



RESEARCH ARTICLE

The Relationship between Digital Empowerment and Improving Employees' Job Performance: A Research Study on Employees at Assiut University

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ABSTRACT

The research explores the relationship between digital empowerment and job performance improvement among administrative employees at Assiut University colleges. It assumes a connection between digital empowerment and factors like job knowledge, work quality, completed tasks, perseverance, and trust. Using a descriptive approach and a comprehensive survey of 451 employees, data was collected via a reliable questionnaire. Findings reveal a nearly equal gender distribution (49% males, 51% females) among employees and a strong positive correlation between digital empowerment and enhanced job performance.

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INTRODUCTION

The rapid technological developments in the modern era, especially information and communication technologies, are among the most important challenges facing universities, which have brought about various changes in their centers, conditions and relationships. Therefore, the change in today's world towards digital organization in all higher education institutions has become an urgent necessity that lends itself to the challenges of globalization and open market economies, and the university is not far from that; the university must transform and transform society into what is called the knowledge society in response to the dynamics and challenges of society, where "the university is viewed as the locomotive of progress and the society's tool for modernization with the new technological changes of the era, in addition to being a transmitter of the existing societal and organizational culture, and a creator of new knowledge" (AlAltbach, 1980: p6).

The tremendous and rapid revolution in the field of digital technology has brought about a great development in the management of university affairs and in all their research, educational and service fields; As a result of this development and the huge diversity in information and communication technology, most of the prestigious universities have competed to benefit from digital technology in managing their educational roles and programs, which led to the necessity of activating their role in creating and finding educational patterns capable of interacting with their

environment and society; in order to meet the challenges and variables affecting their chances of survival and prosperity.

Interest in digital empowerment of universities has also increased as one of the vital topics that require reconsidering the entire university education system in light of it, replacing most of the services and advanced technology jobs with routine jobs and low-skill jobs at the university, and replacing technology at all organizational levels at the university and in all its various activities and services. In this regard, digital empowerment is defined as a process that seeks to change the organization's production methods and the methods of distributing previously designed services; By replacing the use of physical elements with virtual ones such as (customer access methods, service design methods, evaluation and knowledge of the opinions of beneficiaries of the organization's services via the Internet), as well as replacing processes that require physical interactions with electronic ones such as (web conferences, distance training), in addition to replacing individuals' tasks and their physical uses with virtual ones (BBoghani, 2007: p1).

Digital empowerment is also defined as "the transition from the components of real physical space to virtual existence so that the communication process is not dominated by the concepts of distances and times that prevail in the traditional physical world, and the electronic sites of these digital universities become an alternative to the sites that have settled in the geographical spots of the Earth, and have become a medium that simulates physical reality in its identity, with a difference in the nature of the essence that distinguishes it (Al-Razo, 2006: p2).

Some believe that digital empowerment can include the processes of "assimilating and adapting technology, as absorbing technology means comprehensively embracing technology with all the fine details of scientific concepts - theoretical and practical - and with all aspects of experience, knowledge and available information, in addition to full knowledge of the details of the technical and economic aspects of the different types of it; which allows the ability to deal with it, while adapting technology represents the ability to bring about the required change through transferred technology, so that it is compatible with the available conditions, capabilities and self-capabilities" (Hashish, 1992: p. 56).

Digital empowerment also requires a shift from the complex traditional structure to a clear, comprehensive structure that relies on information technology; which facilitates performance and saves time, effort and money, and it also calls for the necessity of making changes in the laws and regulations in force, administrative practices and patterns of social interactions within the university. It also requires empowerment of human resources from knowledge keepers and implementers of regulations only to innovators in the framework of information technology and developers in the framework of digital culture, in addition to the necessity of changing the nature of interactions between members of the university community through diversification in the use of modern communication devices and channels, and expanding the scope of opportunities available for interaction and benefiting from new information technology applications and harnessing them to improve the performance of universities of all kinds through automation of interaction. This also places a major role on university leaders to deal with unwanted interactions between individuals, and try to invest and direct them for the benefit of the university; in order to increase productivity and preserve the identity and entity of the university (BBuckley, 2003).

