THE EFFECT OF EMPLOYEE EMPOWERMENT ON MOTIVATION
AT THE KENYA LITERATURE BUREAU

BY,

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DECLARATION

This management research project is my original work and has not been presented for examination in any other institution.

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This management research project has been submitted for the examination with my approval as University supervisor.

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DEDICATION

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ABSTRACT

The study focuses on the effect of employee empowerment on motivation at the Kenya Literature Bureau. The main areas explored include employee empowerment programs, benefits of employee empowerment, employee motivation and the relationship between employee empowerment and motivation.

The findings are considered solid and concrete since the respondents had enough experience to give acceptable and realistic responses. The majority had worked in the firm for over 6 years. This duration is long enough for one to have mastered the operations of the firm and understood all aspects of the job hence the ability to answer most questions objectively. The management at KLB seeks employee’s opinion occasionally and the employees are least involved in making key decisions. However, despite being mechanistic, the firm has a good internal control system and the management is able to make decisions on its own without having to seek advice from the outside. When it comes to the impact of employee empowerment motivation, the respondents agreed to a great extent that employee empowerment increases the quality of goods and services, increases the competitive advantage, increases efficiency and effectiveness, increases employee motivation, self esteem and organizational commitment and also increases job autonomy.

The findings indicate that there is need to foster an organic organizational structure rather having a mechanistic one. There is need to promote and enhance quality of work life that involves more than just an employee working in the firm.
TABLE OF CONTENTS

DECLARATION........................................................................................................i
ACKNOWLEDGEMENT............................................................................................ii
DEDICATION..........................................................................................................iii
ABSTRACT...............................................................................................................iv
LIST OF TABLES....................................................................................................vii
LIST OF FIGURES.................................................................................................viii

CHAPTER ONE: INTRODUCTION

1.1 Background.....................................................................................................................1
  1.1.1 The concept of Employee Empowerment....................................................2
  1.1.2 Employee motivation......................................................................................4
  1.1.3 Empowerment and Motivation......................................................................5
  1.1.4 Kenya Literature Bureau................................................................................6

1.2 Statement of the problem............................................................................................7

1.3 Objective of the study................................................................................................10

1.4 Importance of the study..............................................................................................10

CHAPTER TWO: LITERATURE REVIEW

2.1 Employee empowerment..............................................................................................12
  2.1.1 Employee empowerment programs.............................................................16
  2.1.2 Benefits of employee empowerment ..........................................................20

2.2 Employee Motivation.................................................................................................22

2.3 Relationship between Employee Empowerment and Motivation.........................25

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction...............................................................................................................30

3.2 Research Design.........................................................................................................30

3.3 Population of the Study..............................................................................................30
3.4 Data Collection

3.5 Data Analysis

CHAPTER FOUR: FINDINGS, DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

4.2 Response Rate

4.3 Personal and Organizational Profile

4.3.1 Gender Breakdown

4.3.2 Age Bracket

4.3.3 Department Worked

4.3.4 Length of continuous service in the firm

4.4 Employee Empowerment Program

4.4.1 Type of Leadership in the firm

4.4.2 Employee Involvement in Decision Making

4.4.3 Employees’ views on Management on Empowerment

4.5 Impact of Employee Empowerment on Motivation

4.6 Job Satisfaction

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

5.2 Summary

5.3 Conclusion

5.4 Recommendation

5.5 Limitation of the Study

Reference

Appendix I-Letter of Introduction

Appendix II-Questionnaire
LIST OF TABLES

Table 4.1 Departments of the Respondents ................................................................. 35
Table 4.2 Leadership Style ....................................................................................... 38
Table 4.3 Extent to which Employee are involved ................................................... 39
Table 4.4 Views of Employee toward the Management on Empowerment ............ 40
Table 4.5 Impact of Employee Empowerment on Motivation .............................. 44
Table 4.6 Job Satisfaction levels of the Respondents .............................................. 47
LIST OF FIGURES

Figure 4.1 Response Rate ................................................................. 33
Figure 4.2 Gender of Respondents .................................................. 33
Graph 4.1 Age Bracket of the Respondents ....................................... 34
Graph 4.2: Length of Continuous Service with the Organization ......... 36
CHAPTER ONE: INTRODUCTION

1.1 Background

Employee empowerment has been a popular topic of studies of organization behavior since 1940s and 1950s. Early findings suggested that great potential existed for improving job satisfaction and performance through the use of employee empowerment programs. With respect to organizational performance and individual productivity, absenteeism and retention are significant targets for current human resource management in both the private and public sectors (Carsten and Spector 1987; Locke 1976; Eby et al. 1999). Enhancing individuals' perceptions of empowerment and fair treatment may intensify effective reactions toward work and, ultimately, reduce rates of turnover and absenteeism and hence a motivated work force (Spector, 1987). Given the significant cost of employee absenteeism and turnover for organizational performance, which are as a result of employees not motivated, managers must clearly identify variables such as empowerment, quality of work life, and the role of managers, that affect job satisfaction. (Bruce & Blackburn 1992; Rainey 1997).

Focusing on human motivation and its impact on job satisfaction and productivity, scholars have conducted research on participative management and empowerment (Drucker 1954, 1974; Likert 1967; Spreitzer, Kizilos, & Nason 1997; Ouchi 1981; Pascale & Athos 1981). Empowerment is a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger 1979; Wagner 1994). Participatory management practices balance the involvement of managers and their subordinates in
information-processing, decision-making, or problem-solving endeavors (Wagner 1994). The basic assumption of employee empowerment is that sharing managers' decision making power with employees will motivate employees, enhance performance and job satisfaction. Empowerment aims at enhancing employee satisfaction, improving intrinsic motivation, and helping employees to feel good about their work and jobs. Therefore, job satisfaction was one of the earliest anticipated outcomes of employee empowerment (Drucker, 1954).

1.1.1 The Concept of Employee Empowerment

Employee empowerment can also be referred to as employee involvement or participative management. Employee empowerment began to flourish in the 1980s in the guise of managerial policy initiatives inspired by the new 'excellence' movement and the rise of human resource management. Management 'gurus' such as Tom Peters and Rosabeth Moss Kanter began to preach that people are the most valuable resource of an organization and that training and developing them, adequately rewarding their performance and involving them in organizational policy making, particularly at customer interface level could only enhance employee motivation and thus performance. Noel et al (1996) describes employee empowerment as giving employees responsibility and authority to make decisions regarding all aspects of product development or customer service. Employee empowerment entails providing employees with relevant information to enable them to make continuous improvement to the output of the processes (Dessler, 2003). This involves frequent open up-bottom and bottom-up way of communication.
Marchington et al. (1992) divide definitions into three categories; first, those that refer to employees taking part or having a say or share in decision making with no attempt to quantify their impact on the process. Second, refer to participation as concerned with the extent to which employee may influence managerial actions and thirdly, link together participation and the control over decision making. Marchington et al. (1992) also believes that these definitions need to take into account the degree, level, form and range of involvement.

Empowerment is based on the belief that everyone wants to be the best they can be. Employees do not go to work intending to do a bad job, defraud their employer or be idle. Many management systems and controls assume they do. People are not machines to be programmed nor do they want to leave their brains behind when they come to work. Many work processes assume they are and so they do. Empowerment assumes the opposite. True empowerment demands a fundamental rethink of job design, systems and management styles (Hacket, 1996). It grants employees more control over their immediate work situation and they are invited to participate in decisions which relate to the organization of work at the point of production. Thus, workers may influence the manner in which work is allocated, the scheduling of work and when to take breaks. They are also actively encouraged to seek solutions to problems and to make suggestions which will improve the organization's efficiency (Geary, 1994).
1.1.2 Employee Motivation

Motivation is the psychological process that gives behavior purpose and direction (Kreitner, 1995). It is a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995). It is an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). It is a process by which a person’s efforts can be energized physically by a human being to perform certain tasks or the inner force that drives individuals to accomplish personal and organizational goals.

The Hawthorne Studies conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973) found out that, employees are not motivated solely by money and employee behavior is linked to their attitudes (Dickson, 1973). According to Maslow, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that satisfying lower level needs before the next higher level need would motivate employees. Herzberg’s work categorized motivation into two factors: motivators and hygienes (Herzberg, Mausner, & Snyderman, 1959). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction. Vroom’s theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964).

An organization needs motivated employees for its survival (Smith, 1994). Motivated employees are needed in the rapidly changing workplaces. Employees are more productive
and effective when motivated. Managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991). For example, research suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). Also, as employees get older, interesting work becomes more of a motivator. Through employee empowerment, team members suffer less from information asymmetry, and develop more trust in management, stronger commitment to the organization and their goals are more aligned with the firm's. The result is improved motivation and enhanced discretionary effort among team members (Jones & Kato, 2005).

