

**THE INFLUENCE OF EMPLOYEE EMPOWERMENT ON
IMPLEMENTATION OF ISO STANDARDS: A CASE OF
UNIVERSITY OF NAIROBI, KENYA.**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS
IN PROJECT PLANNING AND MANAGEMENT, OF THE UNIVERSITY OF
NAIROBI.**

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DECLARATION


This is my original work and has not been submitted in any form to another university. Where use has been made of the work of others it has been duly acknowledged in the text.

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DEDICATION

This research project is dedicated to my beloved parents the late Mr. Samuel and Mrs. Mary Lesan. Thank you for bringing me in the ways of the Lord and in constant direction. Without your encouragement and prayers I would not have received this standard of education, which has helped me to navigate the destiny of my life.

ACKNOWLEDGMENTS

This research would not have been possible were it not for the contribution of a number of people. First, my immediate gratitude goes to Dr. Harriet Kidombo my supervisor for the hours put in guiding in writing this project. Secondly, my appreciation goes to all the lecturers, staff and colleagues at the University of Nairobi's Extra –Mural Department of School of Continuing and Distance Education 2006 class, and especially the lecturers who gave me valuable insights in the study of Project planning and Management that is vital in carrying out this study

Many thanks must go to my late parents Mr. Samuel and Mrs. Mary Lesan who knew how much they helped me through the years. Thank you because without you, I would have been lost in the maze of life, hopeless, helpless and weak without any tool with which to fight with . I cannot forget my husband Mr. Joshua Kirui and my children Kimutai, Chebet and Chepkurui for believing in me even when I felt like giving up at the slightest glimpse of trouble.

I equally sincerely appreciate all my brothers and sisters for their challenge and support they gave me. In the same vein I am indebted to my friends who assisted in many ways, and have not been mentioned by name. Last and most important of all, I thank God for bringing me this far and by making me believe in the ten fingers rule that indeed.” I can do all things through Christ who strengthens me”.

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ACRONYMS AND ABBREVIATIONS

ISO- -- International Organization for Standardization

UON ----- University of Nairobi

SOL -----School of Law

QMS-----Quality Management Systems

SPSS-----Statistical package for social sciences

ISO STANDARDS-----Processes and Procedures adapted by UON for implementation.

ORGANIZATION-----Refers to University of Nairobi

ABSTRACT

The purpose of this study was to find out the influence of employee empowerment on implementation of International Organization for Standardization standards (ISO), and the focus was on frontline staff. The study argued that employee empowerment translates to better implementation of (ISO) standards at University of Nairobi (UoN). Secondly, it explores the impact of 4 key areas that is training, rewards, self-directing and supportive management in terms of commitment and leadership and how it impacts on staff empowerment and performance of duties. This is a descriptive research which used both secondary and primary data. The secondary materials were sourced from books, articles, journals and internet sources. The primary data was drawn from a structured self-administered questionnaire, which was designed based on the research objectives and literature review. Questions contained five sections. Every section had some questions or statements and respondents were asked to rate on a Yes or No basis or 4- point likert scale. The scale ranged from the degree of strongly agreed to strongly disagree. The research design involved selection of related data to the purpose of the study, arranging them in the most representative manner, and, comparing data from different sources to increase accuracy. The formal questionnaire was distributed to the sampled respondents from different designations and job groups working at UoN in School of Law, School of Medicine and School of Engineering, as frontline, staff. They included record clerks, secretaries, and messengers. The questionnaires were distributed using drop and pick later method. The study established that through the application of the skills learned, empowered employees provided improved services. The study further found that, successful implementation of ISO standards not only depended on employee empowerment, but other factors like committed, supportive management with good leadership style. Also good standard procedures and processes must be in place. The study therefore concluded that employee empowerment is a crucial requirement in any competitive business, especially for the operational staff who implement the programs. Finally the research findings recommend to organizations that empowerment programs that are formalized with procedures and rules are more likely to succeed because they act as work instructions for the employees.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The chapter presents an introduction to the entire research work, which includes the background to the research, the statement of the research problem, objectives and purpose of the study, the justification of the study, limitation as well as delimitation of the study and finally definition of significant terms.

The most important asset that any organization has is its employees. Ugboro and Obeng, (2004), suggested that the growth of human resource management concept in the 1980's led to the recognition that workforce was one of the key areas of competitive advantage. Organizations operate in competitive environments and to remain at the advantage position, it is essential for them to have empowered and proactive workforce. It is the people who work for the organization that make it what it is, and are relied on by management to provide quality service to its customers and stakeholders.

According to Honold, (1997), Ugboro and Obeng, (2004), Bowen, (1994), empowerment is one way to enable workers of all levels to use their creative abilities with the aim, to improve performance of their organization. Empowerment is an act of building, and increasing abilities through sharing and working together. Conger and Kanungo (1988), Kappelman and Prybutok, (1995), Hill and Huq (2004), argued that empowerment is sharing with the staff the information and goals, of the organization. The practice enables employees to understand their contribution to the well being and performance of organization. It involves giving employees abilities to make decisions that influence the service delivery and performance of the organization.

Therefore, the working definition for this study will be *empowerment is providing direction for what needs to be done, the tools to do it, and letting the staff carry out their tasks for the sole purpose to improve the performance of the organization and the quality of their own working life.

Quality Service, is crucial for success and survival in today's competitive environment, and contributes to the long-term impact of business. Quality Service has been an aspect of great interest to academic institutions, whose main responsibility is delivery of quality service and products of high academic standards. Therefore to remain at the competitive edge the institutions strive to provide stakeholders with good service. The institutions approach this competitive target in various ways, one such way is the use of benchmarked quality management standards (QMS) that are recognized internationally. The quality management standards are found in international organization for standardization (ISO) quality manual.

International organization for standardization (ISO).is an organization which began in 1926 as international federation of the national standardizing associations and reorganized in 1946 under current name (ISO).The aim of the standards is to facilitate that things are done right in the first place rather than retrospective. There are several families of standards like 9000, 9004, 14000, this study picks on 9000 family which addresses various aspects of quality management and contains some best known standards. The standards provide guidance and tools for companies and organizations who want to ensure that their products and services consistently meet customer requirements and that quality is consistently improved. In this family of 9000, 9001:2008 sets out the criteria for a quality management system and is the only standard in the family that can be certified. It can be used by any organization large or small regardless of its field of activity. It ensures that customers get consistent, good quality products and services.

Though challenging quality management has become a norm in international business. The need for firms to be viewed as quality organization has made certification, virtually become a synonymous with quality service and products. There are several public universities in Kenya, for example University of Nairobi, (UoN) Kenyatta University (KU) Jomo Kenyatta University of Agriculture and Technology, (JKUAT) Moi, Egerton, Maseno, Masinde Muliro Universities respectively. This study identified University of Nairobi (UoN) as a case study. The study focused on this University because it is the oldest and largest with a student population of over 52,000, and its courses are benchmarked internationally. This is according to quality manual March 21st, 2011.

1.1.2 University of Nairobi ISO profile

According to the strategic plan of 2008-2013, The University of Nairobi (UoN) is one of the oldest and largest academic institutions of higher learning. It was established in 1956 as a constituent college of East Africa. This is a customer oriented service industry. It has expanded since then and currently has six colleges, 3 faculties, 6 institutes, 17 schools and 67 teaching departments. The main business is to provide quality university education and training as well as to create, preserve, integrate, transmit and utilize knowledge. The target of this institution is to be a 'world class' university with the objective to provide quality product and service to its stakeholders.

The university is facing fierce competition both from local and foreign institutions. It will have to continue to create superior value to survive the competitive onslaught. Demands on university have increased. Various stakeholders are demanding more from the institution than was the case in the past. Continued performance improvement is now a basic requirement. Thus the need to

provide high quality service to stakeholders at all times, to achieve the objective of 'world class' status with improved services, the university pursued international recognized standards.

The institution (UoN) sort for International Organization for Standardization (ISO) 9001:2008 The standards provide identifiable references that are recognized internationally. The standards provide guidance and tools for companies to ensure that the products and services meet the needs of stakeholders. The standards specifies requirements for a quality management system, where an organization needs to demonstrate its ability to consistently provide products that meets customers satisfaction, through effective application of systems and assurance of conformity to customer requirements.

Serving customers is considered to be the most important function in a service organization. The people in contact with customers are considered to be important assets. This is because the delivery of service occurs during the interaction between contact employees and the customers. The exhibited skills, attitudes and abilities of contact staff influence the performance as well as perceptions of an organization by the customer. Due to the importance of counter service, institutions find ways to effectively and efficiently manage their counter service. Frontline or people in contact with customers are those employees who are in direct contact or are involved with the public. They are those staff that are directly responsible for or closely support the delivery of service. In some companies they are sometimes referred to as operational staff, because they perform the actual physical tasks.

1.2 Statement of the Research Problem

Research has shown that sustainable organizational improvements occur where there is involvement of all staff. However, much of the research on public service reforms and

improvements has relied on the views and reports of senior managers, without a view from the frontline or operational staff. While these are the staff the organization will incorporate when implementing the improvements. This is especially inescapable in reforms affecting the entire systems. A good example of the systems is the quality management systems (QMS) where one subsystem affects the other systems. It is in the backdrop of this view that the research will try to find out how empowerment especially of the operational or frontline staff influences implementation of quality standards at the UoN. It is this requirement that called for the organization to consider equipping its employees with the necessary skills, in order to enhance service quality and maintain UoN as the world class university.

There is abundant literature on empowerment that has been written and put forward, but there is lack of empirical study in investigating the role of employee empowerment, especially the role of support staff in academic institutions in contributions to improvements. This research is therefore, necessary to examine how empowerment of this level of staff (frontline), impact on implementation of ISO procedure and processes. The study aims to explore, the impact of four aspects that is training, reward, self-directing and a supportive management in terms of commitment and leadership on empowerment of frontline. Furthermore, the impact it creates on implementation of ISO standards. The problem to be investigated is can empowerment of frontline employees really influence implementation of ISO standards at University of Nairobi?

It study investigates to what extent independent variables like training, rewards or compensation mode, self-directing and supportive management in terms of commitment and leadership style influence employee empowerment and its impact on implementation of ISO standards. These variables will be discussed in detailed in chapter two.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of employee empowerment on implementation of (ISO) standards at University of Nairobi.

1.4 Research Objectives

The study was guided by the following objectives:

1. To establish how training influence employee empowerment and implementation of ISO standards at university of Nairobi.
2. To assess how rewards influence employee empowerment and implementation of ISO standards.
3. To establish how self-directing influence employee empowerment and implementation of ISO standards.
4. To find out the influence of Management in terms of support, commitment and leadership style on empowerment of employees and implementation of ISO standards.

1.5 Research Questions

1. What is the relation between training and implementation of ISO standards at the University of Nairobi?
2. What is the influence of rewards on implementation of ISO standards?
3. What is the influence of self-directing on implementation of ISO standards?
4. How does Management in terms of support, commitment and leadership style influence empowerment of employees and implementation of ISO standards?

