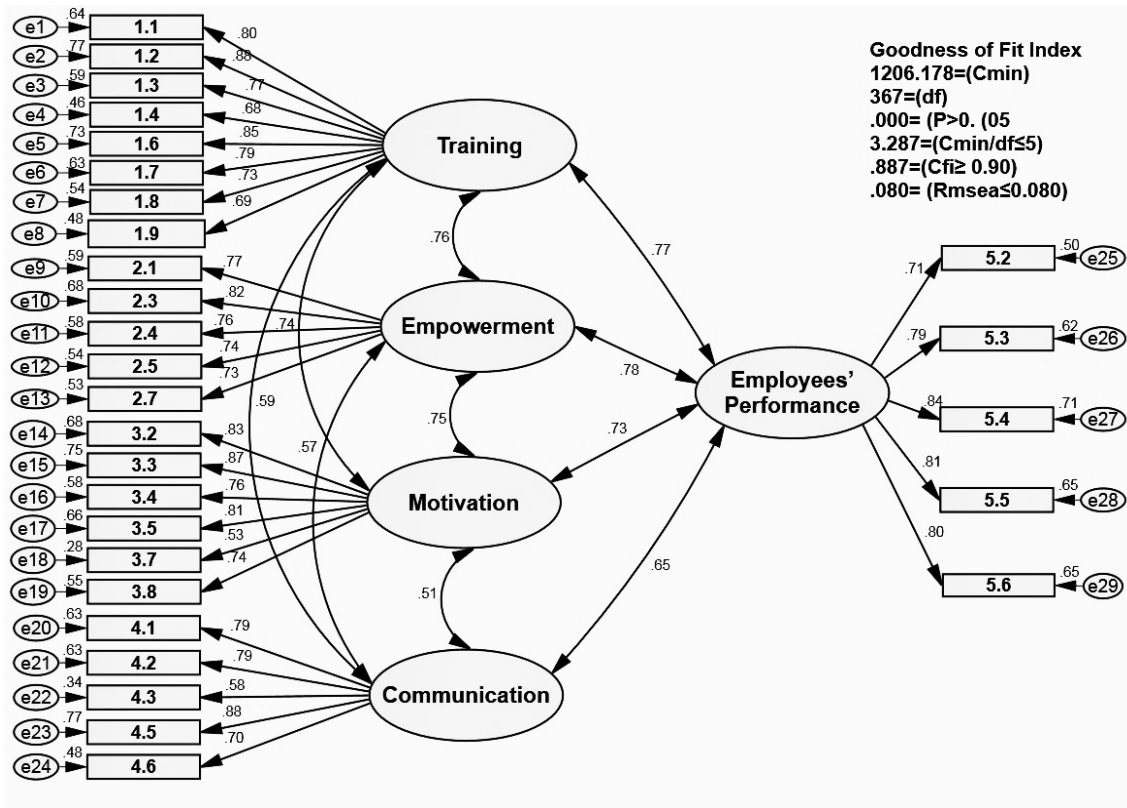


Figure 7. Main measurement model of the Factors Affecting the Employees' Performance

Assessing the Research Model fit with sample Data (the Modified Model).

After modifying or amending the main measurement model by removing the five items, it was found that the values of the model fit indices as shown in Table (6) and Figure (8) that there is a good fit between the hypothesized model (the Factors Affecting the Employees' Performance at Workplace) and the data collected. The value of the Chi-Square was (663.398) and the degree of freedom was (239), and the level of significance was (P=0.000). The normative Chi-Square (CMIN/DF) was (2.776) which was lower than (5) and the value of the relative strength index (CFI) was (0.931), which is higher than (0.90). Such results indicate that there are correlations between the models of the Factors Affecting the Employees' Performance at Workplace. This is because it is far from the value of zero, hence, suggesting such corrections between the independent and dependent variables.