There is a growing interest at several levels in employing information and communication technology in higher education at the national level, and this interest is embodied in the general plan for the higher education system in Egypt 2005-2021, which emphasized the importance of absorbing technological developments, and providing and distributing opportunities for higher education of all kinds fairly to meet societal demand in different regions of the country (Ministry of Higher Education, 2006: p. 7).

The strategic plan for developing the higher education system was also considered; The requirements of the information age, technology and globalization are the main challenge facing the higher education system in Egypt, and the need to address them. The most important strategic objectives and directions for developing higher education were the following: (Ministry of Higher Education, 2000: p. 10)

1. Updating the institutional framework and general structural organization, and establishing new integrated legislation for the higher education system.
2. Developing educational technologies, investing in information and communications technologies, and innovating new forms of distance education.
3. Developing education systems and rules to provide opportunities for the conscious application of continuous learning and lifelong learning.
4. Investing in information and communications technologies in developing and diversifying education systems, forms and programs, and making them available to those wishing to learn without restrictions of place or time.

Considering the previous trends on which the strategy for developing higher education in Egypt was based and its analysis, we find that it emphasized in its contents the necessity of creating new patterns of university education by investing in information and communications technology and the advantages it provides that can contribute to providing lifelong learning and continuous education for all segments and classes of society and achieving its demands without being restricted by the circumstances of time and place. Consequently, there were many attempts and projects that demonstrate the efforts of digital empowerment in Egyptian universities.

LITERATURE REVIEW:

Digital Empowerment:

The philosophy of digital empowerment stems from the digital age in which we live, where all aspects of life, including work, education, production and knowledge, have become digital in nature. Hence, digital empowerment is a basic necessity for participation in these activities. Digital technology has profoundly transformed human life, especially in the fields of education and learning. The importance of this empowerment in educational institutions is increasing significantly (Youssef, Mazhar, 2024: p. 155).

In light of the transformation of digital devices into an essential part of contemporary life, social and cultural institutions, especially educational ones, face challenges in adapting to these changes, as absorbing new digital tools requires a deep understanding of digital learning theories, to ensure that they are employed to enrich the educational experience and not just to attract attention. If digital is the current state of knowledge and the method of accessing it, then possessing digital skills becomes essential for participation in this era, as the need for digital empowerment for university workers in particular increases, given the pivotal role of knowledge in their work, which helps them perform their administrative roles with high efficiency (Youssef, Mazhar, 2024: p. 156).

The importance of digital empowerment:

The importance of Digital empowerment in educational institutions is a necessity to achieve a knowledge society and shift from knowledge consumption to its production, and to bridge the digital gap between different segments of society, which helps in keeping pace with the developments of the era and the challenges of the future and building a society of continuous learning, as researchers point to the necessity of using digital technologies to enhance individual and societal empowerment by enabling individuals to participate effectively in the information society through digital technologies, especially empowering university employees (Youssef, Mazhar, 2024: p. 38)

One of the results of digital empowerment in educational institutions is the realization of the necessity of empowering university employees to achieve the goals of digital education, which highlights the importance of their role in providing quality education even in light of the abundance of digital resources and ease of access to information. As a result, interest has emerged in empowering university employees and developing their digital skills and competencies, as many countries such as Canada, England, South Africa and Sri Lanka have implemented programs to develop the digital competencies of university employees (Snehi, 2019).