1.6 Significance of the Study

The study chooses to concentrate on frontline or operational staff, mainly because they are the employees who are in direct contact with the public. They are directly responsible for closely supporting the delivery of services. The way they handle the clients forms the first impression about the institution. They also need to be empowered more because; they are part of the implementing team.

This study will be of significance to project implementers; since the findings of the study highlight the importance of empowerment of employees in project implementation, especially involvement of the lower cadre who are in most cases not involved in policy making. This is because in project planning, not all staff who implements the project are usually in policy formulation. The findings will also enlighten the staff to realize that it is not the responsibility of management alone to implement ISO standards, but it is the duty and responsibility of every staff member of the organization.

1.7 Limitations of the Study

Empowerment is an evolutionary concept with different meanings according to individual perception. The responses therefore will carry different meanings. The study, involved only a sample (119) of the entire population of support staff whose findings was generalized. The project was based on self administered questionnaire. The information collected was therefore, short of accuracy as they were personal opinions, views and personal interpretation of empowerment by each respondent. The responses would affect the analysis and conclusion of the outcome. To counter and reduce the deviation, the research instrument was tested and re-tested to improve the reliability.

1.8 Delimitation of the study

The study covered only frontline staff also referred in this research as operational staff. They are referred as frontline staff because they are in direct contact with the public and do the actual tasks of delivery of services. The sampled staff involved were frontline employees namely; secretaries, record clerks, and messengers who serve at the front offices in the three schools.

1.9 Basic Assumptions of the study

The study assumed that the data collection instrument had the desired measuring capability. That the respondents knew the terms used such as, empowerment and employee empowerment. The study also assumed that the answers provided were correct and truthful.

1.10 Definition of Significant Terms used in the study

1.10.1 Employee Empowerment

Employee empowerment is defined as the extent to which employees are informed about and involved in decisions that affect their work and the work of the organization.

1.10.2 Empowerment

Empowerment is providing direction for what needs to be done, and the tools to do it, through improvement of skills and abilities which improve the performance of the organization and the quality of their own working life. Empowerment increases competence and confidence of staff in their ability to accomplish their work. It enables an individual to think, behave, take action, control work and make decisions in an independent way. Empowerment is reflected in empowered behavior which in this study is described as ability to demonstrate independent

decision- making, less supervision, initiative and creativity in taking responsibility to serve customers.

1.10.3 Organization

Organization is a person or group of people intentionally organized to accomplish an overall common goal or set of goals.

1.10.4 Empowered employee

Empowered employees is one who is able to make independent decisions, work with less supervision, is creative and uses gained abilities and skills to enhance service quality and customer satisfaction. An employee who understands the priorities and challenges of the organization and how the role they play help strengthens success of the organization.

1.10.5 Frontline staff

Frontline are those employees who are in direct contact with the public it also refers to those staff who are directly responsible for or closely support the delivery of service.

1.10.6 ISO Standards

These are standards which provide identifiable references that are recognized internationally. They consist of quality management systems

1.11 Organization of the study

Chapter one constitutes the introduction to the entire research work; the statement of the research problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations and basic assumptions in the study as well as significant terms.

Chapter two provides literature review which deals with definition of empowerment, goals and objectives why organizations empowerment their staff. Empowerment aspects like training, rewards, self-directing and supportive management in terms of commitment and leadership style. The conceptual framework is also discussed.

Chapter three presents the Research Methodology used in the research and it includes; introduction, research design, target population, and sampling techniques, research instrument data collection procedure, operationalization of the variables, and data analysis techniques.

Chapter four presents the data analysis, presentation and interpretation of the research findings.

Chapter five presents the summary of the findings, discussions, conclusions, recommendations and areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature related to the topic of research. The chapter covers goals and objectives of empowerment, definition of empowerment, theories related to empowerment, strategies as used in this study namely training, reward, and self-directing, supportive management in terms of commitment and leadership style to empower staff. It also deals with benefits of empowered employees to the implementing organization.

The literature review was important in order to find out what other researchers had said on the concept. It was also to analyze the existing literature with the aim of filling the academic gap. It further provided information towards understanding of the topic of study.

The literature review was divided into the following categories; first a review was done on the literature dealing with theoretical concepts that laid down a solid background to understanding of the term empowerment. Secondly, the goals and objectives and the various empowerment strategies, were also reviewed by examining books, and journals, that focused on employee empowerment.

Stredrick (2000) asserted that the work force is one of the key areas of competitive advantage, and that, the way the staff is recruited, trained and involved were critical components in the ultimate organizational success. It further stressed that the reward component, is necessary to play a major part to produce “well-oiled” high performance people who were focused on organizational objectives.

According to Manville and Ober, (2003) the core of modern business is an employee with intelligence, understanding skills and experience “knowledgeable employee”. Further, they said, empowerment was a vehicle to create a sense of shared ownership in the destiny of a company, so that employees were motivated to give their best in terms of abilities and performance.

The above findings were supported by Vroom’s expectancy theory, Vroom and Deci, (1983) which argued that the performance of employees was based on individual factors such as personality, skills, knowledge, experience and abilities. The theory suggested that although individuals may have different sets of goals, they can be motivated if they believed that there was positive correlation between efforts and performance, and that favorable performance would result in desirable reward. That the reward received would satisfy an important need. That the employees had different expectations, levels of confidence and used the expectations and confidence as empowerment tools.

Equity theory, advocated by Adams, (1965) explained that, employees feel empowered and motivated when they knew that their input is equal to output. The input refers to the amount of efforts expended in performing the assigned task, while the output refers to the quality of service provided to the client. He added that, empowerment rejects the cultural assumption that only managers are accountable for the performance of their teams, and replaced it with the belief that responsibility is shared between managers and other staff. The theory recognized that managers work through and with other people in order to achieve desired objectives of the organization.

2.2 Definition of Empowerment

Empowerment is a term that is frequently used in the present management circles, however, in practical terms it means different terminology to each user depending on the circumstances when

and where it is used. Empowerment has multiple definitions which makes it a difficult concept to define. Different writers as well as individual and organizations use different words to describe the concept. This is because the term can be used to describe both the individual and organizational aspect.

Bowen and Lawler, (1994) describes empowerment as the freedom and ability of employees to make decisions and commitments. It is personal experience, where individuals take responsibility for their own actions. Empowerment according to them means 'devolving decision-making, authority and responsibility to frontline employees for control and enhancement of service quality and customer satisfaction during service delivery.

Other researchers have attempted to define the term empowerment Pastor, (1996) and Brymer, (1991), according to them they defined empowerment as a process of decentralizing decision making without reference to higher levels, and for which employees are held accountable in an organization. For example, Managers give more discretion and self-directing to the frontline employees or support staff. They suggested that employee empowerment exist when organizations implement practices that share information with frontline employees, distribute knowledge and rewards throughout the organization.

The various definitions stated above, puts the onus on management to employ various ways like provision of social as well as technical resources to provide the necessary skills. The second part emphasizes the importance of the individual for successful application of empowerment. Empowerment therefore involves management and employee contribution, where management indirectly involves lower levels of staff, in defining the mission, vision and goals of organization. The management provides support to help the support staff acquire the requisite skills. The

organization must share information related to the set goals and explain the important ways in which the employee helps them to succeed.

According to Sarminah, (2007), Fulford and Enz.(1995) empowerment in workplace is important as it is related to personal outcome, it is depicted in variables such as perceived feelings of job satisfaction and commitment to the organization. Employee empowerment is essential in a changing world and especially important when trying to remain competitive.

Bowen and Lawler (1994), Elmuti (1997) Heathfield (2008) all define employee empowerment as sharing with the frontline employees', information about performance, goals and achievements of the organization. This information sharing enables employees to understand the objectives, goals and their contribution to the performance and achievements of the organization. This sharing gives motivation and moral to employees to aspire to implement decisions by management that influence the organization. Thomas and Velthouse. (1990) observed that, employee empowerment is seen as the use of certain techniques to transform those without power like subordinates into equitable position.

Conger and Kanungo (1988) defined employee empowerment as a process of enhancing feelings of self-efficacy among organization members, through identification of conditions, which foster powerlessness and their removal by both formal organizational practices and informal techniques. According to them, poor communications, arbitrary reward systems, uncertainty of the job and role ambiguity lead to perceptions of control and low empowerment. While consulting, recognizing, mentoring and inspiring behaviors from the immediate supervisors lead to greater perceived control and greater empowerment. They conclude that the greater the

empowerment the higher the internal work motivation, higher job satisfaction, lower job stress, and greater job involvement and commitment.

In their research Kanter (1977) Kanter,R.M (1977) defined employee empowerment as giving power to people who are at a disadvantaged spot in the organization. From this definition, they argued that there are some employees who are powerless while others are superior and have the powers, over the powerless. In addition, they said empowerment does not mean the same thing to everyone, it is therefore inappropriate to try to develop a universal measure. He mentioned that it could be studied only in the context of their lives and that each organization has its own definition of empowerment in line with their goals and objectives.

According to Rothstein, (1995), Vogt & Murell (1990), Heath field (2008), they emphasized that this is where workers have a voice; each individual must do their part for the process to continue to the desired goal. They asserted that when employees experience empowerment at work, positive outcomes are likely to occur, they report less job strain and more job satisfaction, less resistant to change and organizational commitment. The employees were also less likely to leave the organization.

From the arguments above, empowerment does not only affect the attitude of employee, but also affects their performance and work behaviors. Finally employees, who experience empowerment at work, seek out and shape their work contexts. They act to create and sustain better work environments.

The above section, has dealt with the meaning attached to employee empowerment by various researchers. The finding shows that empowerment is associated with positive outcomes. The next

section, deals with reasons why organizations empower their employees as well as the strategies used.

2.3 Reasons for Employee Empowerment

In customer service business, service quality is the desired outcome and good customer staff relation is important. It provides the organization with a competitive edge in terms of good quality service. This essential feature of good quality service occurs during the interaction between employees and customers, which is the desire of most organizations. The attitudes and behaviors of employees influence customers' perception of the quality of service. A friendly encounter with the staff who serves with warmth and enthusiasm is an important means to draw customers back for repeat patronage.

The employee is an important part of the clients' experiences, who expects to be served in a helpful, considerate and cooperative manner by engaging in activities and behaviors to satisfy their needs. For the employee, establishing relationship is crucial in building loyalty and to get ideas to improve the service delivery process. The dedication of the employee is critical to the success of organization. When individuals are empowered they assume roles of both a work producer and quality assessor, for, they take full responsibility for the quality of the work undertaken by them as individuals or as members of the team.

Employee empowerment increases the trust of the employees, that the company is not out to suck their blood but is to provide a competitive product or service. They will hence respond positively to their tasks. They will set challenging goals and when they achieve goals they reset the goals at a higher level. In addition empowered employees have greater access to information and resources, which enables them to make some decisions.

In summary empowerment is a key determinant of quality of service and customer satisfaction. If employees are empowered, they are able to use their discretion to take care of the needs of customers. Empowerment also leads to important behavioral outcomes like change of perception of tasks to be performed. The employees are likely to be accommodative to requests of customers. Empowered staffs are also more likely to be satisfied with their jobs and find work personally meaningful. They also see themselves as competent and able to influence their jobs and work environment in a positive way. Thomas & Velthouse, (1990) argues that empowered employees perform better than those who are relatively less empowered. This was later supported by Spreitzer, (1995) who argued that empowered employees are likely to be seen as effective because they proactively execute their responsibilities quickly.