Table (6): Values of the fit indices of the model of the Factors Affecting the Employees' Performance

parity indicators	Standard Model		Constructivist model Synthetic The form (9)	The value of the quality of the match
	Main standard model form (7)	Standard Model form Ratio (8)		
Cmin	1206.178	663.398	663.398	---
Df	367	239	239	---
P	0.000	0.000	0.000	Non
Cmin/Df	3.287	2.776	2.776	Less than (5)
Cfi	0.887	0.931	0.931	More (.90)
Rmsea	0.080	0.070	0.070	Less than (.08)

The value of the index (RMSEA) was (0.070) and results as illustrated in Table (6) and Figure (7) confirm the presence of the well-known theoretically hypothesized model of the Factors Affecting the Employees' Performance at Workplace it in the overall population from which the sample was taken. Based on the evidence put forward, it is possible to verify the efficiency of the variable loadings and then the internal hypotheses in the theoretical model.

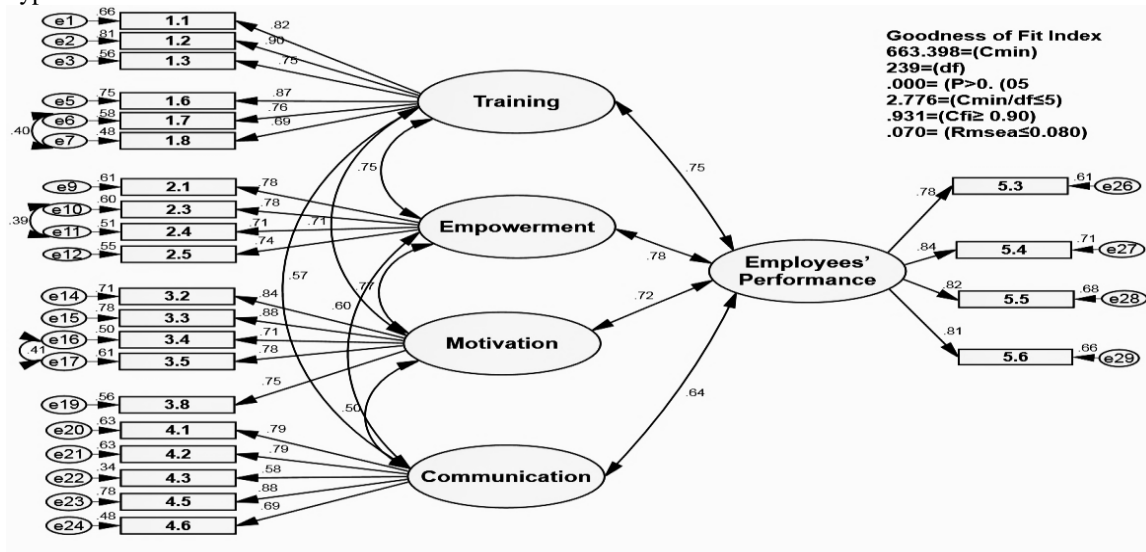


Figure 8. Modified measurement model of Factors Affecting the Employees' Performance

Testing the efficiency of variable loadings in the model of Factors Affecting the Employees' Performance.

Variable loadings mean that the correlations between the factors and the items of the questionnaire that represent these factor (e.g. the correlation between the Training and the items of this variable and so forth). The value of such relation or correlation should be at least (0.50). It is evident from the outline of the model in Figure (7) and Table (7) that the saturation of the variable loadings or correlations between the variables as embodied in the model through the rectangles and the underlying factors as manifested in circles was high and exceeded (0.50). These are usually called the saturation or loadings or parameter estimates in the table which ranged from the least value (0.58) between the communication and its third item (4.3) to the highest value (0.90) between the Training and its item (1.2) in the model. Moreover, the (C.R) for each relation between the underlying factors and variables representing it was higher than (1.964) for all relations, which means that such values are significant at (0.05). Since the (C.R) is higher than (1.964), the levels of such relations are statically significant. Such results confirm that there are correlations or relations

between the five factors (Training, Empowerment, Motivation, Communication and Employees' Performance) and the items or variables underlying such factors.