Dimensions of digital empowerment: The educational institution needs to be empowered from the concept of monitoring and control to the concept of empowerment so that employees can contribute and accomplish work better. This requires managers to emphasize new skills to maximize employees' efforts by standing on administrative practices that are important and necessary foundations for the success of the empowerment process, such as training and forming work teams, as well as delegating authority, motivation and communication:

The first axis: Training:

Training is of great importance in the educational institution, and it has several types that are classified according to several criteria. According to the job criterion, we find three types: (Khalil, 2021: p. 117)

- 1) Vocational and technical training: This type is concerned with manual and mechanical skills in technical and professional work such as electrical and mechanical work.
- 2) Specialized training: This type is called specialized because the working monkey specializes in a specific activity or profession as a result of acquiring specialized experiences and skills. This type includes new and old workers.
- 3) Administrative training: Which includes the administrative and supervisory knowledge and skills necessary to hold positions. This knowledge includes administrative processes such as planning, organizing, controlling, making decisions, directing, leading, motivating, managing work groups, coordination and communication.

The training process is subject to several general principles that should be taken into account at all stages of this process, namely: (Shataha, 2019: pp. 99-100)

- 1) Continuity: Training begins at the beginning of the individual's career, and continues with him step by step to develop and grow him until he helps workers adapt to continuous developments.
- 2) Gradualism: Training should begin by addressing simple topics and gradually progress in a planned and organized manner to more complex ones.
- 3) Legitimacy: Training should be conducted in accordance with the laws, regulations and bylaws in force within the educational institution.
- 4) Comprehensiveness: This means that it should be directed to all administrative levels in the educational institution to include all categories of workers in it.
- 5) The goal: The training objectives should be clear, objective, applicable and precisely defined in terms of time, place, quantity, quality and cost.
- 6) Flexibility: The training system and its operations should develop to keep pace with development and provide the necessary means, tools and methods to satisfy the training needs of workers in a manner that is consistent with their job levels.
- 7) Logic: Training must be based on a logical, realistic and accurate understanding of training needs.

Second axis: Work teams:

There are many types of work teams with different classifications according to their goals that must be achieved, including the following: (John, 2020: p233)

1) Self-managed work teams:

They are teams composed of individuals who are distinguished by a high and diverse level of specializations and skills with a high degree of ability to make decisions at the level of planning, control and follow-up, as they are often entrusted with evaluating performance and monitoring the level of quality, with the empowerment to develop schedules for work programs, allocating resources, the field of training and developing innovative behavior in the educational institution.

2) Multi-functional team:

Multi-functional teams work in all situations and cases, as team members depend on each other to accomplish work, as each member contributes his expertise in performing a specific task. Multi-functional teams consist of individuals in various functional areas of the organization such as marketing, finance, human resources and operations. This type of team often uses care, creativity, speed and focus on responding to customer needs, as multi-functional teams can design and present quality improvement programs and new technology, and meet with customers and suppliers to improve inputs and outputs.

3) Problem-solving team:

It works to help management confront the problems it faces, as these teams identify the nature of the problems in different types of educational institutions. The ideal problem-solving team consists of 5 to 12 members who work diligently to discuss methods of improving quality at all organizational stages, make organizational processes more efficient, and work to improve the work environment in general.

4) Virtual Teams:

Virtual teams have become an inevitable response for several reasons, such as the increase and expansion of globalization, the flexibility of regulatory bodies, the increasing shift towards knowledge-based work, and the need to bring diverse talents and expertise to complex projects and find appropriate solutions to meet the demands of society.

The third axis: Delegation of authority:

The principles of undermining can be summarized as follows: (Al-Dawri, et al., 2020: p. 151)

- 1) Choosing who to delegate authority to with the highest degree of accuracy and objectivity.
- 2) The subordinate should coordinate continuously with managers.
- 3) The delegation should be in writing and not verbal.
- 4) The scope of undermining should be within the limits of the size of the responsibilities.
- 5) Defining the duties that the president delegates to his direct subordinates or assigning them in a clear and proportionate manner.