Therefore, empowered employees are those who demonstrate the following characteristics; they are self-motivated, and so they require less supervision. They are committed to their duties and have a feeling of responsibility to perform to high levels of efforts and quality. The employees demonstrate initiative nature in their work and focus in accomplishing tasks and projects within a given time frame.

2.4. Some of the Strategies used by Organizations in Employee Empowerment

This section, deals with some of the strategies which are of interest in this study, and are assumed to empower staff and provide answers to the research question. Empowerment strategy is a means to enable an employee acquire knowledge and skills to help understand and make decisions in the course of performing tasks. There are various ways in which an organization could use to empower employees for example; through training, rewards, and self-directing, and a supportive management these are some methods identified for discussion in this study.

2.4.1 Training

In most institutions frontline or operational employees are the most immediate interface with the customers. Every service encounter between the clients and the employees is an important event. For the organization to deliver good service to its clients, it must have knowledgeable staff with relevant skills and abilities.

Training is a method where people acquire abilities to aid in accomplishment of goals and objectives of the organization. The aim of training is to develop and enhance skills necessary for employees to handle their roles and responsibility effectively, as well as to exercise good judgment. Brymer (1991) asserts that, employee empowerment entails planned learning activities premeditated to improve the performance of an employee. The argument fronted that training enable employees to do their own jobs better and provide interpersonal skills, which are adequate when dealing with clients. The researcher further said coaching was part of the training, which helps employees think through situations, and solve problems that may arise in the course of their duties.

Kappelman and Prybutok (1995) observed that training was an important aspect in the implementation of successful program. That training was an important vehicle which provided opportunity to inform employees about the goals, mission, vision, values and desired outcome of the organization. Training also provided workers with the skills and knowledge needed to achieve their goals.

On the other hand, Heller (2005) observed that when employees were given the relevant training, the employees were motivated, and lead to reduced employee resistance and acceptance of more responsibilities. Heller in addition said, many times it is fear of change that show up in the form

of resistance in employees with the traditionally outdated theory of 'what is in it for me'. That this resistance came if the managers shared only the information that they believed the employees needed to know. This meant that leaders must be sure that employees are not only informed about operational short and long term goals, but also involved and aware of what is going on in the organization.

The above arguments were supported by Spreitzer, (1995), who agreed that employees were more likely to embrace the concept of empowerment if they fully understand it, and grasped the idea that it was part of a democratic approach. That for the employees to do a great job, they must know the expectations and be well equipped for the tasks.

Hope, (1997) and Hales, (1994) argued that training process incorporates a system of intense socialization and development designed to inculcate employees with organizational values, to instill, shape and reinforce appropriate employee attitudes. In addition effective training generally supports the goal of empowerment by enhancing morale and motivation, and increases flexibility. It reduces staff turnover and allow employees to function independently without the need for constant supervision

Some skills are 'soft skills' and are aimed at enhancing competence of employee in customer care, such as interpersonal and communication skills. Training enhances communication skills and additional skills in decision making, complaint handling and customer care. It shapes employees perceptions about what is desirable and valued in an organization. It also provides trainees with the right attitudes and ability to do tasks with less supervision. According to Lovelock, (1995) training, imparts the technical and professional knowledge and skills necessary

for delivery of quality service. With such skills, employees will develop good judgment, swift performance of tasks, initiative and creativity,

Knouse and Strutton, (2006) observed that employees are in the best position to recognize problems and improvements, if they are interested and equipped to take steps to make improvements. They emphasized that management need to train them in order to make local decisions about a service. They pointed out that when employees are trained and empowered any problems between the employee and client will receive prompt action

To support the arguments further, an empirical study done by Kartinah & Chung (2008) among employees in a three star hotel (a service industry) in Kuchung. The findings indicated that communication, coaching, participation, training and reward have significant relationship and affected employee's perception of empowerment. The findings also highlighted that employees who feel empowered are personally involved in self-development. To sum it empowerment through training is important as it equips the staff with the necessary abilities

2.4.2 Rewards

According to a study done by Hartline & Ferrell (1999), the main aim of rewards was to promote, encourage and boosts creativity during service delivery. These rewards may be based both on individual and group performance. It could also be tangible or intangible. Rewards acts as primary motivator. It also reinforces and motivates employees to give the best service; and that absence of rewards may lead to employees' reluctance to accept more responsibilities. The presence of perceived good compensation, places increasing demand on them to demonstrate additional skills and discretion as well as higher degree of empowered behaviors.

Menon (1995) Menon, S, T. (1995) perceived that the delegation of authority provides for the development of self-worth, self-control and hence empowerment. He proposed that some of the techniques that could be used by leaders to achieve empowerment included the development of reward systems that build 'win-win rather than win-lose attitudes. It also involved identification of common goals among other factors such as creation of shared vision, redesigning of work, coaching provision of clear management support the use of teamwork and development of strategies for continual improvement.

Deci, E., Koestner, R. and Ryan, R.M. (1999) said that, whether in public or private sector all employees have one thing in common, they want their efforts to be recognized and possibly rewarded. Rewards convey a powerful message about what is valued in the organization. Performance related rewards recognize and reinforce personal competence and motivate employees. Recognition also creates a sense of pride in the job, and a belief that one is competent and the job is important and meaningful. They assert that employees with high pride are more willing to engage in delivery of high quality service. Promotion and pride were important tools that could be used by managers to motivate and encourage employees to engage in providing high quality service.

Rewards also encouraged employees to exercise responsibility and initiative; its absence may lead to reluctance of employees to accept more responsibility. Theoretically, there is a positive relationship that exists between empowerment, good behavior and rewards. Employees deemed to be empowered are generally associated with characteristics similar to self-motivation, commitment and feel a sense of responsibility to perform to high levels of effort and good quality. It is also believed that employees who receive rewards are more likely to be involved positively in the initiatives that affect the organizations. Most employees prefer non monetary

rewards for they boast individuals' inner satisfaction and feelings. So they would more likely seek praise, acceptance, respect and recognition.

Heller, (2007) observed that, employers who hope to retain solid, hardworking employees must be prepared to offer basic employee benefits in addition to financial based rewards. There are numerous tools and techniques utilized in business arena for the purpose of creating employee satisfaction and to trigger positive reaction. Employee benefits will vary depending on the employer, and it is important for business owners to carefully consider their options when dealing with tangible and intangible rewards.

For example paid vacation, employees who work all day, every day without a break in sight will generally be less productive on the job. Offering paid vacation as part of the benefit package will create a more positive work environment and will help employees avoid burn-out. There is paid leave; like maternity and paternity leave, sick-leave or off days all these allow an employee to stay at home and recuperate from stress of work without jeopardizing their pay-checks. There is also employee health insurance benefit which allows the employees to visit the doctor when they fall ill. Not only does this help the employee save money, but it also helps the employer by encouraging staff members to get treatment, thus allowing them to return to work more quickly and not spread illness to the rest of the staff.

In support of the above arguments Sarminah (2007) did an empirical study in a service industry, among managerial employees in Telecommunication Company in Malaysia, in which he examined the antecedents of empowerment which demonstrated that, structural characteristics such as self- esteem, power distribution, information sharing, knowledge, reward, leadership are

important in determining employee empowerment and that these antecedents affected their perception of empowerment and task performance.

2.4.3 Self-Directing

Another strategy of empowerment discussed in this study is creation of an environment that supports self driven initiative. Hackman & Oldham, (1980), De Jonge (1995) defined self-directing as the workers self-determination, discretion or freedom, inherent in the job to determine several task elements. Self-directing creates in a person a belief in their ability to execute successfully a certain course of behavior. This will influence the choice between engaging and not engaging in a task, the effort expended in performing it, the persistence shown in accomplishing it, as well as the standards of performance. This is determined by the degree employee is empowered to initiate and make decisions on policy and processes and whether their efforts are recognized and rewarded.

Self determination is a sense of choice in initiating and regulating one's action. It reflects a sense of autonomy over the initiation and continuation of work behavior and process. According to Deci *et al* (1999), people have an inherent need of autonomy and competence and that optimal function of a human depend on the extent to which these needs are met. For instance competence enables the employee to make decisions about work methods, pace and effort. It also allows an employee to make decisions and take responsibility for each action.

Meanwhile, Pheng and Jasmine (2004) observed that, if the managers are committed in empowering employees, the employees will be responsible for the quality of their work and this will minimize supervision and boasts improvement of the outcome. Frontline employees need the skills to be able to respond promptly to the individual needs, of the increasingly demanding

consumers in an increasingly unpredictable service industry. Such highly demanding clientele for high quality standard of service require self- determined frontline staff.

In most organizations the decision-making freedom of frontline employees are highly circumscribed. They are usually enclosed up in tangle of top-down policies and standardized operating procedures. Therefore any window for self initiative creates a belief that one is competent and can successfully perform an assigned task. This development of 'can do' attitude energizes the inner drive for self- determination. This gives the employees a sense of choice which reflects a very positive reaction to their duties. Also employees will develop good judgment, initiative and creativity and will be able to respond to requests of customers swiftly and with courtesy. In departments where the employees do not perceive they have the necessary competence, there are lower levels of independent initiative and decision making.

The results of self-directing are increased amount of efforts by individuals, because they believe they can put forth the effort required to master the level of performance desired by the organization. Conger and Kanungo (1988), Spreitzer (2007) found that self-directing initiates and regulates the actions of each employee. Martineli (2007) observed that this job satisfaction means that an individual finds work personally meaningful, which cultivates commitment, with lower levels of absenteeism and faster pace of doing work.

An empirical study done by Hackman & Oldham (1980), in a construction industry, found that employees want to feel respected. They want to have a sense of some control and personal accomplishments in the results of their hard work. Such employees are likely to be more productive and provide much more satisfying service for customers. And that support and encouragement involve acceptance and development of self-worth and pride of employees in

organization. Recognition involves acknowledging their role in the success of the business and allowing them some flexibility in decision making and task performance.

2.4.4 Management in terms of Support, Commitment and Leadership

Management is a process, comprised of social and technical functions and activities, for the purpose of accomplishing predetermined objectives through humans and other resources. This means managers work through and with other people to achieve desired objectives of the organization. Management therefore plans, organizes, leads and controls resources and the work of the members of the organization, in order to reach the desired goals. Their role has been highlighted as one of the crucial requirements for implementation of quality management systems. The management ensures that all the activities which are necessary to design, develop and implement a product or quality service are effective and efficient with respect to the system and its performance.

Honold (1997) observed that, management shows enthusiasm and commitment through the development and commitment of values, visions and a culture of participation. This is through provision of compelling mission and a structure that emphasizes flexibility and self-drive, rewards for participation, and lack of punishment of risk taking as well as ongoing involvement programmes.