1.1.3 Employee Empowerment and Motivation

Conger and Kanungo (1988) defined employee empowerment as the motivational concept of self-efficacy. Brossoit (2000) defined employee empowerment as a motivational construct based on specific cognitions employees make about their work environment. Thomas and Velthouse (1990) argued the employee empowerment is composed of several facets unable to be captured solely by the concept of self-efficacy. Employee empowerment is increased intrinsic task motivation manifested in a set of task assessment reflecting an individual's orientation to his or her work role (Thomas and Velthouse, 1990).

Descriptions offered by Deci (1975) regarding intrinsically motivated people are consistent with descriptions of empowered employees (Thomas & Velthouse, 1990). Deci and Ryan (1985) characterized intrinsically motivated behavior as individuals with more confidence,
flexible, creative and resilient when compared to extrinsically motivated behavior. Bennis and Nanus (1985) believed when individuals are intrinsically motivated they are more sensitive to the quality of their work. They further believed that intrinsic motivation had deeper meaning to the individual therefore more likely to be sustained through time.

Osborne (2002) argued that employee empowerment can be considered related to the Expected Value theory (Vroom, 1964). Shepperd and Taylor (1999) indicated that, the Expected Value Theory holds a goal-directed behavior and consist of three components: expectancy, instrumentality and value. Shepperd and Taylor stated when the components are viewed as whole, motivation is greater.

An empowered and motivated employee has a high self esteem. Brocker (1988) describes self-esteem as a general feeling of self-worth. Daily and Bisho (2003) stated that individuals who have a high self-esteem will have a higher level of employee satisfaction through their involvement that comes through employee empowerment. Gist and Mitchel (1992) believed through self-esteem, employees view themselves as valued contributors to the organization with skills and knowledge worth contributing. Sundbo (1999) stated that employees must have self-esteem and be motivated to participate in employee empowerment programs.

1.1.4 Kenya Literature Bureau (KLB)

Kenya Literature Bureau originated from the East African Literature Bureau, which was established in 1947 by the British High Commission. It became a department in the
Ministry of Education in 1977 when the East African Community collapsed; and was transformed into a parastatal on 4th July 1980 through an Act of Parliament (Kenya Literature Bureau Act Cap 209). As a state corporation operating under a board of management, the provisions of the State Corporations Act, Cap 466, also govern the Kenya Literature Bureau. This Act requires State corporations to enhance efficiency in operations; develop and implement effective systems of financial and administrative management; observe proper procurement procedures; implement systems of risk management; and develop and implement appropriate staff development programs. The Bureau has published more than 900 titles in a wide range of areas for the local and international markets.

To empower and involve its employees, KLB publicizes a newsletter called The Publisher that has been the mouthpiece for the Bureau and provides an opportunity for the staff members to interact. The newsletter has also provided a forum for the Bureau to reach the wider population. To involve everyone in the firm, the management encourages staff from all departments to contribute towards the newsletter development (www.kenyaliteraturebureau.com). KLB was ranked the 3rd out of 139 Parastatals in the 2008/2009 financial year performance contracting. Under the commercial corporations’ category, KLB was ranked position two (2) and further, KLB scooped first position out of the nine (9) autonomous state corporations under the Ministry of Education.
1.2 Statement of the Problem

As Aeppel (1997) notes, management and employees sometimes object to empowerment efforts. A common objection that employees have about empowerment is that they don't want any more responsibility than they already have. This clearly depicts an employee who is already not sufficiently motivated, and therefore some management response is called for (Aeppel, 1997). Conger and Kanungo (1988) raise the possibility of major organizational changes. Bridges (1991) indicates that stability through change demands clarity about what the management will do. Managers who understand how empowerment integrates with organizational culture are motivated to lead employee and help them internalize the values and traditions of empowerment (Mallak and Kurstedt, 1996). Blanchard and Bowles (1998), notes that it is the understanding, not the work. It is how the work helps others, not units dealt with that empower people. Creating a vision of greatness is the first step toward empowerment (Block 1987).

Empowerment calls for an active role for managers and supervisors rather than the passive one of abdication. There are stages an employee must go through before he or she should have authority delegated to him or her. There should also be recognition that while the employee may be ready to have one aspect of the job delegated to her or him, she or he may not be ready for delegation in other functional aspects of the job (Blanchard, Zigarmi & Zigarmi, 1985). Managers and supervisors must re-frame their perception of their roles because the primary task of supervision is to help people (Block, 1987).
Various studies on employee empowerment have been done before. Some of the recent related studies on employee empowerment include Tsala, (2008) who conducted a research on the relationship between employee empowerment and performance of the city Council of Nairobi. The study found out that, there was a very strong positive correlation between employee empowerment and performance. Oginda, (2008) also conducted a study on the relationship between training and employee empowerment in Kengen Ltd. The findings were that there was a strong relationship between training and empowerment. The study further showed that training is a good tool to empower employees. Lwangasi, (2008) also studied the relationship between empowerment and job satisfaction—a survey of employees in the Non-governmental sector in Kenya. The findings were that, attributes of empowerment such as job autonomy, involvement in decision making, creativity/innovativeness and recognition create or enhance job satisfaction. Odongo, (2006) also conducted a research on employee empowerment programs among International non Governmental organizations in the Public Health Sector in Kenya. The main objectives of the study were to establish the empowerment programs adopted in this population and to determine the factors that influenced the adoption of employee empowerment programs. Other related studies on employee empowerment and motivation include; Monari (2007), Gumato (2003), Ndungu (2005), Ouko (2008), Onyonka (2008), Ong’ayo (2008), Kiilu (2008), Oluoch (2007), among others.

From the aforementioned studies, there is a clear indication that most of the recent related studies were concerned on the relationships between employee empowerment and performance, job satisfaction, training and the presence or absence of employee
empowerment programs. No recent study has been done to show the effect of employee empowerment on motivation in the Kenyan situation particularly in the Education Sector. Through their Corporate Social Responsibility policy, KLB has a mandate to integrate community and environmental concerns into its operations in order to derive mutual benefit for its business and the community. They are committed to achieving commercial success in ways that uphold ethical values, human dignity and sustainable development.

KLB has a policy that integrates both employees and the community at large. The acronym CHEESE clearly shows how committed KLB is to its environment: Community involvement, Human dignity, Educational empowerment, Environmental conservation, Sustainable development, Ethical practice. The research aims to establish the effect these programs have on employees. KLB has been chosen as a representative of the education sector in Kenya because it is a department within the Ministry of Education. This then leads to the following research question: What is the effect of employee empowerment on motivation at Kenya Literature Bureau?

1.3 Objective of the Study

To establish the effect of employee empowerment on motivation at Kenya Literature Bureau.

1.4 Importance of the Study

This study will add to the body of knowledge that already exists on employee empowerment in the Kenyan economy. The study will be of great importance to various
firms in Kenya especially the education sector and other publishing firms as it will help them know both positive and negative effects of employee empowerment.

The study will also assist the management to establish the extent to which employee empowerment should be practiced and embraced and the dos and don'ts of employee empowerment. For the staff and management who are resistant to change and embrace this new style of management, the study will help them change from the traditional management style or organizational structure to this competitive contemporary way of management.
CHAPTER TWO: LITERATURE REVIEW

2.1 Employee Empowerment

The common dictionary definition of empowerment, to give official authority to, delegate legal power to, commission or authorize is the one most understood by most people (Grove, 1971). Empowerment means that management vests decision-making or approval authority in employees where, traditionally, such authority was a managerial prerogative (Gandz, 1990). Zimmerman, (1990) notes that empowerment is easy to define in its absence—alienation, powerless, helplessness—but difficult to define positively because it 'takes on a different form in different people and contexts. When most people refer to employee empowerment they mean a great deal more than delegation. It is for this reason that many authors provide their own definitions.

Vogt (1997), defined employee empowerment as the act of giving people the opportunity to make workplace decisions by expanding their autonomy in decision making. Ettore (1997) also defined employee empowerment as the concept in which employees have autonomous decision making capabilities and act as partners in the business while keeping watch on profitability. Blanchard (1997) defines employee empowerment as the breaking down of traditional hierarchical structures, as an empowered organization, the line personnel being closer to the problem and given the authority to solve the problem. Caudron (1995) articulates empowerment as, when employees 'own' their jobs; when they are able to measure and influence their individual success as well as the success of their departments and their companies. The most comprehensive definition of empowerment in
the literature can be found in Thomas and Velthouse's (1990) article entitled "Cognitive
elements of empowerment: An 'interpretive' model of intrinsic task motivation". The
definition they provide is: To empower means to give power to. Power, however, has
several meanings for example it is the authority or the energy. Thus to empower also can
mean to energize. This latter meaning best captures the present motivational usage of the
term. However, Linda Honold indicates, "to be successful, each organization must
create and define it [empowerment] for itself. Empowerment must address the needs and
culture of each unique entity." (Honold, 1997).