The fourth axis: Communication:

The elements of communication in educational institutions are essential to ensure effective interaction and proper transfer of knowledge. These elements include: (Milton, et al, 2020, pp. 180-181)

- 1) The sender: is the person or entity that initiates the communication process, such as a teacher or administrator who conveys information or instructions. The sender must have the ability to express himself clearly and use language appropriate to the target audience to ensure that the message is understood.
- 2) Message: The content that is conveyed in the communication process, and may be educational information, instructions, or instructions. The message must be clear and appropriately directed to the goal you seek to achieve, while avoiding complexity or ambiguity.
- 3) Medium: The channel or method through which the message is conveyed, such as meetings, email, bulletins, or even educational digital platforms. Choosing the appropriate medium helps enhance the effectiveness of communication and better reach the recipients.
- 4) Recipient: The party that receives the message, including students, other teachers, or administrative staff. The recipient must be able to understand and comprehend the message, and has an effective role in completing the communication cycle by providing feedback.
- 5) Feedback: The recipient's response to the message, which helps the sender know the extent of understanding the message and the success of the communication. In educational institutions,

feedback is very important, whether from students to the teacher or from employees to the administration, as it contributes to improving and developing educational processes.

6) Environment or context: It is the environment in which communication takes place, and includes external factors that may affect the effectiveness of communication such as traditions, institutional culture, common language, or even physical barriers such as noise or crowded classrooms.

7) Distraction: It is any barrier or influence that may hinder the correct understanding of the message, whether it is a psychological barrier (such as psychological pressure) or physical (such as classroom noise). Educational institutions must seek to reduce these barriers to ensure clarity of communication.

Fifth axis: Motivation:

There are multiple and varied classifications of incentives, and they overlap with each other, as researchers in the field of incentives have varied classifications, and among these classifications are the following:

1) Material incentives:

The forms of these incentives vary and their images differ from one sector to another, and are represented in material rewards, and the cash incentive is considered one of the most important methods, because money satisfies almost all human needs, and among the material methods of motivation we find: (Rajab, 2022: p. 103)

☒ Daily wage: It allows employees or workers to make a higher effort because they feel and realize that they are equal in terms of result and wages with other employees, and it also gives the worker the opportunity to reach a high level of production.

☒ Monthly wage: It is the wage that the employee or worker receives at the end of each month for the work he has done during the month according to what is agreed upon in the employment contract.

☒ The bonuses due at the beginning of each year are represented by the annual increase for employees and are determined by the Labor Law.

☒ Work Quality Bonus: It is a rank in the grade that is granted in recognition of high quality performance.

☒ Employee Bonus: It is a cash amount or an in-kind award given to the employee for his excellence and creativity in work.

☒ Work Discipline Bonus: It is a cash amount given to a group of employees who are disciplined in their work and its conditions include early attendance, not being late, and not being absent.

☒ End of Service Bonus: It is an appreciation bonus given to the employee subject to the retirement law upon the end of his service and reaching retirement age or for health reasons.

2) Moral incentives:

Moral incentives are considered one of the pillars of utmost importance in the incentive system established by the institution, and without them, the picture of incentives that encourage work and increase performance within the institution is not complete, because man is social by nature and cannot live without the respect and appreciation of others, including: (Rajab, 2022: p. 104)

☒ Service period bonus, which is a bonus granted to employees with long service who are credited with developing the institution's work. This bonus constitutes a certificate of service for ten years, a medal for twenty years of service, and a larger medal for thirty years of service, which is granted at an official ceremony.

☒ Grants: This is the provision of grants and praise to individuals when they perform correct and sound work.

☐ Promotion: Its effectiveness lies in motivating the individual's work, productivity, and efficiency, and the main principle that must be taken into account when drawing up a promotion policy with the aim of using it as an incentive is that the person's obtaining a promotion is linked to achieving distinguished work or a high level of efficiency.