The kind and extent of support the organization provides impacts on the way employees perceive and value the organization. Vroom (1983), argued that if employees perceive the presence of management and support in their work, they will be involved and committed to their tasks. That there is positive association between perceived organization support and the use of human resources. It increases effective attachment of employees to the organization, and strengthens the

expectation that greater effort will be rewarded. It creates a feeling of obligations, whereby employees not only feel that they ought to be committed to their employers, but also feel an obligation to return the favour by putting in more effort into their job. To support the above argument Moss Kanter (1997) in "structural theory of power," observed that, the structures in an organization are important to the growth of empowerment, if there was a good structure, which allowed employees access to information.

Kanter further asserted that if expectations of management were high, the subordinates tend to perform and do what they believe is expected of them. Consequently, employees need to be aware of what is expected of them and this is reflected in their behavior. The management is therefore obliged to create a culture of participation, by providing clear goals, supportive policies, positive feedback, a flowing structure, and a good work environment.

According to Adam's theory (1965), the perception of being valued and cared about by an organization, enhances employees trust that the organization will fulfill its exchange obligation, by recognizing and rewarding the desired performance. This is what Adam's theory advocates on fairness, where employees expect fair rewards for the work done. The rewards could be in terms of praise, promotion and salary increase.

In terms of leadership, management defines and communicates the objectives; they set goals and strategies that become the organizing framework for staff at every organizational level. They facilitate training of staff to fulfill their roles and perform their functions, in ways that are consistent with the goals of the organization. They adjust the organization structure, to create room for action and systems to support empowerment of staff. The organization supports, facilitate, and encourage self development efforts relevant to work of employees through

different means, methods and opportunities. In addition, managers evaluate and improve the process of empowerment by measuring improvements for each staff member. They also determine policies, processes, practices and any changes when it is deemed necessary.

Quality leadership has been emphasized and supported as the basis for proper implementation of policies. In order to achieve quality products and services, it is important that those in leadership position clearly define the quality goals, objectives and policies as well as desired results. They are expected to set quality standards as a priority and allocate adequate resources. In brief leadership is a crucial element in the empowerment of employees. The leaders stimulate employees by adopting a supportive supervisory style, which comprises acknowledgment and appreciation of operational staff.

Minjoon, J., Shaohan C. and Hojung (2006) asserted that, leadership in an organization was an important aspect. It showed that significant changes could be brought to an organization based on the nature of leadership. The magnitude of a successful project depends on the level of management support, commitment and leadership. While Oloruniwo and Udo (2002) observed that project rejection, acceptance, resistance and variation are a function of management, and that, their involvement at all stages was necessary.

The effectiveness of leadership is a major determinant of the success or failure of an organization. Leaders play a major role in nurturing the appropriate organizational culture, which is critical in improving the implementation of specific tasks or reforms. The kind of leadership impacts on six elements: flexibility which determines how free employees are to innovate and take initiatives, the degree of responsibility to the organization among all cadre, levels of standards that people in the organization set and adhere to, the sense of accuracy about

performance, feedback and aptness of rewards, the clarity that people client or employees have about mission, values, the level of staff commitment to the common purposes and goals of an organization.

In summary the managers also set the overall direction of the project by formally forming an executive steering committee to track and monitor the project progress. Arnold *et al* (2000), in his empirical research argued that leaders play an important role in the entire processes of empowering employees. The leaders facilitate implementation of conditions that increases feeling of self- efficacy and control, and provides motivating and empowering conditions to the affected employees. They instill in employees the company values, to shape their attitudes and to stimulate the development of desired behaviors during the performance of tasks.

2.5 Benefits of Employee Empowerment to an organization

Employee empowerment has been described by some researchers as a new management style associated with a popular management movement of the times, such as human resource management and total quality management. Empowerment is one of the motivational elements and refers to the extent to which employees are informed about and involved in decisions that affect their work and the work of the organization.

Empowerment of employees could create impact in an implementing organization which could be positive or negative. By using the minds of their employees organizations are able to meet projected goals and objectives a lot faster, because there are more people working towards them. This is because empowered employees are more involved in their job and have more desire in improved skills, resulting in jobs to be done in a more capable way. Empowerment increases a sense of competence and confidence in their ability to accomplish their work.

Empowered employees through training understand the priorities and challenges of business, and how their role can help to strengthen the success of the organization. The employees are the doers of the actual tasks, and they may be able to suggest improvements which management would not be able to, by virtue of their position in the hierarchy. It would also increase job satisfaction and reduce turnover as workers feel more committed to the organization. In addition as workers are empowered it reduces the need for complex trainings and increases efficiency. Empowered employees are able to provide quicker on line responses to customers during service delivery. It is also argued that employees, who are satisfied and feel better about their jobs and themselves, will interact with customers with more warmth and enthusiasm.

Finally, an empowered employee will be able to make independent decisions and take initiatives to enhance service quality and customer satisfaction. They rely on own judgment to make most of the decisions required in their jobs. They take action to resolve the problems of customers even if the problem is not directly related to their area of responsibility. They also have the ability to come up with creative ways to please customers, which is important to the organization.

2.6 Conceptual Framework of the Study

The above chapter has used literature reviewed to develop a set of variables, which can be used to establish the linkage between employee empowerment and influence on implementation of ISO standards. This is demonstrated in fig.1.

In the literature reviewed, it is inferred that successful implementation of new changes in an organization is dependent upon empowered employees, who possess required abilities and skills and a supportive management. The study will be guided by the conceptual framework which is

founded on the relationships as diagrammatically presented in figure 1. The model presents the relationship between the independent and dependant variables under study. The independent variables are training, rewards, self-directing and a supportive management while implementation of ISO standards is the dependent variable.

The conceptual framework depicts that training, rewards, self-directing and a supportive management in terms of commitment and supportive leadership style, are variables that could be used to empower employees and provide positive outcomes in terms of performance. And that the positive outcomes, could include successful implementation of ISO standards or procedures and processes, improved quality of service, fast and reduced service time as well as retention of skilled workforce.

2.6.1 Conceptual Frame Figure 1: Conceptual Framework of the Independent and Dependant Variables of the Study is demonstrated in the next page.

Independent variables

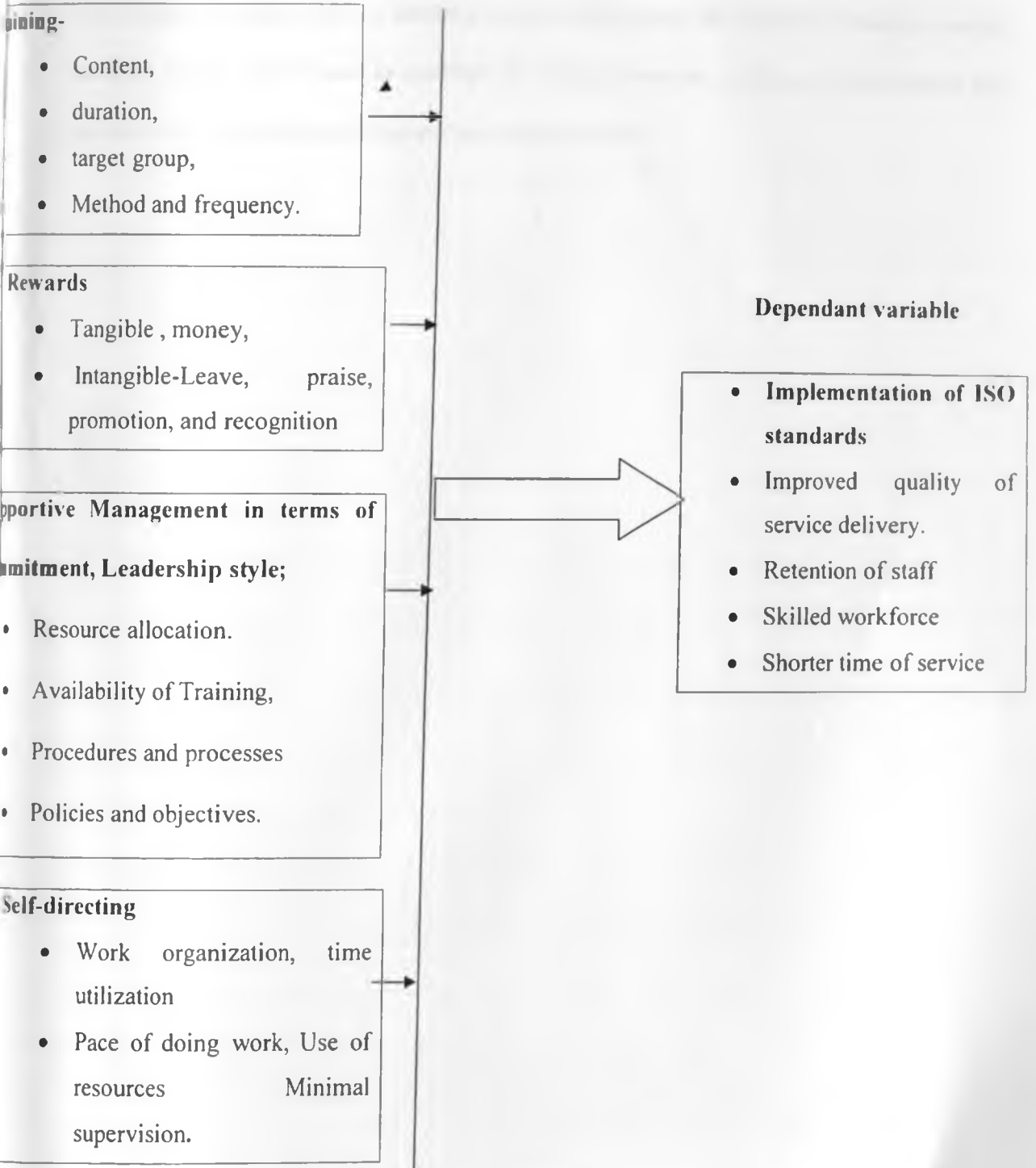


FIG1: A Conceptual Frame Work for Analyzing Empowerment of Employees and Implementation of ISO Standards at the University of Nairobi

2.7 Summary of Chapter Two

This chapter has dealt with the literature review and has used the insights to develop a set of variables which can be used to establish the relation between employee empowerment and influence on implementation of procedures and processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the methods and procedures adopted for collection, processing and data analysis. The specific sections discussed here, includes, the research design, population of study, sampling techniques, research instruments, data collection procedures, and data analysis techniques. First the different studies undertaken to establish the subjects for the test and pretest the questionnaire have been examined. The second set of issues relates to the actual administration of these instruments for data collection.

3.2 Research Design

This refers to how the study is designed to fulfill research objectives and answer research questions. The research design of this study was based on descriptive case study survey, which drills down rather than cast wide. In this case data was collected for the objectives of the case study. The data was collected and analyzed to provide answers to the research questions. Data collection involved search in books, articles, journals and the primary data from the respondents. There were 119 sampled respondents. The major considerations in designing the study included the determination of the required data, time frame, and the length of the research instrument as well as the characteristics of the subjects from whom the required data was obtained.

The descriptive survey was considered appropriate in this study, to collect data to test influence of the independent variable on the dependent variables. The design relied on a structured questionnaire given to a sampled population. The questionnaire was designed to elicit specific

information from respondents related to employee empowerment, and outcome of implementation of ISO standards. The research instrument allowed for holistic picture of what goes on in a particular situation, or environmental setting of the staff.