According to Lopez (1995), employee empowerment must be a process and a long term
commitment that is incorporated into a company's growth strategy so as to motivate and
brend loyalty among workers. True empowerment implies that employees can bend and
break rules to do whatever is necessary with a good reason to take care of the customers
(Tschohl, 1997). In other words, employee empowerment is the wisdom to know what to
do, the will to do what needs to be done and the wherewithal to do it (Troyer, 1997).

Employee empowerment is not however a magic cure for all that ails an organization.
Managers should carefully weigh the pros and the cons before implementing this style of
management. Managers must realize that changes will not take effect overnight and will
require consistency and patience before employees will begin to see that management is
serious about employee involvement. While it is important that management allows
employees to participate in decision making and encourages involvement in the
organization's direction, managers must be cognizant of the potential for employees to
spend more time formulating suggestions and less time completing their work. Upper-level management will not support a participative management program if they believe employees are not meeting their daily or weekly goals (Coye & Belohlav, 1995)

Employee empowerment does not come without potential problems in the areas of initiation, structure and management, choice of issues, team work and evaluation (Nick, Jack & Warren, 1994). At the initial stages, people will be so resistant to change and this is a challenge to this style of management. It is often assumed that employees buy the idea of empowerment because of the benefits that come with it. However, this is disputed by Johnson (1994) who claims that employees may resist empowerment as they fear the increased level of responsibility and accountability. Further, employees may consider empowerment programs to be just empty rhetoric and as a management attempt to exploit them. Adler (1993) cites that employee empowerment is linked to downsizing and that the two activities occur simultaneously. It is therefore hardly surprising that employees become reluctant of the management empowerment programs.

Another problem in the initial stage of participation is the manner in which the management presents the program to the employees. Leaders sometimes present participation as a gift rather than a result oriented tool. Presenting participation as a luxury is insulting to employees (Nick, Jack & Warren 1994). Presenting the program with clear explanation of what management hopes to gain with this concept can be more readily accepted by employees. Another dilemma in the initial stages is a decision on which employee to get involved in the program. If participation relies on volunteers, it is not
representative, if it does not, it is coercive. It is important to have people with appropriate skills and enthusiasm on teams but it is also important not to assign people teams without letting them have any say in the decision (Nick, Jack & Warren, 1994). Likewise, managers may also be resistant to employee empowerment. They may view the reduction of their power as a threat particularly as they fear job loss or loss of status as the organizational structure becomes flatter (Denham et al., 1997).

In addition to potential problems at the initial stages, there may be dilemmas surrounding the structure and management. A clear structure with clear ground rules and boundary conditions need to be established to show the extent of participation. The manager should not just delegate responsibilities but must be there to monitor the progress. There also rises a problem in convincing workers that the time they dedicate in group meetings is worth (Nick, Jack & Warren, 1994). The choice of which issue is to be involved in participative decision making is also a challenge.

Empowerment implies a great deal more. There is an active role for managers and supervisors rather than the passive one of abdication. There are stages an employee must go through before he or she should have authority delegated to him or her. There should also be recognition that while the employee may be ready to have one aspect of the job delegated to her or him, she or he may not be ready for delegation in other functional aspects of the job (Blanchard, Zigarmi & Zigarmi, 1985). Managers and supervisors must reframe their perception of their roles because the primary task of supervision is to help
"people" (Block, 1987). Block (1987) also notes that managers become more powerful as they nurture the power of those below them.

2.1.1 Employee Empowerment Programs

Employee empowerment entails the employee perception of his importance or identity within his organization (Bandura, 1982, 1986; Styker, 1996). Non-executive and non-management employees have expertise that through empowerment programs can be exploited. Employee empowerment is a combination of several initiatives (Lashley, 1999; Lawler, 1986). Employee empowerment programs include the general view of Task participation (Lashley, 1999; Lawler, 1986) whereby employees and other stakeholders are involved in organizational performance. These are opportunities which management provides at work place level for consultation with and/or delegation of responsibilities and authority for decision making to its subordinates either as individuals or as groups of employee relating to the immediate work/task and/or working conditions (Geary, 1994).

With this conceptualization, task participation is rendered timeless. Task participation techniques include; job rotation, job enlargement, quality circles, team working, problem solving groups, Total Quality Management, job enrichment, job engineering, quality of work life (QWL among others (Nick, Jack & Warren, 1994).

With task participation, employees are granted more control over their immediate work situation and are invited to participate in decisions which relate to the organization of work at the point of production. Thus, workers may influence the manner in which work is allocated, the scheduling of work and when to take breaks. They are also actively
encouraged to seek solutions to problems and to make suggestions which will improve the organization's efficiency. This of course means that workers are expected to adopt the ends of the enterprise as their own; workers interest and those of their employer are to be inextricably linked. Task participation is used thus as a means of generating employee commitment, motivation and co-operation. It is an effort on management's part to gain employees' active consent and to persuade them to work hard and diligently (Amy, 2010).

According to Geary (1994), there are two forms of participative management; Consultative and Delegative. With consultative participation, employees are encouraged and enabled to make their views known. Management however retains the right to accept or reject employees' opinions as well as reserving the right to take action. An example of this form is quality circles where employees typically in small groups meet on a regular basis to discuss solutions to work related problems. Employees are not normally empowered to implement, however only to recommend. Quality circles normally meet at regular basis in which its members select issues or problems they wish to address. They collect the necessary data and information and use a variety of statistical techniques to solve their problems and suggest to management ways of overcoming them. Employee empowerment in quality circles, it is argued, leads to the procurement of new skills and teaches them to work in teams. It is an attempt on management's part to encourage people not only to identify with the quality of their work but also with the managerial objectives of better quality and increased efficiency throughout the organization (Nick, Jack & Warren, 1994). Another example of consultative participation is a two-way communication between management and employees. Two -way communications forms
include speak out/up, suggestion schemes, attitude surveys and employee appraisals. Use of Scanlon is also a good example in this. Scanlon plans provide monetary bonuses for productivity suggestions while in contrast, quality circles concentrate on small groups but do not pay the monetary rewards (Amy, 2010)

With delegative participation, responsibility for what has traditionally been an area of management decision making is placed largely in employees' hands'; Participation is designed into people's jobs. Examples here could be semi-autonomous work groups and team working. Management here encourages employees to becoming self-managing. The distinctive feature of this form of task participation is that participation extends into new forms of work organization; employees are entrusted to plan, conceive and execute the daily organization of work (Nick, Jack & Warren, 1994)

Job redesigning is another program that can be used to empower employees. According to Nzuve & Singh (1992), the job content is the critical determinant of whether employees believe that good performance on the job leads to feelings of accomplishment, growth and self-esteem. That is whether individuals will find jobs to be intrinsically motivating. Job enrichment is one way of job redesigning as a way to empower. This involves vertically loading the job to provide more opportunities. It represents an extension of job rotation and job enlargement. The assumption is that, to motivate employees, the job must be designed to provide opportunities for achievement, recognition, responsibilities, advancement and growth. Job enrichment includes designing jobs that include greater variety of work content, require a higher level of
knowledge and skills, give workers autonomy and responsibility in terms of planning, directing and controlling their own performance and provide opportunities for growth and meaningful work experience. Enrichment does not necessarily imply more tasks but more responsibilities and accountabilities (Geary, 1994). Unlike job enrichment that loads the job vertically, job enlargement loads the job horizontally. It involves increasing the number of task each employee performs. It enables workers to use more skills in performing their tasks. It may increase employee satisfaction and commitment (Geary, 1994).

Total quality management (TQM) is another program that can be used to empower employees. TQM places considerable emphasis on enlarging employees' responsibilities, reorganizing work and increasing involvement in problem solving activities. Lawler and Ledford (1996) viewed TQM as an encompassing technique including quality councils, functional planning, re-engineering, and customer satisfaction and so on. They found that there is a strong correlation between the implementation of employee empowerment and the use of TQM practices. Kanji and Sa (2002) believed that employee empowerment including innovation and learning should be incorporated proactively through the TQM process. Information System (IS) is an integral part of not only the TQM process but also other initiatives such as Business Reengineering Process (BRP). Al-Mashari and Zari (2002) state that BRP focuses on the core concepts of business processes and redesigning business process using radical information technology. This ensures free flow of information through all departments.
The search for continuous improvement is placed at the center-stage. The manufacturing of quality products, provision of quality services and quest for continuous improvement is the responsibility of all employees, managers and the managed alike (Geary, 1994). Lashley (1999) described a model by which management used several processes including quality circles, employee suggestions, training, employee involvement in decision making, autonomy and delegation of power as a means to provide the work environment to generate an empowered workforce. Once established, more satisfied employees would positively relate to organizational objectives, which would include improved quality, increased productivity and reduced turnover.