Job Performance:

Job performance refers to the degree of achievement and completion of the tasks that make up an individual's job. It reflects how the individual achieves or satisfies the job requirements. There is often confusion and overlap between performance and effort. Effort refers to the energy expended, while performance is measured based on the results achieved by the individual. For example, a student may exert great effort in preparing for an exam, but obtain low grades. In such a case, the effort expended is high while the performance is low (Abdeen, 2001: p. 209).

Others define job performance as the employee's implementation of his tasks and responsibilities assigned to him by the organization or entity to which his job is linked (Hilal, 2003: p. 11).

Others believe that job performance results from the interaction of the ability factor and the motives associated with human behavior. The components of the individual may contain the greatest abilities to work, but without the availability of the motivation to work, the relationship between abilities and job performance will be absent. The opposite is true. An individual may have a strong motivation to work, but without the ability to work, the mark between motivation and job performance will be absent. Performance is the result of the interaction between behavior and achievement, as behavior represents the work that individuals do in the organization, while achievement is the effect or results that remain after individuals stop working, i.e. achievement is a product of behavior, and performance is the sum of behavior and results achieved together (Rida, 2003: p. 81).

Elements of job performance:

Job performance consists of a set of basic elements or components without which it is impossible to talk about effective performance. These elements are used to measure and determine the level of performance of employees in organizations. Job performance consists of a set of the following elements:

- Knowledge of job requirements: This includes general knowledge, technical and professional skills, and general background about the job and related fields.
- Quality of work: This is represented by the extent to which the individual is aware of the work he is doing and what he possesses in terms of desire, skills, ingenuity, and ability to organize and implement the work without making mistakes.
- Amount of work accomplished: This is the amount of work that the employee can accomplish under normal work conditions, and the speed of this accomplishment.
- Perseverance and reliability: This includes seriousness and dedication to work, the employee's ability to bear responsibility for work and complete tasks on time, the extent to which this employee needs guidance and direction from supervisors, and evaluation of the results of his work (Al-Numayan, 2002: p. 39).

Determinants of job performance:

Job performance is the net effect of an individual's efforts that begin with capabilities and perception of the role or tasks. This means that performance in a specific situation can be viewed as a result of the interconnected relationship between each of:

- The effort expended.
- Individual capabilities and characteristics.
- The individual's perception of his job role (Abdeen, 2001: p. 210).

The effort expended expresses the degree of enthusiasm of the individual to perform the work, and to the extent that the individual continues to exert effort, this expresses the degree of his motivation to perform the work. As for the individual's abilities and characteristics, they are what determine the degree of effectiveness of the effort expended, and the individual's perception of his job role expresses the individual's impressions and perceptions of the behavior and activities that comprise his work and the way in which he should practice his role in the organization (Rida, 2003: p. 85).

Ways to improve job performance:

Job performance can be improved through the following approaches:

1. Improving employee performance:

Some believe that improving employee performance is the most difficult factor to change. If it is confirmed after analyzing the performance that the employee needs to change or improve performance, there are several ways to achieve this improvement, which are:

- Focus on the employee's strengths, take a positive approach towards the employee, including the performance problems he suffers from, acknowledge that there is no perfect individual, realize the fact that it is not possible to eliminate all shortcomings and weaknesses in the employee, and focus efforts to improve performance by benefiting from the employee's talents and working to develop them.
- Focus on the balance between what the individual wants to do and what the individual performs with excellence. The existence of a causal relationship between desire and performance leads to the possibility of excellent performance by allowing individuals to perform the work they want or seek to perform. This means providing harmony between individuals, their interests, and the work performed in the organization.
- Linking job performance to personal goals, which means that performance improvement efforts should be linked and consistent with the employee's interests and goals and benefit from them by showing that the desired improvement in performance will contribute to achieving these interests, which increases the achievement of the employee's desired improvements.