Further, the choice of descriptive survey research as opposed to other research designs was motivated by the fact that it provided a suitable instrument for collecting data on similar data items over a short period of time. The choice facilitates gaining insights into the situation as it were, within a short time without elaborate and expensive preparation. Finally, the design provides a practical framework for collecting data on empowerment of employees at UON. Besides, Nachimias,D.and Nachimias,C.F. (1996), supports descriptive survey method for this type of research due to its strong reliability. This is because it deals with the target population sample in its present existing conditions.

3.3 Population of Study

According to Nachimias,D. *etal* (1996), Population is described as the entire unit for study which researchers would ideally investigate all the individuals to whom they wish to generalize their findings. On the other hand, target population in statistics is described as specific population about which information is desired. It is a well defined set of people, services, elements, group of things that are being investigated. This definition ensures that the target population is homogenous.

These individuals constitute a population meaning that they make up the entire group of individuals, having characters that interest the researcher. In this study, the target population is the support or operational staff. They are referred as frontline staff in this study. The staffs are called frontline because they come directly in contact with the clients. And they do the actual

physical delivery of services, at the front office. They form the interface between organization and the clients thus the staff acts as mirror of the whole organization. They receive first hand information, about incoming customers. The information received or passed out are important for the organization. This transmission of information needs competent, tactful communication skills and abilities. The staff may hold or pass this information upwards depending on communication channels and how much they have been empowered as well as the way they perceived the support and commitment of management.

The target groups included secretaries, records clerks, and messengers who work in the front office in different departments/units. These staff included samples from School of Law, School of Medicine and School of Engineering. The target sampled population was 119 respondents.

The mentioned staffs are in direct contact with the customers on a daily basis, and are the direct link with the next cadre of staff. These categories of staff need to be empowered, as they require the skills to handle the stakeholders, who visit the organization. They also need to be conversant with the ISO procedures and processes, and how this affects the organization.

3.4 Sampling Design

The research used a sample, which was taken as a representative group, on which information was obtained. A sample is a small group annexed from an entire population. The targeted population was frontline staff in the six colleges, a total of 775 out of this the target sample size for this particular study was 119 respondents draw from the three schools chosen by lottery method which comprises 15% of the total population. According to Nachimias,D.and Nachimias,C.F. (1996), this is considered an adequate size for study.

The sampling technique used to get the sample is stratified random sampling method. The sampling frame consists of six Colleges of University of Nairobi namely; College of Health Sciences, College of Agriculture and Veterinary Sciences, College of Architecture and Engineering, College of Biological and Physical Sciences, College of Education and External Studies, and College of Humanities and Social Sciences. Using lottery method three colleges were picked. The three colleges picked were further divided into schools and faculties. From the schools and faculties of the colleges, three schools were picked randomly.

In the sampled schools, all operational staff who work as frontline staffs, were included in the study. Stratified sampling was employed because the population is homogenous and the procedures and processes employed in ISO implementation apply to all units equally. Therefore the findings of the study could safely be generalized. The sampling was done from the three colleges shown in the frame below

Table 3:1 The Sampling Frame of the Three Colleges

CHS:	CHSS:	CAE:
School of Medicine, School of Pharmacy	School of Business, School of Economics	School of Engineering, School of the Art and Design
School of Dental Sciences, School of Nursing	School of Journalism, School of Law	School of the Built Environment
School of Public Health	Faculty of Arts, Institute of African Studies	Institute of Nuclear Science and Technology
Institute of tropical diseases (UNITID)	Institute of Diplomacy & International Studies	

Source: University Of Nairobi Academic Calendar 2010-2011

Table 3:2 Sample Size

Shows the sample size chosen for study

Designation	School of Medicine	School of Law	School of Engineering	Total
Secretaries	32	13	8	53
Messengers	10	2	2	14
Record clerks	28	14	10	52
Total	70	29	20	119

Source: Researcher 2011

3.5 Data Collection instruments

Data collection is the methodology of how the data is collected, and what forms of instruments were used by the researcher.

3.5.1 Research instrument

This study utilized a structured questionnaire. The questionnaire was developed from the literature review, with Spreitzer, (1995) as the reference. It consisted of five sections and contained both open and closed structured questions. It provided an opportunity for in-depth probing of issues to answer the research questions and objectives regarding employee empowerment, in relation to training, reward systems, self-directing and management commitment and supportive leadership style.

The questionnaire was divided into Sections: A: dealt with general information of the participants Section B: Staff and training facilities. This addresses objective one, which seeks to establish the influence of training on implementation of ISO standards. Section C: The various methods used for compensation or reward systems. This addresses objective two which seeks to assess the influence of rewards on implementation of ISO standards. Section D: The staff control. This addresses objective three which seeks to establish the influence of self-directing on implementation of ISO standards. Finally, Section E: this addresses objective four which seeks to find out how a supportive management in terms of commitment and leadership style influence the empowerment of employees and implementation of ISO standards.

The self administered questionnaire gave respondents freedom to respond to questions which they may deem as personal, and would otherwise want to keep secret. This method of data collection was considered appropriate because the information sought in the study was not publicly available and individual respondents were in a good position to provide answers to the questions posed in the survey instrument.

Mugenda Olive M. and Mugenda A.G. (2003) and Nachimas (1992), argues that questionnaire method is versatile and flexible in collecting the required data. The advantage of a questionnaire is that it will collect data on a wide range of issues like feelings, motivation, attitudes, accomplishments, experience and knowledge which enables the researcher to get full description of the situation.

3.5.2 Instrument Validity

According to Ogula (1996), validity of the instrument refers to the appropriateness of the chosen instruments. Validity is concerned with the extent to which a research instrument, measures what

appears to measure according to the subjective assessment of the researcher. To check the content validity and relevance, the instrument was given to the supervisor and five other independent experts from the Department of Extra –Mural Studies, who read and gave their feedback.

The self administered questionnaire was valid because the aim of the research was to collect data on a wide range of issues; training and competence of staff, methods of rewards, self-organization in carrying out duties, and management contribution in empowerment and implementation of the set standards. The instrument is versatile, and would achieve the aim. The questionnaire allowed for inferences to determine influence of empowerment in implementation of ISO standards.

3.5.3 Instrument Reliability

Ogula, (1996), asserted that reliability of the instrument refers to the extent to which a research instrument yields measures that are consistent each time it was administered to the same individuals. The questionnaire was developed guided by the research objectives and the literature reviewed. The instrument allowed for judgments to be drawn that were not subjective since the conditions were standardized and the same questionnaire was used on all respondents.

Content related refers to the content and format of the instruments. The questions asked were relevant and represented the content that was being measured. The questionnaire was standardized and it was deemed free from bias as it gave each respondent an equal opportunity to score. It was consistent and could produce the same results if repeated on the same respondents. Therefore it measured what the researcher intended to measure. The instrument was able to collect required data, and measure all the constructs of the variables being measured.

To establish reliability of the questionnaire a pretest was done using test retest method to assess scale validity and reliability. This assisted the researcher in identifying items that were ambiguous such items were discarded in order to improve the quality of the instrument. To avoid confusion all scales used a four point likert -type format with answer category ranging from strongly agree to disagree, and yes and no type of questions.

3.5.4 Pilot Test of the Instrument

The pilot study was conducted among fifteen operational staff at institute of Diplomacy and International studies and Population Studies and Research and Institute that had the same characteristics of the sampled group. The pilot tests shown that the research instrument would be able to capture the required information from the respondents. This is because out of the 15 questionnaires distributed only 3 were incomplete. After a review of the pilot test on the initial version of the questionnaire by the researcher and the supervisor, the questionnaire was revised and developed.

3.6 Data Collection Procedure

The purpose of the study was to test the relationships between employee empowerment and implementation of ISO standards as shown in conceptual framework. The questionnaires were completed anonymously. On secondary data, the study relied on books, journals, articles, periodicals from various authors. Data from unpublished documents were drawn from internet and internal sources like the university of Nairobi intranet the quality manual and the service charter.

Prior to data collection, an authorization letter from the department to collect the data was obtained. Then the necessary contact and appointment with the various groups was arranged. The

formal questionnaire was administered using the “drop and pick up later method” which was considered an appropriate method for the study. This is because it gave the respondents time to respond to the questionnaire. The respondents were expected to fill the questionnaire within two (2) weeks.

3.7 Operationalization of the Variables

According to Nachimas *et al* (1992), the independent variables are those whose outcomes are not controlled or determined by other factors, and will determine the extent of the impact of empowerment. The independent variables that are training, rewards, and self-directing and supportive management were measured by identifying the responses, and infer their presence by measuring their empirical indicators. From the study if the respondents agreed that the four dimensions were available and had improved their work performance, then, it was taken to mean that empowerment had been realized. The dependent variables are those whose outcome, depends on the behaviors of the independent variable this was determined by pace of work, quality of service, time taken to deliver required service, retention span and the quality of staff.

Training is the most frequently used intervention when considering what is important in empowerment of staff. The aim of the training is to develop and enhance the skills necessary for employees to be able to handle their responsibilities effectively and exercise good judgment. Effective training generally supports the goal of empowerment, and motivation. It also increases flexibility and allow employees to function independently with less constant supervision.

The operational definition of training is adopted from Lovelock (1995), as the extent to which employees have been enabled to independently master their job tasks, and have the necessary skills to carry out the task efficiently. Training facilitates the employees to receive the required

communication skills in order to communicate effectively with customers. The desired outcome is good customer staff relation which sustains quality that provides the organization with the competitive edge.

The operational definition of reward is adopted from Heller (2007) as the compensation given to the employees for the services offered. They include both tangible and intangible rewards. The rewards could be in form of salary or bonus. While intangible includes praise, respect, recognition, leave and promotion among others. A carefully designed reward creates a sense of pride, acceptance and a sign of appreciation and motivates the employees to accept more responsibilities.

The operational definition of Self-directing is adopted from De-jonge (1995) as the extent to which employee is able to initiate and regulate ones work patterns to enhance service quality. In terms of work organization, time utilization, pace of doing work, use of resources to deliver services and less supervision. This is seen from initiative actions and independent judgments and decisions required in the job. Self-directing is good for an organization because it enables the staff to serve the stakeholders and effectively and efficiently.

Management commitment and supportive leadership style are operationally defined as employee's perception of the concern an organization has over its staff. This is seen in terms of the kind of policies and goals, availability of tools to use in terms of materials and human resources, training opportunities and presence of rewards. The presences of these imply there is support and commitment. The positive support increases effective attachments to the organization and strengthens expectation that greater effort is rewarded. It also creates a feeling of obligation, whereby employees not only feel that they ought to be committed to their

employers, but also feel an obligation to return favour by putting in more effort into their job. Employees tend to have attitudes and behaviors commensurate with the degree of support the employer gives them as individuals.

From the literature review, perceived organizational support is positively related to conscientiousness in carrying out job responsibilities. Also the perception of being valued and cared for by an organization enhances employees trust, that the organization will recognize and reward the desired employee performance in terms of praise, promotion and salary increases.