2.1.2 Benefits of Employee Empowerment

Employee empowerment benefits both the organization and the individual. Much of the research into empowerment has focused on the organizational benefits assuming these are the driving force behind attempts to engender empowerment working (Cunningham et al., 1996). Empowered organizations have demonstrated improvements in various performance areas (Applebaum et al., 1999). That employee empowerment benefits the organizations which implement it effectively is widely noted in a lot of literature. Petzinger, (1997) in his column "The Front Lines" in the Wall Street Journal, is a big advocate for empowerment. As a society the best way to organize people is freeing them to organize themselves. Why should it be any different in business? (Petzinger, 1997). Employee Empowerment is a better way to tap into workers' brains as well as their brawn and to
encourage them to think on the job, to bring to it a greater sense of professionalism and self-motivation and to feel committed to the company's success (Aeppel, 1997).

By creating a sense of ownership in the company, employee empowerment instills a sense of pride and motivates employees to increase productivity in order to achieve their goals. Nykodym et al., (1994) found out that employees who considered themselves empowered have reduced conflicts and ambiguity in their role as they are able to control to a certain extent their own environment. Employees who participate in the decisions of the company feel like they are a part of a team with a common goal, and find their sense of self-esteem and creative fulfillment heightened.

Leitch et al. (1995,) describes employee empowerment as the importance of giving employees both the ability and the responsibility to take active steps to identify problems in the working environment that affect quality of customer service and to deal with them effectively. When all employees, instead of just managers or executives, are given the opportunity to participate, the chances of that a valid and unique idea to be suggested is high (Amy, 2010). Employees can contribute more effectively when management moves the decision power down to the employees, allowing them the freedom and power to make suggestions and implement good business practices (Wever & Vorhauer, 1993). Enander & Pannullo (1990) also believes that employee empowerment may affect cultural change and significantly reduce pollutants at their starting place. Dale (2003) also believes that empowered employees from the top to the bottom level of the organization all are a source of ideas and innovation and their expertise, experience, knowledge and co-operation have
to be harnessed to get these ideas implemented. Similarly, empowered employees have a greater sense of job satisfaction, are motivated and loyal to the organization (Mullins and Peacock, 1991).

Through analyses, it is concluded that empowered employees are viewed by their leaders as valuable assets (Quinn & Spreitzer, 1997). Empowerment has also been associated with an emphasis on quality in the work performed by employees (Howard & Foster, 1999). Empowerment has been identified as a sense of intrinsic motivation, and goes beyond merely self-efficacy (Conger & Kanungo, 1988; Spreitzer, 1995).

2.2 Employee Motivation

Motivation is concerned with factors that influence people to behave in certain ways (Armstrong, 2006). Motivation is an inner force that impels human beings to behave in a variety of ways (Tyson & York, 1996). According to Passer and Smith (2004) the concept of motivation refers to a process that influences the direction, persistence and vigor of goal-directed behavior. Motivation refers to the interaction between forces within an individual and his/her environment (Coetsee, 2003). Kreitner and Kinicki (2007) are of the view that in the present context motivation represents psychological processes that cause the arousal, direction, and persistence of voluntary action. Similarly, Werner (2002) describes motivation as being intentional (a person makes a choice to act) and directional (indicating the presence of a driving force aimed at attaining a specific goal). Applied in the work situation, motivation implies the willingness of individuals and teams to exert high levels of effort to attain organizational goals, conditioned by the
effort's capability to satisfy individual and team needs (Coetsee, 2003). Boje & Rosile (2004) regard motivation as a repressive and puritanical ideology, a way to manipulate performance (and satisfaction), where visions of self-actualization, (higher) need gratification and true happiness is fulfilled in acts of work.

Organizations need motivated employees for their survival (Smith, 1994). Motivated employees are needed in the rapidly changing workplaces. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991). For example, research suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). Also, as employees get older, interesting work becomes more of a motivator.

At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found that employees are not motivated solely by money and employees' behavior is linked to their attitudes (Dickson, 1973). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

23
There are two primary approaches to motivation: The content and the process theories. The content approach to motivation focuses on the assumption that individuals are motivated by the desire to fulfill their inner needs. Content theories focus on the needs that motivate people and were originated by Maslow (1954) and in their two-factor Model, Herzberg et al., (1957) listed needs which they termed as satisfiers (Armstrong 2006). The process theories focus on the psychological processes which affect motivation by reference to expectations (Vroom, 1964) and goals (Latham & Locke, 1979). Perception equity (Adams, 1965) also called cognitive theory is concerned with people’s perception of their work environment and the way in which they interpret and understand it.

Herzberg (1957) examined motivation in the light of job content and contest. Motivating employees is a two-step process. He noted that, first hygiene factors should be provided and then motivators. The motivators continuum ranges from no satisfaction to satisfaction. The other continuum ranges from dissatisfaction to no dissatisfaction. Satisfaction comes from motivators that are intrinsic or job content such as achievement, recognition, advancement, responsibility, the work itself and growth. Hertzberg (1957). The motivators correspond to Maslow’s higher level needs of esteem and self actualization.

The extrinsic or job context includes job security, pay, working condition, company policy, peer relation and supervision. Hertzberg (1957). Hertzberg used the term hygiene for these factors because they are preventive in nature. They will not produce motivation but can prevent motivation from occurring. Since empowerment programs are there to encourage the employee to be involved in decision making and to motivate them, Hertzberg theory of
motivation can be tied as a way to empower since the hygiene factors are there to encourage the employee stay on the job. The hygiene factors correspond to Maslow’s physiological, safety and social needs in that they are extrinsic or peripheral to the job, (Hertzberg et al., 1957)

2.3 Relationship between Employee Empowerment and Motivation

Employee empowerment is seen as a style of management or leadership in organizations. Maslow (1943), Mayo (1953) and McClelland (1971) highlighted the need for affiliation as a motivational factor. Understanding what motivates and empowers employees was the central focus of many researchers following the publication of the Hawthorne Study results (Terpstra (1979). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993). As discussed earlier, the concept of employee empowerment needs both up-bottom and bottom-up was of communication. Communication impinges on motivation in training, setting objectives and knowledge for example (Hacket, 1996).

According to Conger and Kanungo (1988), empowerment is a process of enhancing feelings of self-efficacy among organizational members through the determination of conditions that foster powerlessness and through their removal by organizational adjustments (Simit & Mouly, 1998). Another definition of the same author is that, it is a relational construct based on superior-subordinate authority sharing and a motivational construct that satisfies an individual’s desire for self-determination and self-efficacy.
(Elmes et al., 2005). It is from these definitions that empowerment is closely linked to motivation.

McGregor’s (1960) Model argues that, if you treat people as responsible and self-motivated then they will act in a reasonable and motivated manner. In addition, Vroom’s (1994) Expectancy theory of motivation recognizes that in the process of motivation the extent to which the individual feels they can realistically achieve the target will have an influence on whether they are motivated even to try. To tie employee empowerment and motivation, Maslow (1943), Herzberg (1968) and Hackman & Oldham (1976) underline the way in which individuals are motivated to seek and may achieve satisfaction through their jobs. Herzberg (1968) for example identifies how opportunities for achievement, recognition, responsibility, autonomy, challenging tasks and opportunities for development may all be motivational.

Maslow (1943) also identifies the importance of self-esteem in motivating employees. Brocker (1988) described self-esteem as a general feeling of self-worth. Daily and Bishop (2003) stated that individuals who have a high self-worth or esteem will have a higher level of employee satisfaction through their involvement. Gist and Mitchell (1992) believed that through self-esteem, employees view themselves as valued contributors to the organization with skills and knowledge worth contributing. Thus, the accumulation and application of knowledge is integral to the self-esteem of an employee, which is positively related to employee satisfaction. Sundbo (1999) stated that employees must have self-esteem and to be motivated to participate in employee empowerment programs.
Descriptions offered by Deci (1975) regarding intrinsically motivated people are consistent with descriptions of empowered employees (Thomas & Velthouse, 1990). Deci and Ryan (1985) believed when individuals were intrinsically motivated, they are more sensitive to the quality of their work. They further believed that intrinsic motivation had deeper meaning to the individual; therefore it was more likely to be sustained through time. Osborne (2002) argued that employee empowerment can be considered related to the Expected Value Theory (Vroom, 1964). Shepperd and Taylor (1999) indicated the Expected Value Theory holds goal directed behavior and consists of three components: expectancy, instrumentality and value. They stated that when these components are viewed as whole, motivation should be greater when employees perceive relationship between effort and performance, perceive relationship between performance and outcome and have a perceived value regarding the outcome (Shepperd & Taylor, 1999).