2. Job improvement:

Changing job tasks provides opportunities to improve performance, as job duties contribute to a decline in the level of performance if they are boring or exceed the employee's capabilities and skills. The starting point in studying the means of improving performance in a specific job is to know the necessity of each job task, especially with the possibility of continuing to perform some tasks even after their benefit has disappeared. Among the means of improving the job is also providing employees with the opportunity to participate in job opportunities, task groups, or committees, and allowing them to contribute to solving the organization's various problems. The job is also improved by expanding the scope of the job and enriching the job. Job expansion includes collecting more tasks that require the same level of skill with the aim of increasing the connection between the employee and the final product, while job enrichment includes increasing the levels of responsibility given to the employee (Rida, 2003: p. 51).

Improving the situation:

The behavior of an individual in a specific situation is not only affected by the knowledge, skills, abilities and personal characteristics he possesses, but is also affected by the nature of the situation that the individual faces. The situations in which the job is performed provide opportunities for change, which in turn leads to improving performance by knowing the appropriateness of the number of organizational levels, the way in which the group is organized, the appropriateness and clarity of the line of communication, responsibility and mutual interaction with other departments with the public benefiting from the service (Al-Faidi, 2008: p. 82).

METHODOLOGY:

Research Design:

This study belongs to the descriptive analytical studies in social service as it is one of the most appropriate studies that fit the subject of the study because it enables us to obtain information that depicts reality and works to analyze phenomena. The descriptive study aims to report the characteristics of a specific phenomenon through all the data about it, analyzing and interpreting it to reach the results and then the possibility of issuing generalizations about the situation or phenomenon that the researcher is studying through accurate scientific observation. In line with the type of study and its objectives, the researcher will use the comprehensive social survey method for administrative workers at Assiut University.

Participants:

Data were collected from (451) individuals who worked in administrative jobs at Assiut University.

Sampling Procedure:

The comprehensive survey method was used for administrative workers in the faculties of Assiut University, to ensure optimal representation of the research community, and to give a general character to the research results.

Data Collection Procedures:

This study uses a questionnaire to collect quantitative data from administrative employees working in the faculties of Assiut University, with the aim of verifying the relationship between digital empowerment and improving their job performance.

FINDINGS:

Demographic Information of the Respondents:

Table (1) Descriptive Statistics of Respondents

Gender		
	frequency	%
Male	223	49
Female	228	51
Total	451	100

The results of the preliminary data indicate that the percentage of males (49%) and females (51%) of administrative employees at Assiut University is very close, reflecting the existence of a balanced gender distribution in the study sample. This balance can be considered a positive indicator of taking into account gender diversity in administrative jobs at the university. This balance enhances the importance of studying the relationship between digital empowerment and improving job performance for both genders equally, as their needs and challenges in adopting digital technology within the work environment may differ. It also provides an opportunity to analyze the results comprehensively, taking into account gender dimensions when evaluating the impact of digital empowerment on job performance .

Reliability Analysis:

Table (2) shows the reliability analysis conducted on the variables using Cronbach's alpha and reveals that the internal consistency of the questionnaire used, knowledge of job requirements ($\alpha=0.641$), quality of work ($\alpha=0.547$), amount of work done ($\alpha=0.566$), perseverance and trust ($\alpha=0.611$), which indicates that the reliability of this questionnaire used.

Table (2) Reliability Statistics

Variables	Cronbach's alpha
Knowledge of job requirements	0.641
Quality of work	0.547
Quantity of work completed	0.566
Perseverance and reliability	0.611

Study hypothesis results:

Table (3) shows the relationship between digital empowerment and knowledge of job requirements among administrative workers at Assiut University colleges. The relationship was Spearman-Rao (0.941).

Table No. (3) shows the relationship between digital empowerment and knowledge of job requirements

Correlations				
			knowledge of job requirements	digital empowerment
Spearman's rho	knowledge of job requirements	Correlation Coefficient	1.000	.941**
		Sig. (2-tailed)	.	.000
		N	451	451
	digital empowerment	Correlation Coefficient	.941**	1.000
		Sig. (2-tailed)	.000	.
		N	451	451
**. Correlation is significant at the 0.01 level (2-tailed).				