Table 3:3 Operationalization of the Variables

Objectives	Variables	Indicators	Measure question number	Measurement Scale
To establish the influence of training on implementation of ISO standards.	Training	-Frequency of training -Length of training -Content of the training -Relevancy to the tasks	Section B Q.12-13	Interval and nominal
To determine how management, commitment and supportive, leadership style influence empowerment of employees and implementation of ISO standards.	Implementation of ISO standards.	-Presence of training programmes relevant to tasks being performed by the staff.	Section B Q.12-13	Interval and ordinal
To assess the influence of rewards on implementation of ISO standards	Tangible and intangible Rewards	-Presence of salary, bonus, promotion, praise -recognition, leave	Section C Q.14-16	Interval and nominal

To determine how management, commitment and supportive leadership influence empowerment of employees and implementation of ISO standards.	Implementation of ISO standards.	-Availability of terms of service, presence of tangible and intangible rewards.	Section D Q17-22	Interval and nominal
To determine the influence of self-direction on ISO implementation ISO standards	self-directing	-self-directing in decision making, less supervision, time utilization -organization of office work, pace and effort of doing work	Section d Q.17-22	Ordinal and nominal
To determine how management commitment and supportive leadership influence empowerment of employees and implementation of ISO standards.	Implementation Of ISO standards.	Availability of ISO procedures and processes. -Style of supervision of staff Provision of resources	Section D Q17-22	Nominal

To determine how management commitment and supportive leadership style influence empowerment of employees and implementation of ISO standards.	Management commitment and supportive leadership style	-Quality goals Policies objectives -Clear channels of communication -Presence of terms of service.	Section E Q23-25	Nominal
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Source: The conceptual framework

3.8 Data Analysis Techniques

Data analysis helps to view the data in the light of research questions, objectives and search for patterns or relationships between the variables that are being measured, in order to draw conclusions. It involves a number of closely related operations that are performed with the purpose of summarizing the data obtained, organizing, analyzing and interpreting them in such a way that they will yield answers to the research problem.

The research utilized qualitative analysis since the instrument used to collect data was descriptive. Data collected was validated, checked for completion, coding errors and any omissions were corrected and the data was then coded. After coding the responses manually, data was entered into the statistical package for social sciences (SPSS), computer program for analysis. Descriptive statistics such as frequencies, percentages and mean were used to analyze the data quantitatively. Qualitative data obtained from the questionnaire was analyzed according to themes based on the study objectives and the research questions and thereafter, inferences and conclusions were drawn. Analyzed data was presented using tables.

3.9 Summary of Chapter Three

This chapter has explained that the study adopted a descriptive survey design to analyze the influence of empowered employees on implementation of ISO standard. The target population was the frontline staff which included secretaries, record clerks and messengers in the school of law, medicine and engineering. A sample of 119 respondents was issued with the questionnaire, only 111 were received back. A pilot test was carried out with other category of staff that was discussed in the pilot test section.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The research sought to find out the influence of employee empowerment on implementation of ISO standards, a case study of University of Nairobi. This chapter presents the data and discussion of the findings, in form of tables and figures. It contains sections that represent the following themes; general information and characteristics of the respondents, respondents' answers to training, rewards, self-directing and management in terms of commitment and supportive leadership as empowerment tools in order to improve task performance. It undertakes a critical analysis based on the responses from the questionnaire.

4.2 Response Rate

The sample was collected from three different schools, school of medicine, school of law and school of engineering. The response rate, out of the targeted 119 respondents 111 completed the questionnaire three (3) were incomplete and five (5) were not returned. Thus 111 out of 119 questionnaires were completed achieving a responses rate of 93.27%. The response was therefore considered statistically sufficient for further analysis.

Table 4.1 Response Rate

Presents the Response Rate of Respondents

Status of Research instrument	Number Sampled	Percentage
Rejected	3	2.52%
Forms not Returned	5	4.20%
Received/Accepted	111	93.2%
Total	119	100

4.2.1 General Description of the Respondents

The respondents were asked to state their gender, education level, status of their employment and their designation.

Table: 4.2 Gender of the respondents

This was to determine the gender of the respondents who were involved in the interview. The respondents were asked to state their gender. The findings were presented in Table 4.2;

Table 4.2 Gender of the Respondents

Presents the Gender of the Respondents who participated in the Study.

Gender	Frequency	Percentage%
Male	47	42
Female	64	58
Total	111	100

Source: Survey Data, 2011

The results revealed that most of the respondents were female comprising 58 % while the male were 42 %.

Table 4.3 Level of Education of the Respondents

The study sought to establish the level of education attained by the respondents who were involved in the research. This was to determine the level of education of the staff in relation to their duties. The respondents were asked to state the level of education from lowest to the highest. The results of the analysis was depicted in Table 4.3

Table 4.3 Educational Level of the Respondents

Presents the Educational Level of the Respondents who participated in the Study.

Education level	Frequency	Percentage%
Secondary	7	6
College	80	73
University	24	21
Total	111	100

Source: Survey Data, 2011

The study portrayed that those who participated in the study had various educational backgrounds; the majority had attained college level at 73% while 6% had attained secondary level of education and 21% had attained university level.

Table 4.4 Terms of Employment of the Respondents

The respondents were asked to indicate their terms of employment indicating whether they were temporal, contract or permanent. This was to determine the terms of employment. Table 4.4 discusses the terms of employment of the respondents who were involved in the study. The results of the analysis was depicted in Table 4.4

Table 4.4 Employment Status

Presents Employment Status of the Various Respondents who Participated in the Study

Employment status	Frequency	Percentage%
Permanent	91	81.9
Contract	20	18.1
Total	111	100

Source: Survey Data, 2011

The study found that a majority of the respondents at 81.9 % indicated that they were permanent employees; this was followed by 18.1 % working on temporary or contract basis. The results of the study showed that a high number of employees were permanent staff.

Table 4.5 Designation of the Respondents

The respondents were asked to indicate their job title or designation. This was to determine their designations or job title. The results of the analysis was depicted in Table 4.5

Table 4.5 Designation of the Respondents

Present the Designation of the Respondents who participated in the Study.

Job title/designation	Number of frequency	Percentage %
Secretaries	50	46
Record clerks	47	42
Messengers	14	12
Total	111	100

Source: Survey Data, 2011

The respondents had the following designations. The study found out that a majority of the respondents were secretaries at 46 %, while 12% were messengers and 42 % were record clerks. This showed that most of the frontline staffs were secretaries.

4.3 Empowerment Strategies and Measurements

4.3.1 Response to Training in Empowerment of Employees

The aim of the research was to find out the influence of empowerment of employees using training, rewards and self-direction as strategies, and how management influences the empowerment of employees. And whether empowered employees influence the implementation of ISO standards or procedures and processes at the University of Nairobi.

Table 4.6 Training Opportunities for the Respondents

The study sought to establish availability of training opportunities, type of training, content, duration, attendance and relevancy to the duties of each staff. This was meant to provide answers

to objective 1; which was to establish the influence of training on implementation of ISO standards at University of Nairobi.

The respondents were asked to indicate the trainings they had received, the content covered, the relevancy of the training to their duties, the duration and attendance in relation to ISO procedures and processes. The results of the analysis was depicted in Table 4.6

Table 4.6: Training Opportunities to the Respondents.

Presents the Findings of Training Opportunities to the Respondents.

Variables	Yes	Percentage%	No	Percentage%
Content of training	80	72	31	27.9
Relevancy	86	77.5	25	22
Duration	72	64.9	39	35
Attendance	94	84.6	17	15.3

Source: Survey Data, 2011

From the results depicted in table 4.6 above, the majority of the respondents with 72 % agreed that they had received more than two trainings related to processes and procedures of ISO standards relevant to their duties, while 27.9 % said No. majority at 84.6 % indicated that they had attended at least two training sessions, while 15.3 said No and 77.5% had received the skills while 22% said No, While 64.9 agreed on the duration of the training 35% said No. They also

agreed that through the training they were able to understand the expectations of the organization and why ISO standards were introduced. 64 % also agreed they had received training on communication as well as complaint handling. While 36 % said they had not received direct training on communication and customer complaints, but had gained experience on this due to length of service.

4.3.2 Response to Rewards in Empowerment of Employees

The respondents were requested to explain the kinds of rewards that they received for the services rendered. This was meant to answer objective 2; which was to assess the influence of rewards on implementation of ISO standards. The respondents were requested to provide answers to a number of questions on types of tangible and intangible rewards received, in terms of salary, bonus, promotion, praise, recognition and leave. The findings were presented in Table 4.7.

Table 4.7 Rewards Available to the Respondents

Presents the Findings of the Kind of Rewards Available to the Respondents.

Type of Rewards	Strongly Agree frequency	Agree frequency	Strongly Disagree frequency	Disagree frequency
Presence of salary	100	0	0	0
Bonus	10	44	18	39
Promotion	38	43	9	21
Recognition	25	35	12	28
Praise	27	40	39	5
Leave	100	0	0	0

Source, Survey Data, 2011

The study utilized a likert- scale to find out the agreement or disagreement on the presence of the various variables. The data presented in table 4.7, showed that most of the respondents* at 100% agreed they received compensation in terms of salary for the services rendered.

The study also showed that they received bonus 10% strongly agreed 44% agreed, 18% strongly disagreed while 39% disagreed. The study further indicated that there was Promotion 38% strongly agreed, 43% agreed, 9% strongly disagree while 21% disagreed. The study also showed

that the respondents received Recognition for their work 25% strongly agreed, 35% agreed, 12% strongly disagree while 28% disagreed.

In addition the study revealed that the respondents received Praise 27% strongly agreed, 40% agreed, 39% strongly disagree while 5% disagreed. Finally the study found out that 100% of the respondents received leave of various categories; like sick-off, annual leave maternity and compassionate. The study also indicated that there were no special incentives for respondents

4.3.3 Response to Self-Directing in Empowerment of Employees

The respondents were asked to indicate their independence in terms of who organizes their work, the kind of supervision, control of tools and resources, who sets the way the time is utilized, rate and speed at which the work was done. This was to search for answers for objective 3; which was to find out how self-directing influence empowerment of staff and implementation of ISO standards. This section also utilized a likert scale to present the data, data was presented in % the highest being strongly agree while the lowest was strongly disagree. Table 4.8 discusses the findings.

Table 4.8: Self-Directing as an Empowerment Strategy

Presents the Responses on Self-Directing as an Empowerment Strategy

Presence of the SA	%	A	%	D	%	SD	%	
Items								
Independence in decision making	20	18	30	27	42	37.8	19	17.1
Organization	65	58.5	22	19.8	15	13.5	9	8.1
Supervision	56	50.4	43	38.7	8	7.2	4	3.6
Use of resources	52	46.8	40	36	12	10.8	7	6.3
Time and pace of work	19	17	64	57.6	16	14.4	12	10.8

Source: Survey Data, 2011

The results of the analysis showed the following; in terms of self directing or independence in the work place the respondents 27 % agreed, 18% strongly agreed, 17.1% strongly disagreed while 37.8% majority disagreed that there was room for self-directing.