Employees deemed to be empowered are generally associated with characteristics similar to self motivation and commitment, a sense of responsibility to perform to high levels of effort and a sense of quality (Howard & Foster, 1999; Thomas & Velthouse, 1990). Empowerment is associated with intrinsic motivation, and while it is included as an aspect of empowerment, it goes beyond self-efficacy (Conger & Kanungo, 1988; Spreitzer, 1995). Self efficacy in this case refers to a belief in the capabilities of an individual to mobilize the motivation, cognitive sources and courses of action needed to meet given situational demands (Ozer & Bandura, 1990).
Conger and Kanungo (1988) suggested that empowerment is a motivational construct rather than a leader-member relational construct, criticizing the literature which described empowerment as authority delegation (Burke, 1986) or participative management techniques (Likert, 1967). They defined empowerment as a process of enhancing feelings of self-efficacy among organizational members, integrating the diverse approaches to empowerment found in both the management and the psychology literature. The psychological state of increased self-efficacy is emphasized. Thomas and Velthouse (1990), building on the work of Conger and Kanungo (1988), proposed a perceptual process model arousing intrinsic task motivation. They defined empowerment as intrinsic task motivation manifested in four cognitive dimensions reflecting an employee’s orientation to his/her work role. The four cognitive dimensions that they also called ‘task assessments’ are meaningfulness, competence, choice and impact. The psychological state of being motivated is emphasized here. Finally, Spreizer (1995) defined empowerment as an overall construct manifested in four cognitive dimensions: meaning, competence, self-determination and impact. She argues that these four cognitive dimensions are an active orientation ‘in which an individual wishes and feels able to shape his or her work role and context’ (1995). Kanungo (1988), Thomas and Velthouse (1990) and Spreizer (1995) follow the perception aspect, focusing on empowerment as the psychological state of a subordinate resulting from his/her supervisor’s empowering.

As aforementioned, the job content affects greatly how an employee feels about the job and affects his or her motivation. Nzuve & Singh (1992). Motivation comes from employees’
feeling of accomplishment or job content rather than from environmental factors or job context (Kiilu, 2008). Motivators encourage an employee to strive to do his best. Job enrichment can be used to meet higher level needs. To enrich a job, a supervisor can introduce new or more difficult tasks, assign individuals specialized tasks that enable them to become experts or grant additional authority to employees. Ford and Fottler (1995) provide a model of how empowered an individual is on two scales, job content and job context. The aspects of job context are manifestations of culture; it is for this reason the organization needs jobs to be done to fit into the overall organizational mission, goals, and objectives. Organizational structure, rewards systems, mission, goals, objectives and so forth make up the rich tapestry of job context.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section gives the methodology used in the study. It includes the research approach, population of study, type of data collection, method of data collection and data analysis techniques applied during the research.

3.2 Research Design

The research design was a census survey. The objective of the study was to find out the effect of employee empowerment on employee motivation at Kenya Literature Bureau.

3.3 Population of the Study

Kenya Literature Bureau has 200 employees. The population was small and therefore a census survey was used.

3.4 Data Collection

Data collection is the process of gathering information about a phenomenon using data collection instruments (Sekaran, 2000). Both primary and secondary sources of data were used to obtain information for the study. Secondary data was obtained from the organization's policies, mission, vision and the core values, the firm's website, press releases and the firm's magazine and brochures. Primary data was obtained through a structured questionnaire that comprised of open ended and closed questions. The
questionnaire was divided into three sections; Section A was designed to obtain the
general information on the person and the organization. Section B contained questions
regarding the employee empowerment programs and their existence or non-existence.
Section C consisted of question to show the impact of employee empowerment on
motivation. The questionnaires were self administered on a drop and pick basis.

3.5 Data Analysis

Data was thoroughly checked for completeness and consistency. Descriptive statistics
such as means, standard deviation, percentages and frequencies were used to analyze the
data. A 5-Point Likert Scale was also used to measure the attitudes of the respondents.
The results were then presented in form of charts, graphs and tables. The SPSS statistical
computer package was be used to analyze data.
CHAPTER FOUR: FINDINGS, DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, findings and data interpretation in line with the research objectives. The objective of the study was to establish the effect of employee empowerment on motivation at Kenya Literature Bureau. The data has been presented in tables, charts and graphs. Descriptive statistics such as means, percentages and standard deviations have been used to present the data.

4.2 Response Rate

The researcher targeted the whole organization constituting two hundred employees. Two hundred (200) questionnaires were distributed to the potential respondents. However, only 160 out of the 200 questionnaires that were administered were filled and returned contributing to 80% of the whole organization. This conformed to Mugenda and Mugenda (2003) who recommended that for simplification, a response rate of 50% is sufficient for scrutiny and exposure, 60% is good and a response rate of 70% and over is excellent.

The 20% unreturned questionnaires were due to rationale like; the potential respondents not being accessible to fill them in at that time and with various follow-ups there were no constructive responses from them, some of the potential respondents lost the questionnaires and others delaying to respond.
4.3 Personal and Organizational Profile

This section touched on the way the organization is divided in terms of departments, periodicity in relation to how long the employees have been with the organization, the age bracket and gender breakdown.

4.3.1 Gender Breakdown of the Respondents

Source: Researcher (2011)
The study sought to find out the gender parity of the respondents. It came out very clearly as illustrated in the figure 4.2 above. Female respondents were more than male with 56% and 44% respectively. However, the difference is insignificant for the purposes of this particular study.

4.3.2 Age Bracket

The employees were asked to indicate their age bracket. The researcher wanted to find out whether the age of the respondents has impacts on empowerment and also serve as an indicator of employees' range of experience in regards to providing concrete and more objective information.

Graph 4.1 Age Bracket of the Respondents.

Source: Researcher (2011)
From graph 4.1 above, majority of the respondents were between 41-50 years with a percentage of 40.63. Those between 31-40 years had a percentage of 31.25; 20-30 years had a percentage of 21.88. The age bracket with the lowest percentage was above 50 yrs. This indicates that most of the employees in this organization are middle aged hence being at the peak of their careers and trying to balance both work and family. At this age bracket, the quality of work life matters a lot and knowing exactly the empowerment programs that motivate them is important.

4.3.3 Department Worked

The respondents were asked to indicate the department they worked. The researcher wanted to ensure that all the departments were well represented hence the whole organization. This was also to guide the researcher to establish whether there was uniformity of the effect of employee empowerment on motivation throughout the company.

Table 4.1 Departments Worked by the Respondents

<table>
<thead>
<tr>
<th>Department</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Service</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>Editorial</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Finance</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Human Resource</td>
<td>12</td>
<td>7.5</td>
</tr>
<tr>
<td>ICT</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Sales and Marketing</td>
<td>28</td>
<td>17.5</td>
</tr>
<tr>
<td>Production</td>
<td>38</td>
<td>23.75</td>
</tr>
<tr>
<td>Publishing</td>
<td>28</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)
From table 4.1 above, corporate Service had the highest number respondents at 30% followed by the production department at 23.8%, Publishing at 17.5%, Sales and marketing at 17.5%, Finance 8%, Human Resource 7.5%, Editorial 5%, ICT 2.5%, and Editorial at 2.5%. These findings indicate that the whole organization is well represented for the researcher to make concrete deductions and conclusions in regards to the objective.

4.3.4 Length of Continuous Service with the Organization

The researcher took an interest to know the number of years the respondents had worked with the firm. This was to help the researcher to establish whether the length of service had any influence on employee empowerment and to deduce on the level of objectivity of the responses given.

Graph 4.2: Length of Continuous Service with the Organization

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 yrs</td>
<td>36</td>
<td>22.5</td>
</tr>
<tr>
<td>2-5 yrs</td>
<td>20</td>
<td>12.5</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td>47</td>
<td>29.4</td>
</tr>
<tr>
<td>Over 10 yrs</td>
<td>57</td>
<td>35.6</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From graph 4.2 above, those that had worked at the firm for over 10 years had the highest percentage of 35.6 pointing to the fact the organization has employees they have retained for a long time and thus the respondents had enough experience with the firm to give solid and acceptable responses. Respondents who had worked with the firm between 6-10 years had a percentage of 29.4. Less than 2 years had a percentage of 22.5 and lastly 2-5 years which had a percentage of 12.5. Results indicate that, 65% of the respondents had worked with the firm for over 6 years. This duration is long enough for one to have mastered the operations of the firm and understood all aspects of the job hence the ability to answer most questions objectively. This is also an indication of the presence of employee retention programs which are also part of the employee empowerment programs.

4.4 Employee Empowerment Programs.

This section sought to establish whether employees feel empowered and content with the empowerment programs that were put in place by the management. It also sought to describe the employee's views on the role of management on empowerment and their level of involvement.