Table (4) shows the relationship between digital empowerment and the quality of work among administrative workers in the faculties of Assiut University. The relationship was Spearman-Rao (0.837).

Table No. (4) shows the relationship between digital empowerment and work quality

Correlations				
			work quality	digital empowerment
Spearman's rho	work quality	Correlation Coefficient	1.000	.837**
		Sig. (2-tailed)	.	.000
		N	451	451
	digital empowerment	Correlation Coefficient	.837**	1.000
		Sig. (2-tailed)	.000	.
		N	451	451
**. Correlation is significant at the 0.01 level (2-tailed).				

Table (5) shows the relationship between digital empowerment and the amount of work accomplished by administrative workers in the faculties of Assiut University. The relationship was Spearman-Rao (0.599).

Table No. (5) shows the relationship between digital empowerment and the amount of work accomplished

Correlations				
			the amount of work accomplished	digital empowerment
Spearman's rho	the amount of work accomplished	Correlation Coefficient	1.000	.599*
		Sig. (2-tailed)	.	.042
		N	451	451
	digital empowerment	Correlation Coefficient	.599*	1.000
		Sig. (2-tailed)	.042	.
		N	451	451
*. Correlation is significant at the 0.05 level (2-tailed).				

Table (6) shows the relationship between digital empowerment, perseverance and trust among administrative workers at Assiut University colleges. The relationship was Spearman-Rao (0.829).

Table No. (6) shows the relationship between digital empowerment, persistence and trust

Correlations				
			persistence and trust	digital empowerment
Spearman's rho	persistence and trust	Correlation Coefficient	1.000	.829**
		Sig. (2-tailed)	.	.000
		N	451	451
	digital empowerment	Correlation Coefficient	.829**	1.000
		Sig. (2-tailed)	.000	.
		N	451	451
**. Correlation is significant at the 0.01 level (2-tailed).				

DISCUSSION:

The results of the study indicate a strong relationship between digital empowerment and improved job performance of administrative workers at Assiut University. The following is a discussion of these results:

Gender balance in the sample:

The initial data revealed a balanced distribution between males (49%) and females (51%) of administrative workers. This balance reflects a reality that enhances the credibility of the results and indicates a work environment that takes into account gender diversity. It also highlights the importance of studying the impact of digital empowerment on job performance from a comprehensive perspective that takes into account gender differences in workers' needs and challenges. This balance indicates the possibility of applying the results of the study to all administrative workers at the university, regardless of gender.

The relationship between digital empowerment and knowledge of job requirements (0.941)

The result shows that digital empowerment contributes significantly to improving administrative workers' understanding of their job requirements. This reflects the importance of digital skills and technology in increasing workers' awareness of their responsibilities and work expectations. Digital

systems help provide necessary information efficiently and quickly, which leads to improved job performance and increased readiness to face daily challenges.

Relationship between digital empowerment and quality of work (0.837)

The strong relationship between digital empowerment and quality of work indicates that the application of digital tools leads to improving the quality of tasks being performed. The use of digital technology contributes to reducing errors and improving the accuracy of administrative processes, and it also enhances the ability of workers to complete their tasks with higher professionalism. This result highlights the importance of investing in digital infrastructure and training workers to use technology effectively.

Relationship between digital empowerment and the amount of work completed (0.599)

The moderate relationship between digital empowerment and the amount of work completed reflects that digital technology is not the only factor influencing increased productivity. While digital empowerment contributes to accelerating the completion of tasks, there may be other factors, such as job pressure and task distribution, that affect the amount of work. This indicates the importance of integrating digital empowerment with other factors such as time management and improving the work environment to achieve a tangible increase in productivity.