The findings also showed that in terms of self organization of their work, majority at 58.5% strongly agreed, 19.8% agreed, 13.5% disagreed and minority at 8.1% strongly disagreed that they organized their work based on departmental requirements.

Further the findings in terms supervision the respondents showed that the; majority at 50.4% strongly agreed, 38.7 % agreed 7.2 % disagreed 3.6% strongly disagreed that they were self – directing in terms of supervisor. The respondents said that they were supervised both directly and indirectly and that decisions were made by the superiors and that their responsibility was to follow the laid down processes and procedures, and that all actions to be taken were referred to the superiors.

From the results depicted in table 4.8 above in terms of availability and use of resources the following observations were made; majority at 46.8% strongly agreed, 36% agreed 10.8% disagreed 6.3% strongly disagreed that the resources were available.

Finally in rate and speed of work, the results showed that majority at 57.6 agreed, 17% strongly agreed 14.4% disagreed, 10.8% strongly disagreed that their pace of work was now faster and more efficient.

4.3.4 Response to Management in terms of Commitment and Supportive Leadership in Empowerment of Employees

The study was to find out the extent to which management in terms of commitment and supportive leadership style influence employee empowerment. The respondents were requested to state the presence of communication of aims and objectives of ISO certification, availability of the procedures and process, presence of monitoring and evaluation of the processes, availability of resources, training opportunities and finally presence of good work environment. This was to provide answers to objective 4; on the influence of UON Management commitment and supportive leadership style on empowerment of employees and implementation of ISO standards. The results of the finding were provided in Table 4.9.

Table 4.9: Management Support, Commitment and Leadership Influence Empowerment of Employees.

Presents the Extent to Which Management Support, Commitment and Leadership Influence Empowerment of Employees.

Presence of the following indicators.	Yes/frequency	%	No/ frequency	%
Communication of objectives	90	81	21	19
Evaluation and monitoring	65	58.5	46	41.5
procedures and process	45	40.5	66	59.5
Resources	91	81	20	18
Communication methods	84	76	27	24
Work environment	91	81	20	18

Source: Survey Data, 2011

The results from the data collected showed the respondents received Communication of objectives as indicated by 81% while 19% said No, while in terms of presence of Evaluation and monitoring of the implementation of the procedures and processes 58.5 % said yes and 41% said No, in terms of availability of processes and procedures 40.5% acknowledged it's presence while 59.5% No, in terms of availability of Resources 81% said yes while 18% No, Communication methods 76% yes while 24% said No, and finally in terms of presence of good work environment. 81% said yes, while 18% No.

4.4 Summary of Chapter Four

The chapter has presented the analysis of the findings. These findings are used to draw conclusions to the study in the next chapter.

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and also gives the conclusions, recommendations and areas for further studies.

The purpose of the study was to find out if employees' empowerment influences implementation of ISO standards at the University of Nairobi. The study examined the employees' view on empowerment influence the implementation of ISO standards and determine its influence in terms of better productivity of staff.

5.2 Summary of the Findings

The study revealed that the majority of the respondents (72%) agreed that they had received some type of relevant training related to practices and procedures of ISO standards. In terms of the accuracy of the staff accounts, 77.7% reported that they were satisfied with the accuracy while only 15.3% said the skills possessed were not adequate. In terms of the type of training, 64.9% agreed that the time given was adequate while 13% felt that the time given was not adequate. In the case of training on communication and customer complaints, while 64.9% of the respondents only 36% indicated that they had not received adequate training.

The study also found out that majority of the respondents had received training related to ISO standards. The study further stated that the training was relevant in improvement of their skills and that it made the staff understand what and how the present work. This was

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS

AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and also gives the conclusions, recommendations and area for further studies.

The purpose of the study was to find out if employee(s) empowerment influences implementation of (ISO) standards at the University of Nairobi. The study assumed that, employees who are empowered influence the implementation of ISO standards and determine its outcome in terms of better performance of duties.

5.2 Summary of the Findings

The study portrayed that the majority of the respondents at 72 % agreed that they had received more than two relevant trainings, related to processes and procedures of ISO standards. In relation to the relevancy of the skills acquired, 77.5% indicated that they were satisfied with the skills gained while only 15.3 % said the skills received were not adequate. In terms of the duration of the training 64.9 % agreed that the time span was adequate while 35% felt that the length was brief. In the case of training on communication and customer complaints, while 64 % approved of its presence only 36 % indicated that they had not received adequate training.

The studies found out that majority of the frontline staff had received training related to ISO standards. The study further found that the training was relevant in improvement of their skills and abilities; and that it made the staff understand what and how the processes work. This was

supported by 77.5% respondents. The staffs were able to apply the skills acquired in the implementation of the processes and procedures which improved service delivery to the clients.

The study showed that the respondents received various types of rewards, namely salary, bonus, promotion, leave, praise and recognition. In terms of bonus 10% strongly agreed they received bonus, while 44% agreed, 18% strongly disagreed and 39% disagreed respectively. The study further indicated 38% strongly agreed that there was promotion, 43% agreed, 9% strongly disagree while 21% disagreed on the issue of promotion. The study also showed that for the work done well, 25% strongly agreed the respondents received recognition, while 35% agreed, 12% strongly disagree and 28% disagreed respectively. In addition the study revealed that the respondents received Praise, 27% strongly agreed, 40% agreed, 39% strongly disagree while 5% disagreed. Finally the study found out that 100% of the respondents received leave of various categories; like sick-off, annual, maternity and compassionate leave.

The study found out that the staff had little room to make decisions and direct themselves in the course of their duties. The results of the analysis showed the following; in terms of self directing 27 % agreed, there was independence in terms of making decisions based on the procedures available, while 18% strongly agreed, 17.1% strongly disagreed while 37.8% majority disagreed that there was room for self-directing. In terms of organization of their work, majority at 58.5% strongly agreed, 19.8% agreed, 13.5% disagreed and minority at 8.1% strongly disagreed that they organized their work based on departmental requirements.

The study further showed that in terms of supervision, the majority of the respondents at 50.4% strongly agreed, they had indirect supervision which gave them some space to organize their duties. While 38.7 % agreed 7.2 % disagreed 3.6% strongly disagreed that they were supervised

indirectly, but indicated they were directly supervised hence they received instructions and directions from their supervisors. The results from the data showed the respondents received Communication of objectives as indicated by 81% while 19% said No. In terms of presence of monitoring and evaluation of the procedures and processes, 58.5 % acknowledged its presence while 41% said such parameters were absent in terms of availability of processes and procedures 40.5% acknowledged it's presence while 59.5% No.

In terms of availability of Resources 81% acknowledged its presence, while 18% felt the availability was not good. The findings further showed that majority at 76% accepted that the Communication methods were present, while only 24% felt that more could be done on the communication methods. Finally in terms of presence of good work environment only 18% disagreed, while majority at 81% agreed the environment was conducive.

Management was defined as a process by which organization try to achieve overall objectives, by planning, organizing, controlling their materials, finances and human resources. They established and communicated clear expectations about what employees were expected to do; this was agreed by 58.5%. They set goals on what was to be achieved, and ensured that the duties and responsibilities were well laid out. They also decided the rules and regulations to guide the staff in service delivery. This was proved by the provision of the standards to be followed by staff as indicated by 76% in support of the argument. The management further assisted the employees, to understand their contribution to organization.

5.3 Discussion of the Findings

5.3.1 Training

According to the study done by kappelman and prybutok (1995) it was revealed that training equips employees with the right skills and abilities in order to improve their task performance. The findings in this study are in agreement with the above findings that training inculcates skills and knowledge which enabled the employees not only to understand the procedures and processes but also to use them as guidelines to statutory deliver the required services. This was supported by majority of respondents at 72% who acknowledged that the training had given them useful tips.

Similarly, a study by lovelock (1995) argues that training imparts technical and professional knowledge and skills necessary for service delivery. This is in agreement with the findings of the study which revealed that the training supported them to improve the quality of their work especially in dealing with decisions related to the non-routine service situations. This improvement of service delivery had reduced service time to the clients. The findings therefore supported the literature review that training could be used as a tool to empower employees. However, the study could not prove that the staffs were actually using the acquired skills as **empowerment tools**.

5.3.2 Rewards

The study found that there were two kinds of rewards tangible and intangible. The intangible rewards were individual based and includes recognition, praise, personal growth and advancement (trainings), leave, promotion, sick-off and appreciation. The tangible rewards on the other hand included salary, and bonus, which was given on a monthly basis, according to

terms of service. The tangible rewards were predictable, routine and applied equally for the other back office personnel as monthly remuneration in exchange for the services rendered. There was also top-up, free lunch but this was not uniformly awarded and was not programmed, in terms of service but depended on the managers of each school. Tangible rewards offered effective empowerment by directing employees' effort and behaviors towards desirable outcomes. It was an important element because it demonstrated the support of the management and provided positive reinforcement in the management of staff.

According to the studies done by Deci, E., Koestner R., and Ryan .M., 1999, the findings argued that rewards motivates, promotes and boosts one self -esteem and to want to give the best service, this especially applies to intangible personalized rewards. The findings of this study is in agreement with the above findings for the staff agreed that rewards enhanced self esteem, motivated and encouraged the staff to be more initiative and responsible in their task performance. The rewards also gave a perception that staffs were valued by the organization and this encouraged personal competency and created a culture of responsibility, self drive, determination and willingness to perform one's duty. This self driven initiative minimized the need for close supervision by the management.

Rewards especially those that were personalized and owned by the affected individuals they were motivational. This was supported by the findings; those who agreed that the various rewards motivated them were as follows, by promotion 38%, praise 40% recognition 35% and bonus 44%. Thus rewards were predicted as good source of pride and employees with high pride were more willing to engage in delivery of high quality service. However tangible rewards which were seen as routine and applied to other staff did not raise much pride. Hence one can conclude

that there is a relationship between intangible rewards and empowerment. This supported the objective that rewards influence task outcome.

5.3.3 Self-directing

Self-directing was defined as the extent to which employees were able to initiate and regulate performance of their duties with minimal supervision, under the guidance of standardized procedures and processes. Deci and Ryan (1999) argue that people have an inherent need of autonomy and competence. These enable employees to make decisions about work methods, pace and efforts and take responsibility. That optimal function of a human depends on the extent to which these needs are met.

The findings of this study are in line with the above findings of Deci and Ryan (1999); the study showed that when staffs felt a sense of ownership to the results of their work, it created self driven determination to direct their efforts towards a certain desired result. The self determination was boosted by the indirect supervision, which involved the use of training, rewards, actual correction and coaching of the staff as they performed their duties. From the findings the indirect supervision was a more preferred style by the respondents at 38.7% because they felt there was room to exhibit their competency in their duties. However, the findings showed that most respondents felt they had considerable control over how they get their jobs done at 58% and the order in which they do their work, but 37.8% said they did not have the authority to make decisions and act. Therefore the findings did not support the literature review that self drive could be used as an empowerment tool, because all the decisions were made by the supervisory team and the frontline staff were expected to comply.

