

**THE EFFECTS OF EMPLOYEE EMPOWERMENT STRATEGIES ON
EMPLOYEE JOB PERFORMANCE AT TECHNICAL UNIVERSITY OF
KENYA**

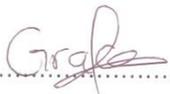
GRACE MWENDWA ARAIGUA

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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
SCIENCE (MSc) IN HUMAN RESOURCE MANAGEMENT, SCHOOL OF
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DECLARATION

This research project is my original work and has not been presented for the award of any degree in any other university.

Signature:  Date: 1/12/2020.....

Grace Mwendwa Araigua

D64/6145/2017

This Project has been submitted with my approval as the University Supervisor.

Signature:  Date: ...1/12/2020

Dr. Margaret Muthoni Kariuki

Department of Business Administration

School of Business, University of Nairobi

DEDICATION

This work is dedicated to my mother Juliet, my father Francis and brother Anthony for their motivation, love, support and encouragement which encouraged me to attain this goal.

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I wish to offer my thanksgiving to the almighty God for giving me strength, knowledge and ability to finish this project. I am grateful to Dr. Margaret Kariuki for her positive directions as my supervisor, for her successful supervision, commitment, accessibility and professional guidance. I extend my appreciation to the University of Nairobi for providing the required resources which has enabled me to carry out the research successfully.

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ABSTRACT

The public sector has widely embraced the use of employment empowerment strategies for the purpose of improving the performance of organizations. As a result of employees being empowered, they are able to largely improve on their performance by coming up with creative ways of rectifying mistakes and errors in delivery of service and restructuring the work processes. This study sought to determine the effect of employee empowerment strategies on the employee job performance at the Technical University of Kenya. Descriptive research design was adopted by the study. Non-academic employee at the Technical University of Kenya were the targeted population out of which a sample of 120 respondents was derived, interviewed and was randomly chosen. Descriptive statistics like frequency distribution tables, percentages, mean and standard deviation were used in the analysis. While employee empowerment strategies were revealed to be moderately adopted in Technical University of Kenya, employee agreed that employee empowerment strategies existed and were being used. The conclusion was that empowerment of employee strategies impacted the job performance of employees. In the modern competitive world, there is a great willingness on the employee's side to perform actively in their role in firms' tasks and those kind of action ought to be taken in accommodating the view of the employees. Henceforth, the recommendation of study was that employee empowerment strategies ought to be supported by not only by the top level management but also by the middle management at the Technical University of Kenya because this will lead to improvement of the employee performance immensely.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

To achieve their objectives and goals, organizations ought to continually adopt to the changing environment (Pearson and Robinson, 1997). There is need for organizations to come up with effective strategies for the managing their business, marketing their products, delivering their services and goods, improving their products and technology owing to the changes in the business world as well as the increasing competition. Henceforth organization ought to have the capability of adapting to the foresaid changes effectively. As per Armstrong (2000), The main goal of managing performance strategies is attaining effectiveness in the organization, improved teams and individual result and greater levels of motivation, commitment, competence and skills. Failing to consider organizational and human concerns when initiating changes has been attributed to its failure over the years and especially absence of empowerment. The word empowerment itself is basically an addition to vocabularies in management and may be perceived as a mere trend. However, the primary concept has existed for several decades typified in utilizations of terms such as involvement and participation (Mullins, 2002). Effectiveness of an organization is enhancing as a result of empowerment of employees because empowerment enables utilization of all the talent knowledge as individuals who are working are the ones that knows the job most and staff members cannot deprive themselves from using the ideas on improvement of performance (McKenna and Beach, 2002). Henceforth, employees that are empowered are better positioned in maximizing

their abilities and in way of enhancing the organization's competitive advantage. One of the significant major factor on empowerment of employee is focus on performance.

As indicated by Foy cited in Vikas (2002), empowerment was basically acquiring the power of ensuring that your opinion is taken in to account for contribution into decisions and plans affecting you, for using your competences at workplace in improving not only your performance but also the performance of the organization as a whole. As a result of the opportunities that are provided to member of the staffs by empowerment, the performance is improved as they are enabled in working more effectively. Additionally, empowerment stimulates the knowledge of individuals in such a way that they are able to take a broader and be more proactive when performing their work and are more ready to offer innovative ideas and participate in team working that is meaningful. Empowerment capitalize on utilizing the skills, knowledge, and abilities of employees. It supports team work and if there is significant cooperation it can prompt fruitful execution of progress programs. Nixon cited by Mullins (2007) noted that empowerment of employees in the right way via the organizational structure, all the employees will be equipped with the abilities of being creative and ensuring better performance. There were several theories which explain job performance. These were Resource Based View theory (RBV) and human capital theory. According to Schultz (1960) human capital theory is founded on the economic self-interest of people working in freely competitive markets. According to Barney (1991) Resource based view theory organizational resources are utilizing for enabling it to come up with strategies which will enhance the performance and efficiency of the whole organizations. In order for companies to attain a competitive edge, its resources ought to be scarce, valuable, unique and not substitutable.