Relationship between digital empowerment and perseverance and trust (0.829)

The result indicates that digital empowerment enhances perseverance and trust among workers. Digital technology provides tools that facilitate effective communication and accurate task monitoring, which enhances employees' confidence in their ability to perform their jobs efficiently. Digital empowerment also provides a supportive work environment that helps employees develop a high level of commitment and perseverance.

The results of the study demonstrate the great importance of digital empowerment in improving the job performance of administrative workers. The strong relationships revealed between digital empowerment and various aspects of job performance highlight the need to invest in developing digital skills and providing appropriate technology in the workplace. However, it should be noted that digital empowerment must be integrated with effective management policies and work environment improvement strategies to ensure maximum benefit from it.

LIMITATIONS OF THE STUDY:

The study provides valuable insights into the relationship between digital empowerment and job performance among administrative staff at Assiut University. However, it is important to acknowledge its limitations to contextualize its findings effectively. One key limitation is its geographical scope, as the research is confined to administrative staff within Assiut University. This restriction may limit the generalizability of the findings to other institutions or regions with different technological infrastructure, organizational cultures, and administrative systems.

Another limitation lies in the exclusive focus on administrative staff within university faculties, excluding other potential stakeholders such as academic staff or administrative personnel in non-faculty units. This focus may narrow the applicability of the findings to other professional groups within the higher education sector.

Methodologically, the reliance on a cross-sectional survey design provides only a snapshot of the relationship between digital empowerment and job performance at a specific point in time. This approach does not account for potential longitudinal changes or trends that could emerge as digital initiatives evolve and are further integrated into the workplace. Furthermore, while the use of a high-reliability questionnaire ensures data consistency, the study's reliance on self-reported data introduces the risk of response bias, where participants may provide socially desirable answers rather than accurate reflections of their experiences.

Finally, the study's exclusive use of quantitative methods may not fully capture the depth and complexity of individual attitudes, behaviors, and organizational dynamics related to digital

empowerment. Incorporating qualitative approaches, such as interviews or focus groups, could provide richer contextual insights and complement the survey findings.

These limitations suggest the need for future research to expand the geographical and institutional scope, adopt longitudinal and mixed-method approaches, and include a broader range of stakeholders to enhance the generalizability and depth of understanding regarding digital empowerment's impact on job performance.

RECOMMENDATIONS:

Based on the study results, the following is recommended:

Enhancing digital training: Providing regular training programs to develop the digital skills of administrative workers, with a focus on practical applications that contribute to improving job performance.

Investing in digital infrastructure: Updating the digital systems used in administrative work and providing modern tools and software that facilitate the performance of tasks with higher quality and efficiency.

Enhancing awareness of the benefits of digital transformation: Spreading awareness among workers about the importance of digital empowerment and its role in improving the quality of work and increasing productivity.

Applying flexible work methods: Adopting flexible work methods that rely on digital technology, such as remote work or electronic systems for managing time and tasks.

Focusing on technical support: Providing continuous technical support to workers to overcome any difficulties they face when using digital systems.

Improving the work environment: Paying attention to other factors affecting the amount of work completed, such as distributing tasks and reducing job stress, in parallel with the application of digital empowerment.

Measuring the impact periodically: Conducting periodic studies to measure the impact of digital empowerment on job performance and improving policies based on the results.

CONCLUSION:

This study highlights the positive and strong relationship between digital empowerment and improved job performance of administrative employees at Assiut University, confirming the importance of digital transformation in enhancing the efficiency and quality of administrative work. The results show that digital empowerment is not limited to improving knowledge of job requirements, but extends to affect the quality of work, perseverance, and confidence among employees. However, making the most of digital empowerment requires integrating it with effective management strategies and continuous development of digital skills and technical infrastructure. This study is an important step in understanding the impact of technology on improving job performance, but it highlights the need for further research to explore other impacts of digital transformation on different work environments.

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Data Availability: The data that support the findings of this study are available from the correspondence authors upon reasonable request.

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