Table (7): Parameter and non-parameter estimates of the theoretical measurement model of the Factors Affecting the Employees' Performance

Items	Variable	Estimate	S. E.	C. R.	P	Loading	SMC
1.1	Training	0.9661	0.0463	20.8591	***	0.82	0.66
1.2	Training	1.0000	-	-	-	0.90	0.81
1.3	Training	0.8464	0.0472	17.9216	***	0.75	0.56
1.6	Training	0.9420	0.0399	23.5825	***	0.87	0.75
1.7	Training	0.8347	0.0451	18.5060	***	0.76	0.58
1.8	Training	0.7701	0.0488	15.7664	***	0.69	0.48
2.1	Empowerment	1.0192	0.0692	14.7383	***	0.78	0.61
2.3	Empowerment	1.0000	-	-	-	0.78	0.60
2.4	Empowerment	0.9319	0.0538	17.3343	***	0.71	0.51
2.5	Empowerment	0.9714	0.0692	14.0390	***	0.74	0.55
3.2	Motivation	0.8968	0.0498	18.0072	***	0.84	0.71
3.3	Motivation	0.8529	0.0474	18.0031	***	0.88	0.78
3.4	Motivation	0.6791	0.0579	11.7387	***	0.71	0.50
3.5	Motivation	1.0000	-	-	-	0.78	0.61
3.8	Motivation	0.7703	0.0518	14.8811	***	0.75	0.56
4.1	Communication	0.9376	0.0456	20.5580	***	0.79	0.63
4.2	Communication	1.0000	-	-	-	0.79	0.63
4.3	Communication	0.7946	0.0512	15.5230	***	0.58	0.34
4.5	Communication	0.9131	0.0504	18.1270	***	0.88	0.78
4.6	Communication	0.8417	0.0492	17.1010	***	0.69	0.48
5.3	Employees' Performance	0.9174	0.0559	16.4130	***	0.78	0.61
5.4	Employees' Performance	0.9793	0.0536	18.2629	***	0.84	0.71
5.5	Employees' Performance	0.9969	0.0564	17.6638	***	0.82	0.68
5.6	Employees' Performance	1.0000	-	-	-	0.81	0.66

S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations.

Testing the relations between the independent factors and the dependent variable of the model of the Employees' Performance.

In order to test the predictive validity (discrimination) among the dimensions of the (Factors Affecting the Employees' Performance at Workplace), the researchers used Fornell-Larcker Criterion, considering that the correlations among the five factors for each Variable of the main scale would be higher than (0.20) and same time less than (0.90) of all relations or links. Table (8) shows the results obtained from this test concerning the relations among the five factors of the (Factors Affecting the Employees' Performance at Workplace). As seen by the results in Figure (7) and Table (8), the relations or correlations among the five factors: Training, Empowerment, Motivation, Communication and Employees' Performance were statically significant. It was found that the (C.R) was higher than (1.964) and the level of significance (the value of the possibility) was less than (0.05). The values of such significant correlations among such five factors varied from (0.50) between two factors: Communication and Motivation to (0.78) between Empowerment and Employees' Performance. Such result suggests that (Factors Affecting the Employees' Performance at Workplace) model met Fornell-Larker (1981) Criterion and achieved the required predictive validity among its five investigated Factors.

Table (8): Results of the levels of correlations between Factors Affecting the Employees' Performances

Variable	L	Variable	Estimate	S. E.	C. R.	P	Path
Training	↔	Employees' Performance	1.0868	0.1118	9.7198	***	0.75
Training	↔	Communication	0.8869	0.1063	8.3452	***	0.57
Training	↔	Motivation	1.0397	0.1066	9.7547	***	0.71
Empowerment	↔	Communication	0.8273	0.1032	8.0163	***	0.60
Empowerment	↔	Employees' Performance	1.0058	0.1094	9.1960	***	0.78
Motivation	↔	Employees' Performance	1.0235	0.1086	9.4278	***	0.72
Communication	↔	Motivation	0.7661	0.1016	7.5420	***	0.50
Empowerment	↔	Motivation	0.9998	0.1061	9.4228	***	0.77
Training	↔	Empowerment	1.0039	0.1068	9.4043	***	0.75
Communication	↔	Employees' Performance	0.9649	0.1108	8.7089	***	0.64

L: Link, S.E. Standard Error, C.R.: Critical Ratio, P: Probability, SMC: Squared Multiple Correlations. ***:0.001

Testing the Structural Modeling of the theoretical model of the study (SEM).