4.4.1 Leadership Style

The researcher wanted to find out the leadership style in the firm that assisted in making deductions about the type of organizational structure whether mechanistic or organic and the level of formalization and employee participation in the various cadres of the organization. The table below shows the findings.
Table 4.2 Leadership Style

<table>
<thead>
<tr>
<th>Management decision is unsolicited and final</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management occasionally seeks employees' opinion</td>
<td>72</td>
<td>45.0</td>
</tr>
<tr>
<td>Employees' voice is very important in decision making</td>
<td>44</td>
<td>27.5</td>
</tr>
<tr>
<td>We seek advice from outside in all decision making</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

From table 4.2 above, management occasionally seeks employees' opinion had the highest percentage of 45. The employees show discontent on the type of leadership because most of them responded to have been solicited for decisions just occasionally and not frequently as it should be. Employees' voice is very important in decision making which had a percentage of 27.5. This shows that, the employees are aware of their roles and responsibilities and they believe that their voice is important in decision making. Management decision is unsolicited and final had a percentage of 25. This is an indication of a mechanistic structure of the organization because of the fact that the management’s decisions are in most cases unsolicited and final. We seek advice from outside in all decision making which had a percentage of 2.5. Despite being mechanistic, the firm has a good internal control system and the management is able to make decisions on its own without having to seek advice from the outside.

Generally, the management decisions are unsolicited and final except on rare occasions where the employees’ opinions are sought.
4.4.2 Employees Involvement in Decision Making

The employees were asked to indicate the level of involvement in making decisions in the firm. The study wanted to know the extent at which the employees participate in various decisions within the firm. The table below shows the results.

**Table 4.3: Extent to which Employees are Involved**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In making corporate decisions</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>In making key strategic decisions</td>
<td>18</td>
<td>11.3</td>
</tr>
<tr>
<td>Only those decisions that immediately affect employees</td>
<td>91</td>
<td>56.9</td>
</tr>
<tr>
<td>In almost all decisions deemed important on organization's overall performance</td>
<td>47</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Researcher (2011)*

From table 4.3 above, 56.9% responded to have only been involved in only those decisions that immediately affected them. This is an indication that the employees feel left out in participating in other key decisions within the firm. 29.4% agreed to have been involved in almost all decisions deemed important on the overall organization performance. These attributed to those that are mostly involved in making decisions in regard to performance for instance the line managers, their assistants and other supervisors that are involved in setting goals and targets and being involved in performance management. 11.3% were involved in making key strategic decisions. These could represent the top management for example the departmental heads and managers that were involved in making key strategic decisions. 2.5% were involved in making corporate decisions. These could also be part of the top management team.
4.4.3 Employees’ views on the Role of Management on Empowerment

The respondents were asked to express their level of agreement with the statements provided to help the researcher make deductions regarding the extent of employee empowerment and the role that the management plays to empower them. A 5-point Likert Scale was provided to help the respondents to indicate the extent to which they agreed with various statements. Based on this scale, a mean score of 0-1.4 denotes strongly disagree, 1.5-2.4 denotes disagree, 2.5-3.4 denotes neutral, 3.5-4.4 denotes agree and 4.5-5 denotes strongly agree. The table below shows the results.

Table 4.4: Views of employees toward the Role of management on empowerment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management always meets with employees</td>
<td>3.97</td>
<td>1.02</td>
</tr>
<tr>
<td>There is a partnership relationship between employee and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We use performance appraisals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel more empowered today than a year ago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is both vertical and horizontal employee development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are encouraged to suggest new ways of doing things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making and authority are delegated down the hierarchy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am more comfortable if I am allowed to make decisions regarding my work</td>
<td>4.30</td>
<td>0.85</td>
</tr>
<tr>
<td>I feel competent in solving problems in my work</td>
<td>4.41</td>
<td>0.74</td>
</tr>
<tr>
<td>In Kenya Literature Bureau, there is a clear system for handling employee discontent</td>
<td>3.55</td>
<td>1.33</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

Table 4.4 above shows the findings of how employees relate with the management in various ways and different capacities and the views of employees on the management
role on empowerment. The mean scores recorded ranged from 3.2 to 4.4. Deducing this from the Likert Scale, it implies that the respondents agreed with the statements while they were neutral to others.

Part of the programs of employee empowerment involves mentoring, training and developing an employee to appreciate and become an expert in his or her area of work. The researcher therefore wanted to find out whether employees feel competent in solving problems related to their work or not. Competence in solving work related shows maturity of employees in terms of their tasks, duties and responsibilities and self actualization. A highest mean of 4.41 was recorded where employees agreed to be competent in solving problems at their work place. This could be tied to the earlier findings that a larger percent of the respondents had worked at the firm for over 6 years, hence, mastering and appreciating the art of their work.

Those that responded by saying I am more comfortable if I am allowed to make decisions regarding my work had a mean of 4.30. This indicates the eagerness of employees and the willingness to be allowed to make decisions in regards to the work especially in setting goals and objectives.

In most statements, mean scores of 3.4-4.4 was recorded implying that the majority agreed with the statements. For example, management always meets with employees had a mean of 3.97 and the use of performance appraisals had a mean of 3.88. This reflects to the fact that performance appraisals are the main modality used to make intermediate and final review on the achievement of set objectives. The use of performance appraisals and
the fact that the management always meets with employees depicts that communication in this firm is good. Authority and decision making are key and central in any organization. We note the agreement of the respondents that decision making and authority are passed down the hierarchy with the mean of 3.55. This is crucial because it points to the fact that the structure is centralized and the employees have little but take what the management says. This could also be attributed to the earlier findings that employees' opinions on decision making are occasionally sought.

The responses that were neutral had a mean that ranged between 3.2-3.3. There is a partnership relationship between employee and management had a mean of 3.39, there is both vertical and horizontal employee development had a mean 3.30. I feel more empowered today than a year ago had a mean of 3.24. This shows the employees' discontent with the current measures put in place to empower them.

From the standard deviations we note that they are not very far from the mean thus the margin of distribution is quite small. Meaning that, the employees had the same feelings towards the management. In all statements where the mean is above 4.0, the standard deviation is below 1.0. The lowest standard deviation is at 0.74 where employees feel competent in solving their work and at 0.85 where employees feel that they should be left to make decisions regarding their work. This shows that there is consensus in the statement because the respondents agree with the statements.

The highest standard deviations recorded are at 1.33 where employees agreed that the firm has clear system of handling employee discontent. The second highest was at 1.29 where
employees agree to be using performance appraisals. There is a partnership relationship between employees and the management had a standard deviation of 1.25. The high standard deviations indicate divergence of views by the respondents. The divergence of views is attributed to the different departments the employees work. For example, employees from the production department showed much discontent in the management role on empowerment. With regards to both vertical and horizontal development of employees, the standard deviation is at 1.21 with employees being neutral to the way the management develops them. This diversion is attributed to the fact that some respondents felt that the training programs were biased in a sense that the management chose who to participate on trainings based on nepotism, favoritism and tribalism grounds.

Generally, the respondents agreed to the fact that the management always meets with employees and that there is the usage of performance appraisals while they strongly agreed to be very competent in solving work related issues if they are allowed to make decisions regarding their work. On the other hand, the respondents were neutral about the way the management develops them which could the reason why also felt neutral in their relationship with the management.

4.5 Impact of Employee Empowerment on Motivation

The respondents were asked to express the extent to which the statements provided affect employee and performance to help the researcher make deductions regarding the effect of employee empowerment on employee motivation. A 5-point Likert Scale was provided to help the respondents to indicate the extent to which they agreed with various statements.
Based on this scale, a mean score of 0-1.4 denotes not applicable, 1.5-2.4 denotes not at all, 2.5-3.4 denotes small extent, 3.5-4.4 denotes great extent and 4.5-5 denotes very great extent. The table below shows the results.

Table 4.5: Impact of Employee Empowerment on Motivation

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have employee empowerment programs</td>
<td>3.51</td>
<td>1.04</td>
</tr>
<tr>
<td>Employee empowerment allows for creativity and innovativeness</td>
<td>3.74</td>
<td>1.06</td>
</tr>
<tr>
<td>The creativity is of personal interest to the employee</td>
<td>3.62</td>
<td>1.05</td>
</tr>
<tr>
<td>The creativity is for the company's interest and employee</td>
<td>3.82</td>
<td>0.99</td>
</tr>
<tr>
<td>Employee empowerment programs motivate me as an employee</td>
<td>3.95</td>
<td>1.08</td>
</tr>
<tr>
<td>Employee empowerment reduces employee turnover</td>
<td>3.58</td>
<td>1.25</td>
</tr>
<tr>
<td>Employee empowerment improves quality of products and services</td>
<td>4.45</td>
<td>0.70</td>
</tr>
<tr>
<td>Employee empowerment reduces employee redundancy</td>
<td>3.85</td>
<td>1.11</td>
</tr>
<tr>
<td>Employee empowerment increases competitive advantage</td>
<td>4.13</td>
<td>0.91</td>
</tr>
<tr>
<td>Employee empowerment increase efficiency and effectiveness</td>
<td>4.23</td>
<td>0.91</td>
</tr>
<tr>
<td>Employee empowerment programs motivate employees to work towards organizational goals</td>
<td>4.23</td>
<td>1.03</td>
</tr>
<tr>
<td>Employee empowerment is a gift to employees</td>
<td>3.72</td>
<td>1.06</td>
</tr>
<tr>
<td>Employee empowerment instills a sense of pride and improves self esteem to employees</td>
<td>4.13</td>
<td>0.86</td>
</tr>
<tr>
<td>Employee empowerment gives employees more control of their work hence making them more responsible</td>
<td>4.23</td>
<td>0.99</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

Table 4.5 above gives a breakdown of the extent of association between the independent variable and the dependent variables according to the employees. The mean score range
between 3.51-4.45. Implied that, majority of the respondents agree to a great and a very
great extent with the statements.