5.3.4 Management Support, Commitment and Leadership

Management was important as one of the major determinants of success in the organization. This is reflected in their capability and commitment. The commitment is portrayed in terms of availability of support in terms of materials and well developed and competent human resource. 81% of respondents indicated that the management had provided the materials. This shown that there was a strong relationship between empowerment of staff and an empowering management style. This result is consistent with the strong emphasis that the empowerment literature places on leadership attributes in the process of empowerment. The study confirmed the argument that frontline employees are more likely to exercise empowered behaviour when they have support, encouragement, trust and confidence of their superiors.

From the studies done by Minjoon j., Shaohan C. and Hojung (2006) they asserted that leadership in an organization was an important aspect because they determined the goals, quality of human and amount of resources to be employed in the various progams. Leaders also play a major role in nurturing the appropriate organizational culture which is critical in improving the implementation of specific tasks. This in agreement with the findings of the study which shows that the management focused on inputs in the form of materials, the knowledge and skills of those carrying out the work. It also focused on processes in the form of technical methods for carrying out the work. Such empowering behavior indirectly showed the employees what management expected from them. This finding showed that direct supervision, rewards, self-directing and training for effective empowerment of employees without the management input, may not be achievable.

In summary the study indicated that a supportive management which is committed with an organized leadership style is crucial in empowerment. It was clear that the management through training had an opportunity to communicate the vision of the organization and clearly explained the expectations or goals. It also ensured that the processes and procedures to be implemented were available and at what level and to which staff. It further showed that management support, commitment and leadership has a strong influence in the empowerment of employees, because it determines the training, rewards and style of supervision

5.4 Conclusions

The study sought to find out the influence of employee empowerment on implementation of ISO standards. Based on the findings, the study concludes that empowerment of operational staff or frontline staff in a service industry is quite important. These are the staffs that do the actual task. They participate at the entry points and hence interact directly with customers who visit the organization. The front office is an important point where initial service provision is initiated and forms the image of the organization. It also showed that the staffs at this level are not policy-makers but are the implementers of the policies made by the management. Thus they require training to inculcate the necessary knowledge, skills and abilities.

The study further concludes that a supportive management has an impact in empowerment of employees. A supportive management facilitates training, gives rewards, supervisory role, materials and tools to do the work, which in turn impacts on the extent ISO standards are implemented. The study also concludes that the management could involve the staff more in the planning stages of their projects; this is to give a positive perception. The study has therefore

fulfilled the initial objective; the results indicate that empowerment is important in the success of implementation of new concepts.

Finally, the study concludes that employee empowerment is a critical component in a service organization. It causes the organization to benefit from different knowledge, skills and capabilities of human resource at maximum degree.

5.5 Recommendations

1. The study recommends to project implementers that empowerment is a prerequisite for successful implementation of policies, quality initiatives of new programs and improved service delivery. Empowerment leads to important behavioral outcomes and quality service, and that empowered employees use their discretion to take care of the needs of customers.
2. The study recommends to the management of service organizations that employee empowerment is necessary especially for the frontline staffs that do not participate in policy making but are required to implement the policies. Therefore, when an organization is thinking of implementing empowerment programs, it is important that they develop clear strategies, which affect staff as a team and not at particular level of staff.
3. Finally that management in an organization is a very important element because it is one of the major determinants of success in the organization as it provides physical, human and capital resources. Empowerment programs that are formalized with procedures and rules are more likely to succeed because they are standardized and show employees the proper procedures to follow.

5.6 Area for Further Research

The study suggests that there is need to replicate this study 'the influence of employee empowerment o implementation of ISO standards at UoN' to middle grade staff to determine whether some conclusions can hold. The study to be extended to all colleges to provide further analysis of results derived from responses received from respondents at different stations.

5.7 Summary of the Study

This study concludes that empowerment of employees is a critical component of service organizations, especially in academic institutions where a sub-system of one unit affects the whole system. That empowerment is a strong way to survive in the new highly competitive environment. Empowerment should be introduced gradually into the work environment, since it requires time, patience and financial commitment.

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APPENDICES

APPENDIX 1

Introduction Letter

University of Nairobi,
School of Continuing and Distance Education,
Extra- Mural Department,
P.O Box 30197-00100,
Nairobi.

Dear Respondent,

RE: COLLECTION OF DATA

I am a postgraduate student at the University Of Nairobi, School Of Continuing And Distance Education. In order to fulfill the degree requirements, I am undertaking a research project entitled:” *Influence of Empowerment of Employees on Implementation of ISO Standards; a Case of University Of Nairobi, Kenya.*

I have prepared a questionnaire to assist me gather the information required, I am therefore requesting you to take a few minutes to complete the questionnaire to the best of your knowledge. The information will be treated with strict confidence and will only be used for purposes of this study.

Thank you for your co-operation.

Yours faithfully,

Lesan Anne C.Kirui

Student

Dr. H. Kidombo

Supervisor.

APPENDIX 11: QUESTIONNAIRE FOR RESPONDENTS

Dear respondents,

I am glad to inform you that you have been identified to participate in this study on "influence of employee empowerment of ISO standards with reference to ISO processes and procedures at the University of Nairobi, Kenya. Your responses will be highly appreciated. The information provided will be used for academic purposes and will be treated with utmost confidentiality.

(Please tick and write your answers as appropriate).

SECTION A: General Information

1. Indicate your sex male () female ()
2. Indicate your highest academic qualification(s).
 - a) KCPE/CPE () (b) EACE /KCE//KCSE (c) EAACE/KACE with diploma ()
 - (d) Bachelors () (e) Postgraduate ()
3. Indicate your grade when you first joined the University of Nairobi
 - (a) I-II () (b) II-IV () (c) A () (d) AB () (e) B () (f) CD () (g) DEF ()
4. Indicate your current grade? (a) I-II () (b) II-IV () (c) A () (d) AB ()
 - (e) B () (f) CD () (g) DEF ()
5. What is your designation? (a) Typist () (b) Records clerk () (c) Secretary ()
 - (d) Others (please state) -----
6. What is your employment status? (a) Permanent () (b) Temporary ()
 - (c) Contract () (d) Casual () (e) Others ()

7. Can you easily explain why the University of Nairobi value ISO standards?

Yes () No ()

8. Do you know what ISO initials stand for? Yes () No ()

SECTION B: Training: The Influence of Training on Employee Empowerment and Implementation of ISO Standards.

(Please tick your answer as appropriate)

9. How many training programs, relevant to your work have you attended?

(a) None () (b) 1-2 () (c) 3-4 () (d) 5 and above ()

ITEM	YES/ NO
(a) Do you think the training was necessary?	
(b) Have you received any training(s) on ISO processes and procedures since you joined the university of Nairobi?	
(c) Do you consider the growth of your skills necessary for you to achieve better performance?	
(d) Do you think the management has enabled you to have adequate training in the areas related to your duties?	
(e) In your training were you able to understand how the processes and procedures are applied to your duties?	

(f)	Are you able to apply these processes and procedures adequately without seeking clarification from your supervisor?
g)	Have you received any training in communication and decision making skills
h)	Have you received any training in various complaint handling and customer care as pertains to the processes?
(i)	Are there copies of the procedures available to you every time you need it for reference?
(j)	In your view, do you think the management has sufficiently trained the lower cadre of staff to handle the processes required?
(k)	Do you think the work environment provides opportunity to gain valuable experiences which enhance service delivery?
(l)	Do you think the training(s) has assisted you to improve your duty performance?

10. What other trainings do you think is/are necessary for you to help in implementing these processes and procedures more effectively? Please state -----

SECTION C: Rewards: The Influence of Rewards on Employee Empowerment and Implementation of ISO Standards.

11. In your opinion, do you think, the kind of rewards given to the employees affects the way in which they will perform their duties?

(Please tick your answers as appropriate)

Opinion	SA	A	SD	D
(a) The management has provided clear terms of service for every cadre of staff				
(b) That you are satisfied with the rewards given to you for the work done?				
(c) That you often receive frequent informal praise and appreciation from you superiors when your performance is deemed good				
(d) That you receive recognition for your contribution from your supervisors				
(e) That rewards motivate employees to exercise more responsibility and initiative in their duties.				
(f) That you receive encouragement to come up with new and better ways of doing things?				
(g) In the absence of rewards you are reluctant to take up more duties				

(h) That the kinds of rewards given convey a powerful message about what is valued in the organization.

Key: A (Strongly agree) A (agree) SD (Strongly disagree) D (Disagree)

12. What other benefits do you receive?

13. How often do you receive the above benefits you have listed?

a) Monthly b) Quarterly (c) After every six months (d) Once a year

SECTION D: Self-Directing: Influence of Self-Directing On Employee Empowerment and Implementation of ISO Standards.

14. Who assigns you work? (a) Administrative assistant () (b) Chairman ()

(c) Dean/Director () (d) Assistant registrar () (e) Registrar ()

(f) Others () specify

15. What do you understand by the term empowerment of employees? -----

16. What do you understand by the term self-directing in relation to your duties? -----

17. Which staff is assigned to supervise you? (a) Non-academic (b) Academic

(c) Caretaker/subordinate (d) Casuals (e) others (f) none

(Please tick your answer as appropriate)

Opinion	SA	A	SD	D
(a) That your work contributes to the success of ISO processes and procedures.				
(b) In your section there is considerable opportunity for independence and freedom to determine the organization of your duties.				
(c) In your department employees are encouraged to take quick action to serve customers or to correct problems pertaining to their jobs without referring them to other departments.				
(d) You have sufficient resources in terms of materials, and equipment to do your job well.				
(e) That ISO procedures and processes are well defined and you can apply them in the course of your duties easily.				
(f) You rely on your own judgment to make most of the decisions regarding day today duties.				
(g) You often take action to resolve customer problems without referring them to your superiors.				

(h)	Your supervisor involves you in decisions that affect your job.
(i)	Your supervisor encourages creative and innovative ideas for the successful implementation of ISO standards.
(j)	That there is flexibility and independence allowed in the organization and pace setting of your duties.
(k)	Your work gives the opportunity to contribute to the success of ISO implementation at the university.

Key: A (Strongly agree) A (agree) SD (Strongly disagree) D (Disagree)

SECTION E: Management: The Influence Of Management in terms of Support, Commitment and Leadership Style on Employee Empowerment and Implementation of ISO Standards.

18. What is your view on the way management applies their leadership and commitment in the following aspects? *(Please tick your answer as appropriate)*

ITEM	YES/ NO
(a) The management has clearly communicated their goals and mission of the future as pertained to ISO procedures and processes	
(b) The management has made policies that help to improve skills and abilities for its employees.	

(c) The university management has clear channels of communicating its aims and objectives of ISO standards to its staff, in order to keep employees informed about their expectations.

(d) The management demonstrates commitment to quality through assessing and monitoring of the processes and procedures.

(e) The management involves employees in identifying, assessing and monitoring of work to ensure delivery of efficient services.

(f) The management has taken initiative to empower its employees to facilitate implementation of ISO standards.

(g) Do you think the way leadership show commitment to projects will affect its outcome?

(h) The management has provided resources and better facilities as well as good work environment.

19. Suggest other ways that maybe used by university of Nairobi to encourage employees at your level to be more involved in implementation of ISO processes and procedures-----

Thank you for taking your time to answer the questions.

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