In the measurement model shown in Figure (7) as previously discussed, the researcher dealt with the five research variables as independent variables without specifying the dependent variables because this is the main purpose of the structural model as represented by the unidirectional arrow (→). However, in the measurement model, the relations among the factors were represented by the bidirectional arrow (↔). In such structural model, the researcher identified the external independent variables (Training, Empowerment, Motivation, and Communication) and the dependent variable (Employees' Performance). He also dealt with this according to the model as illustrated in Figure (8).

Testing the Research Model Fit with sample Data

Based on the values of the model fit indices as in Table (6) and Figure (8), it is clear that the structural model does not differ much from the measurement model. Such results showed that there is a good fit between the hypothesized model (Factors Affecting the Employees' Performances at Workplace) and the data collected. The value of the Chi-Square was (663.398) and the degree of freedom was (239), and the level of significance was (P=0.000), which means that it is statically significant and there is not any difference between the hypothesized model and the collected data. By looking at the normative Chi-Square (Chi-Square /degrees of freedom) (2.776) which was lower than the value (5), it can be noticed that the value of the relative strength index (CFI) was (0.931), which is higher than the value (0.90). Such results indicate that there are correlations between the models of the Factors Affecting the Employees' Performances at Workplace. Such values are also far from the value of zero which underlies the lack of correlations between the models of the Factors Affecting the Employees' Performances at Workplace.

The results also revealed that the value of the index (RMSEA) was (0.070) as seen in Table (6) and Figure (8), which is less than (0.080). Such value indicates that the model of the Factors Affecting the Employees' Performances at Workplace exist in the overall population from which the sample was taken. In brief, it can be stated that the values of such above indices suggest that the model of the Factors Affecting the Employees' Performances at Workplace it are consistent with the real Libyan environment through the collected data and based on such results, it was possible to test the proposed research hypotheses.

Testing the main study hypotheses of the Factors Affecting the Employees' Performances

After ensuring the efficiency of the relations or corrections among the variables as remarked by their underlying factors, the hypotheses of the model were tested.

Hypothesis 1: There is a significant positive correlation between training and Employees' Performance in the Al-Zawiya University of Libya.

The second hypothesis states that the Training has a positive effect on the Employees' Performance in the Al-Zawiya University of Libya. The results in Figure (9) and Table (9) showed that this relationship of effect as stated in this hypothesis was statistically significant since the (C. R) value was (3.7166), higher than (1.964). Moreover, the value of the level of significance was (P=0.000) which is less than (0.05), hence, indicating that this hypothesis was accepted too. The value of the parameter estimates was also (0.25) showing a positive trend and confirming that the Training leads to the Employees' Performances.