The highest means ranged between 4.13-4.45. For instance, employee empowerment
improves quality of products and services had the highest mean of 4.45 and a standard
deviation of 0.70. From the standard deviation we can say that the opinions were really
spread and uniform in relation to the choices given. The respondents associated strongly a
positive relationship between employee empowerment and the quality of goods and
services. The second highest means were at 4.23 where employees agreed to a great
extent that employee empowerment increases efficiency and effectiveness, it increases
work autonomy and it facilitates goal achievement. All these had standard deviations of
0.91, 0.99 and 1.03 respectively. The diversion from the mean is very small indicating
that all employees were in agreement with the statement.

On the lower margin, the mean scores ranged between 3.51-3.85. Employees with the
mean of 3.51 agreed to a great extent that the firm has employee empowerment programs.
The second lowest mean is at 3.58 where employees agree to a great extent that employee
empowerment programs reduce employee redundancy.

With regard to the standard deviation analysis, most of the statements recorded a low
standard deviation indicating a small divergence of views of the respondents. The views
of the respondents that employee empowerment reduces employee turnover and
redundancy were highest at 1.25 and 1.11 respectively. This could be attributed to the
different department the respondents work for example the production department that had a low opinion on the management’s role on employee empowerment.

Generally, the respondents agreed to a great extent that employee empowerment increases the quality of goods and services, increases the competitive advantage, increases efficiency and effectiveness, increases employee motivation, self esteem and organizational commitment and also increases job autonomy.

4.6 Job Satisfaction

The respondents were asked to express the level of job satisfaction in the statements provided. A motivated employee will have a high job satisfaction level. The researcher therefore wanted find out the extent to which employees were satisfied with some of the job satisfaction indicators. A 5-point Likert Scale was provided to help the respondents to indicate the level to which they were satisfied with various statements. Based on this scale, a mean score of 0-1.4 denotes very dissatisfied, 1.5-2.4 denotes not satisfied, 2.5-3.4 denotes neutral, 3.5-4.4 denotes satisfied and 4.5-5 denotes very satisfied. The table below shows the results.
Table 4.6: The Level of Job Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td>4.00</td>
<td>0.82</td>
</tr>
<tr>
<td>Recognition received from supervisor</td>
<td>3.55</td>
<td>1.19</td>
</tr>
<tr>
<td>Flexibility of working hours</td>
<td>3.83</td>
<td>1.05</td>
</tr>
<tr>
<td>Overall relationship with your supervisor and other employees</td>
<td>3.73</td>
<td>1.00</td>
</tr>
<tr>
<td>Style of management</td>
<td>3.20</td>
<td>1.08</td>
</tr>
<tr>
<td>Your remuneration and other benefits</td>
<td>3.05</td>
<td>0.98</td>
</tr>
<tr>
<td>Your understanding of the organization vision and mission statements</td>
<td>4.48</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

From table 4.6 above, we note the responses the employees had in terms of satisfaction towards some of the job satisfaction indicators. These are some of the factors that affect job satisfaction which does affect motivation. The mean score ranged between 3.05-4.48. This implies that most of the respondents were neutral and satisfied with the statements.

On the higher margin, the understanding of the organization vision was highest at 4.48. This had a standard deviation of 0.50 showing very small divergence of employee’s opinions. This indicates that the management communicates to the employees about the vision and that the employees know where they are going as an organization. This could also be attributed to the earlier findings that the management always meets with employees and the use of performance appraisals that keep reminding the employees of the firm’s vision. Job security had the second highest mean of 4.00 and a standard deviation of 0.82. Majority of the respondents feel and are in consensus that they are
satisfied with the job security. This could be attributed to the fact that KLB is a government parastatal where job security is guaranteed. The remuneration and other benefits statement had a mean of 3.05 and a standard deviation of 0.98 this can be credited to the fact that employees feel that the organization pay cannot be equated to the work input of the employees. The employees are neutral with this statement and the opinions are uniform since the divergence from the mean is very small.

On the higher margin in regards to the standard deviation, employees differed in opinions on the recognition received from supervisors at 1.19. This had a mean of 3.55 showing that employees were satisfied in the way they were recognized by their supervisors. The divergence could be accredited to the fact that some employees feel that the management and the supervisors practice nepotism, tribalism and favoritism. Flexibility of working hours had a mean of 3.83 and a standard deviation of 1.05. The reflection is that the working hours seem to be rigid and the respondents do not like it. The diversion of opinions is attributed to the fact that while some respondents felt content on how the organization developed them in terms of allowing them flexi hours of self development, others felt like this was skewed towards certain employees, hence justifying the presence of favoritism. Overall relationship with your supervisor and other employees had a mean of 3.73 and a standard deviation of 1.00. The respondents are satisfied with the way they relate with each other. The divergent views are attributed to the fact that various departments have various supervisors and the relationship differs. For instance, the editorial department indicated mostly to be satisfied with their relationship while in the production department, the employees showed some discontent in working relationship.
Style of management had a mean of 3.20 and a standard deviation of 1.08. The divergent views could be accredited to the initial findings that only the top management was involved in making key decisions. The mean is neutral showing that some employees are content while others are not with the style of management.

Generally, majority of the respondents feel and are in consensus that they are satisfied with the job security, recognition received from the supervisors, flexi hours and the understanding of the organization’s vision and mission statements. On the other hand, the respondents were neutral to the style of management and the pay package provided by the organization.
5.1 Introduction

This chapter consists of the summary of the findings, conclusions and recommendations that have been derived from chapter four as guided by the objective of the study.

5.2 Summary of the Findings

The objective of the study was to find out the effect of employee empowerment on motivation at the Kenya Literature Bureau. The questionnaires were randomly distributed in the various departments in the organization. Demographic characteristics indicated that of the respondents, majority were female. Distribution according to department worked showed that the Corporate Service had the largest then followed by the production department. However, this is insignificant as the researcher wanted to ensure that all departments were fairly represented to enhance objectivity of the study.

Majority of the respondents were between 41-50 years followed by those between 31-40 years then 20-30. This indicates that most of the employees in this organization are middle aged hence being at the peak of their careers and trying to balance both work and family. At this age bracket, the quality of work life matters a lot and knowing exactly the empowerment programs that motivate them is important. The findings also indicate that the majority had worked in the firm for over 6 years. This duration is long enough for one to have mastered the operations of the firm and understood all aspects of the job hence the ability to answer most questions objectively. This is also an indication of the presence
of employee retention programs which are also part of the employee empowerment programs.

It can be said deductively that the management at the top makes the decisions which are then passed down for respondents to follow. This is an indication of a mechanistic structure of the organization because of the fact that the management’s decisions are in most cases unsolicited and final and that, the management only sought employee’s opinion occasionally. However, despite being mechanistic, the firm has a good internal control system and the management is able to make decisions on its own without having to seek advice from the outside.

Employees were least involved at corporate level and in strategic decision making. It is only the management team that is involved in making key strategic decisions. Other employees are only involved in making decisions that immediately affect them.

Generally, the respondents agreed to the fact that the management always meets with employees and that there is the usage of performance appraisals while they strongly agreed to be very competent in solving work related issues if they are allowed to make decisions regarding their work. On the other hand, the respondents were neutral about the way the management develops them which could the reason why also felt neutral in their relationship with the management.

Regarding the competence level of employees in solving problems at their work, employees agreed to be competent in solving problems at their work place. This because of the earlier findings that a larger percent of the respondents had worked at the firm for
over 6 years, hence, mastering and appreciating the art of their work related shows maturity of employees in terms of their tasks, duties and responsibilities and self actualization.

When it comes to the impact of employee empowerment motivation, the respondents agreed to a great extent that employee empowerment increases the quality of goods and services, increases the competitive advantage, increases efficiency and effectiveness, increases employee motivation, self esteem and organizational commitment and also increases job autonomy.

In terms of job satisfaction, the respondents were satisfied. Majority of the respondents felt and were in consensus that they were satisfied with the job security, recognition received from the supervisors, flexi hours and the understanding of the organization's vision and mission statements. On the other hand, the respondents were neutral to the style of management and the pay package provided by the organization.

According to the respondents, other significance of employee empowerment include; being able to own business at all the aspects of its operation, empowerment fosters freedom to work toward goals and this increases efficiency and effectiveness, quality of services and products will be very high, team spirit also is brought out and targets are met on time since the employees are motivated to achieve the highest they can.
5.3 Conclusions

As per the findings of the study, various deductions can be made. The respondents have a positive view that empowering them will have a great impact on their performance. Empowering employees motivates employees to work toward the company’s objectives.