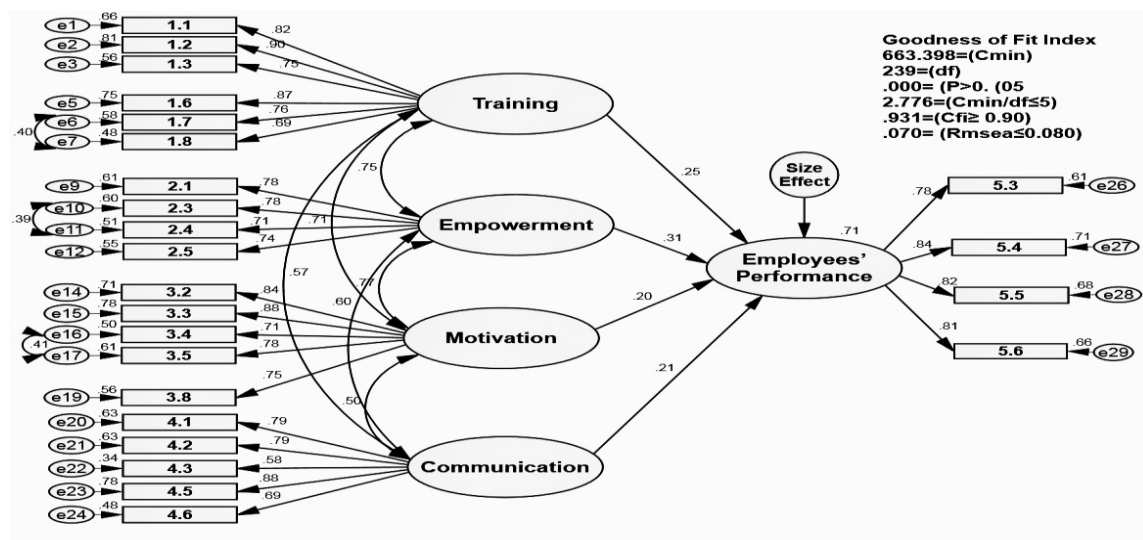


Figure 9. Structural model of the Factors Affecting the Employees' Performances

Hypothesis 2: There is a significant positive correlation between Empowerment and Employees' Performance in the Al-Zawiya University of Libya.

The second hypothesis states that the availability of the Empowerment has a positive effect on the Employees' Performance. The results in Figure (8) and Table (9) showed that this relationship of effect as stated in this hypothesis was statistically significant since the (C. R) value was (3.4645), higher than (1.964). Moreover, the value of the level of significance was (P=0.000) which is less than (0.05), hence, indicating that this hypothesis was accepted too. The value of the parameter estimates was also (0.31) showing a positive trend and confirming that the availability of the Empowerment leads to the success of the Employees' Performances at Workplace.

Hypothesis 3: There is a significant positive correlation between Motivation and Employees' Performance in the Al-Zawiya University of Libya.

The third research hypothesis is about the assumed direct positive effect on the Motivation on the Employees' Performance. By looking at the results shown in Figure (8) and Table (9), it is evident that

there was statically significant effect since (C. R) value was (2.7977) which is higher than (1.964) and the value of the level of significance was (P=0.0051), less than (0.05). Moreover, the value of the parameter estimates was (0.20) with a positive trend, and it confirms that the Motivation leads to the Employees' Performances at Workplace.

Hypothesis 4: There is a significant positive correlation between Communication and Employees' Performance in the Al-Zawiya University of Libya.

This last research hypothesis assumed that the Communication has a positive effect on the Employees' Performances at Workplace. The results in Figure (8) and Table (9) provided evidence that this hypothesis was statistically significant as (C. R) value was (4.0896), which is higher than (1.964). This hypothesis was accepted at a level of significance (P=0.000), less than (0.05). In addition, the value of the parameter estimates was (0.21) with a positive trend, hence, confirming that the Communication leads to the Employees' Performance in the Al-Zawiya University. To sum up, we can say that the four previous research hypotheses were proved to be accepted in terms of the positive effects of these four factors on the Employees' Performance in the Al-Zawiya University of Libya. This supports what was assumed based on previous studies, the theoretical framework or theories concerning Employees' Performance.

Table (9): Parameter and non-parameter estimates of the model of the Factors Affecting the Employees' Performances

I. Variables	R	D.Variable	Estimate	S.E.	C.R.	P	S.R.W	Result
Training	→	Performance	0.2421	0.0651	3.7166	***	0.25	Asserted
Empowerment	→	Performance	0.3373	0.0973	3.4645	***	0.31	Asserted
Motivation	→	Performance	0.1994	0.0713	2.7977	0.0051	0.20	Asserted
Communication	→	Performance	0.1967	0.0481	4.0896	***	0.21	Asserted

R: Relationship, **S.E.** Standard Error, **C.R.:** Critical Ratio, **P:** Probability, **S.R.W:** Standardized Regression Weights

Discussion and Conclusion

The present study tested the Factors Affecting the Employees' Performances at Workplace; this study was conducted on the Employees in the Al-Zawiya University of Libya. Factor analysis assertive was used and the results showed the appropriateness of the model according to the indicators of the structural equation modeling (SEM).The impact of the Independent variables (training, empowerment, motivation, and communication) on (Employees' Performances). The study found as Figure (8) that the size of the effect was (0.71), that is the rate of the effect of the four independent factors (training, Empowerment, Motivation and Communication) on the dependent variable (Employees' Performances at Workplace) was (71%). In other words, such result indicates that (71%) of the Employees' Performances was explained by the four factors as this rate or percentage is high and it provides strong evidence that the availability of these factors will lead to the Employees' Performances at Workplace. Referring to Figure (8) and Table (9), it is evident that the most important variable having most effects on the dependent variable (Employees' Performances at Workplace) was the Empowerment with the highest effect (0.31) this results also agreed with previous studies, such as (Tulloch, 1993;Wallach & Mueller,2006; Boehm, A., & Staples 2002 and Ronah, 2015). This was followed by the training since its effect on the dependent variable was (0.25) this results also agreed with previous studies, such as (Fitzgerald 1992; Salas & Cannon-Bowers 2001; Huselid 1995, Martocchio & Baldwin 1997, Salas & Cannon-Bowers 2000; Salas & Cannon-Bowers 2000, Kraiger, McLinden & Casper 2004; Alliger, et al. 1997, Wright & Geroy 2001). The third most important variable was the Communication with the effect (0.21)this results also agreed with previous studies, such as (Kamery, 2004; Ekerman, 2006; Berman et al., 2010; Ololube., 2006; Shulze&Steyn, 2003and Linz et al., 2006). The least important variable was the Motivation as its effect on the dependent variable was (0.20)

this results also agreed with previous studies, such as (Fisher, 1980; Ryan & Sackett, 1987; Camden & Witt, 1983; Papa & Tracy, 1987; Snyder & Morris, 1984). Finally, the contribution of the present study is in testing the impact of the Factors Affecting the Employees' Performances at Workplace in the Al-Zawiya University of Libya.

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Appendix A Questionnaire

Variables	Items	Paragraphs
Training	1.1	Training and development is essential for college's employees.
	1.2	Competency level of employees increases due to training and development.
	1.3	Training and development reduce the stress of the employees.
	1.6	Performance and productivity greatly depend on Training and development.
	1.7	Training and development enhance the performance and productivity of the employees as well as of the organization.
	1.8	Training and development reduce consumption of time and cost and increase performance and productivity.
Empowerment	2.1	My supervisor gives more freedom and authority which can make my job easier, faster and effective.
	2.3	The great autonomy and ability to make a decision can make my job more convenient especially for clients.
	2.4	The power sharing among employee will help to reduce work-related stress.
	2.5	Mutual trust among employees will enhance the power and authority of the decision making.
Motivation	3.2	I am more motivated to do my job when I feel I am recognized and appreciated for my contribution to the organization.
	3.3	The degree of skill variety required to perform my job has an impact on my motivation.
	3.4	How meaningful I believe my work has an influence on my motivation level.
	3.5	The degree of trust exhibited at my workplace is a determinant of my level of motivation at work.
	3.8	I am more motivated to perform my job when I feel there is fairness of treatment at the workplace.
Communication	4.1	I get timely communication about the decisions of the different organs in this College.
	4.2	There is open communication in this College.
	4.3	This College has good cross unit communication.
	4.5	All-College meetings are always well organized.
	4.6	The College's communication makes me identify with it or feel a vital part of it.
Employees' Performance	5.3	I feel dedication, seriousness, and ability to take responsibility.
	5.4	I do my work according to specific policies and procedures.
	5.5	I enjoy professional skill or professionalism and technical knowledge required to carry out the work efficiently.
	5.6	I feel satisfied with the work I do in the university.