The employees feel that the way the management is structured whereby the decisions are mostly made at the top level and then passed down to be followed does not empower them. Respondents especially those from the production department have their morale down because they are not empowered to contribute toward decision making except for those decisions that affect them directly.

Employee empowerment is a key issue and there are various ways of implementing it. Some respondents feel empowered by some factors while the same factors do not empower others. This is attributed to the fact that human nature is complex and what motivates one might not necessarily motivate another.

There is a gap between the top management and the lower management. The respondents feel the need of the gap to be reduced in terms of decision making so that they can feel part of the organization when their suggestions and complaints are taken into consideration. The organization seems to have a centralized system of management and there are strict protocols to be followed for decisions to be made. This seems to frustrate most of the respondents thus feeling less empowered. There is a strong feeling from the
respondents that if they are empowered, they not only have a very good relationship with the top management but also meet and surpass set targets.

5.4 Recommendations

When respondents were asked to suggest the factors they thought could be changed or improved in the firm for them to enjoy their work more, various factors were stated and suggested. This, in line with what the researcher deems best for the organization will help the firm have a highly motivated workforce. Of course if this is implemented. The recommendations given herein will therefore assist policy makers and the management in general to come up with and implement employee empowerment programs that will involve everyone in the company:

There is need for both employee and organizational development. Training and development is one of the employee empowerment programs and unless the company trains and develops its employees both vertically and horizontally, the organization will not develop. The training will boost employee morale, increase efficiency and effectiveness; increase the quality of services and products. Some employees also suggested workshops and seminars for refresher courses and also developing them in necessary skills within the firm. This is important for the organization to keep abreast with the ever-changing and dynamic technology. With this, the company will not only have a motivated workforce but will also improve and increase its competitive edge.
The management structure should be flexible enough to allow for employees to make decisions and make contributions towards key strategic decisions. The working relationship should also be checked. The chain of command revised to avoid many reporting lines. A long chain of command creates a mechanistic structure that discourages free communications, fosters rigidity, kills morale and wastes time in decision making.

There is need to promote and enhance quality of work life that involves more than just an employee being in the company and working there. As part of corporate social responsibility, management should have an interest on the employees’ well being by providing good and clear communication lines that fosters employee counseling, coaching and mentoring. Motivational and integration programs should be put in place and implemented to bring employees and the management together. This will create a friendly and honest environment to work in. Some employees also suggested community development activities, sports and other extracurricular activities to be organized from time to time to make employees and management bond. The researcher agrees with this suggestion to a great extent.

There is also need for proper job placement with clear defined job descriptions. Awards and recognition should also be given on the merit of the employees not on basis such as tribalism, nepotism and favoritism.

This discourages those who are working hard and kills their morale. Employees should be remunerated justly and according to their duties and responsibilities, academic qualification and work experience. This, in Abraham’s Maslow hierarchy of needs is a
physiological factor that must be satisfied for the rest of the things to follow. Any empowerment program is less likely to be welcome unless the physiological factors of motivation are met. The employees at KLB are not any different and unless the management addresses the issue of salary packages, any changes within the firm are unlikely to be embraced. Salary reviews that are benchmarked with the best performers in the company is also recommended.

5.5 Limitations of the study

Some employees did not cooperate well. For instance, 40 out of the 200 questionnaires that were administered were never collected. This is because respondents took much time to fill the questionnaire and some were not accessible. Some respondents admitted to have lost the questionnaires and some bluntly rejected to have been administered the questionnaires. However, the number of questionnaires not returned is negligible.

There is a likelihood that some of the respondents did not give genuine responses and others left some bits of the questionnaire blank. This could be because the study was a census survey which to some extent disrupted all employees who were in a hurry to fill the questionnaires and continue with their work. According to the researcher, a census survey of one small organization fosters a ‘group think’ attitude because some employees consult from each other on what they should fill and write. This leads to ingenuity of the responses which affect the final findings to a small extent.
The researcher had planned to work within a certain time frame and budget which was never to be because of the delay of filling the questionnaires. Because of the number of times the researcher had to travel to and from the firm in data collection process, financial resources and time were limitations because what the researcher ended up spending is not what was budgeted and planned for.

The research was not able to establish the factors of employee empowerment that affect the motivation of different people with different demographics like gender and age. This area needs further study to find the exact empowerment program that motivates different employees.
REFERENCES


Ettorre, B. (1997,). *The empowerment gap*: Hype vs. reality. HR focus.


LETTER OF INTRODUCTION

Linnet Kintu Mogeni
University of Nairobi, School of Business
P.O. Box 30197
Nairobi

The Managing Director,
Kenya Literature Bureau
P.O. Box 30022-00100
Nairobi

REF: REQUEST TO CONDUCT RESEARCH AT KLB

I am a student at the University of Nairobi pursuing a Master of Business Administration (MBA), Human Resource option. I am conducting a research to find out the effect of employee empowerment on motivation. I am targeting the Education Sector and I kindly request to be allowed to conduct my research at KLB.

The research is purely for academic purposes and a copy of the final report will be provided to the firm upon request. For your favorable consideration, I have attached the intended questionnaire to be used to collect data. Your assistance will be highly appreciated.

Thank you in advance.

Yours faithfully,

Linnet Kintu
APPENDIX II

QUESTIONNAIRE

Please give answers in the spaces provided and tick (√) the box that matches your response to the questions where applicable.

Section A: Person and Organization Profile

1. Name of the department __________________________________________

2. Gender of the respondent (Please tick as applicable)
   - Male ( )
   - Female ( )

3. Age bracket of the respondent (Please tick as applicable)
   - 20-30 years ( )
   - 31-40 years ( )
   - 41-40 years ( )
   - Above 50 years ( )

3. Length of continuous service with the organization. (Please tick as applicable)
   - a) Less than 2 years ( )
   - b) 2-5 years ( )
   - c) 6-10 years ( )
   - d) Over 10 years ( )
Section B: Employee Empowerment Programs

4. Which one of the following statements best describe the type of leadership in this company? (Tick appropriate answer)

a) Management decision is unsolicited and final

b) Management occasionally seeks employees' opinion

c) Employees' voice is very important in decision making

d) We seek advice from outside in all decision making

5. Describe how employees are involved. (Please tick those that apply to you)

a) In making corporate decisions

b) In making key strategic decisions

c) Only those decisions that immediately affect employees

d) In almost all decisions deemed important on organization's overall performance

6. In your own opinion, does employee empowerment assist in achieving the company's objectives?

Yes ( ) No ( )

Please explain your answer:
7. Please indicate the extent to which you agree with the following statements: The responses are in the scale of 5-1 as indicated in the table.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither disagreed nor agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management always meets with employees</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>There is a partnership relationship between employee and management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We use performance appraisals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel more empowered today than a year ago</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is both vertical and horizontal employee development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are encouraged to suggest new ways of doing things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making and authority are delegated down the hierarchy</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I am more comfortable if I am allowed to make decisions regarding my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel competent in solving problems in my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Kenya Literature Bureau, there is a clear system for handling employee discontent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section C: Impact of Employee Empowerment on Motivation**

8. To what extent do the statements listed below affect performance and employee morale in Kenya Literature Bureau and how much do they apply? Rate them on the scale 5-1 as shown in the table.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Small extent</th>
<th>Not at all</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have employee empowerment programs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Employee empowerment allows for creativity and innovativeness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The creativity is of personal interest to the employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The creativity is for the company's interest and employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee empowerment programs motivate me as an employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee empowerment reduces employee turnover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee empowerment improves quality of products and services</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Employee empowerment reduces employee redundancy</td>
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<tr>
<td>Employee empowerment increases competitive advantage</td>
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<tr>
<td>Employee empowerment increases efficiency and effectiveness</td>
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<tr>
<td>Employee empowerment programs motivate employees to work towards</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organizational goals</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Employee empowerment is a gift to employees</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Employee empowerment instills a sense of pride and improves self esteem to employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee empowerment gives employees more control of their work hence making them more responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. To what extent are you satisfied with the following statements? Please rank your satisfaction level on a scale of 5-1.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Very dissatisfied</th>
<th>Not satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Recognition received from supervisor</td>
<td></td>
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<td></td>
<td></td>
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<td>Flexibility of working hours</td>
<td></td>
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<tr>
<td>Overall relationship with your supervisor and other employees</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Style of management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your remuneration and other benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your understanding of the organization vision and mission statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. (a) Apart from the above statements, what other significance does employee empowerment have in Kenya Literature Bureau?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(b) What factors could be considered and/ or changed to help staff enjoy their work more in Kenya Literature Bureau?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Thank you for your cooperation.