The main function of the University was to train high level manpower and conduct research however in its endeavor to carry out its mandate the Technical University of Kenya was faced with several challenges; these were; lack of adequate funding due to financial constraints the Government was not able to finance the University education to the required level. The university lacked adequate training facilities so it's not able to train the required number of personnel. There was unavailability of modern machines and equipment in some schools. In the university there were some obsolete machines but the resources available were inadequate to replace them. In some areas of the University there was lack of trained professionals to be able to teach at the university level. I.e. lack of PhD holders had been a thorn for a long time. Because of the aforementioned challenges, the researcher got the motivation to undertake a study so as to enable the sector develop suitable strategies for empowering the employees which will lead to improvement of job performance within the Kenyan education sector (Francis, 2019).

1.1.1 Employee Empowerment Strategies

Successful management helps workforce to have the feeling of competence. Empowering employees is a manager's capability that enables them to strengthen and improve productivity by sharing power and giving power to their employees (Kouzes & Posner, 2002). Empowerment of employees entails creative ways to work with individuals and a transfer of power by the top level manager to the low level managers with an institution (Tzafirir Haven, Yenuda, & Dolas, 2004). Organizations therefore implement employee empowerment strategies with the hope of achieving the following outcomes: highly committed and motivated employees, individual and organizational peak performance, increasing employee's autonomy in their work, achieving quality work and reducing

absenteeism among others (Spreitzer et al., 1997; Laschinger et al., Sun et al., 2006). There are several strategies of empowering employees that organizations could employ to empower their employees. They contain: participation in decision making, delegation of authority, training to improve competence, communication, sharing the shared vision and goals, provision of resources and building trust relationship among others. While the responsibility of fostering employees' empowerment is bestowed on the management, employees are responsible for accepting the chance and demonstrating the willingness and capability of being empowered (Baertner, 2005).

Employees that are empowered perceive themselves as being increasingly effective in their work, they consider themselves creative and do not have the fear of going at something new. Employees that are empowered demonstrated transformation in the capabilities as leaders (Quinn & Spreitzer, 1997). Likewise, Lawson (2001) argued that as a result of allowing employees to independently think and help the organization, there is increase efficiency and effort in the work place. It is therefore necessary for organization to consistently aim on being profitable, effective, successful and have increased productivity in the rapidly changing environment. For attaining the organizational goal, employees who are properly equipped in terms of training, ability of working independently, with potential to adapt to environmental changes and who are consistently expanding the knowledge and skills. Hence forth, the employees and organization are intertwined and any of them cannot be independently studied without the other.

1.1.2 Employee Job Performance

Performance is the degree that employees accomplish the tasks which form part of his Job. It signifies the level at which an employee fulfils his job requirements (Byars and Rue, 2000). Armstrong (2006) referred to performance as the accomplishment of specified objectives and the method of accomplishing the set objectives. Appropriate behavior particularly optional and skills yields higher performance. It is not just an issuing of meeting the targets but how well the targets are accomplished. Performance in some circumstances may be perceived to be emanating from the interconnection amongst abilities, efforts and perceptions of roles. Consequently, employee job performance the degree that an employee performs. It is a continues task with the primary goal to improve the performance on both the organization and the individual. For attainment of acceptable job performance level, employee must possess a minimum level of expertise in every component of performance (Byars and Rue, 2000). In managing and improving the job performance of employees, manager ought to do an exploration of the cause of action, plan and encourage employees to finding solution and using performance centered communication. In addition, employee job performance is improved by, along with many other factors, performance capacity, commitment and job satisfaction.

Gauging employee job performance was of abundant significance to an encouragement plan since it converses the significance of recognized organizational aims. “What gets measured and compensated gets devotion” (Mullins, 2008). There are several ways of assessing job performance of employees that has been prescribed by different academicians in the human resource management arena and they include: quality which may be measured by the proportion of the work output which need to be rejected or

redone, contentment measured by the loyalty of customers and feedback from customers, timeliness which is measured by the speed of completing a given task, absenteeism measured by number of times an employee is absent and finally achievement which can be measured by an employee exceeding the set targets (Hakala, 2008).

1.1.3 Technical University of Kenya

Before rebranding to Technical university of Kenya (TUK), it was referred to as Kenya Polytechnic. It was established in 1961 as a result of the Willoughby Report of 1949 that proposed starting of a technical institute within Nairobi. As a result of the proposal Royal Technical College of East Africa (RTCEA) was started. The goal of starting a technical institute was for offering training and education to semiprofessional serving three East Africa territories which are Kenya Uganda and Tanganyika. It was there necessary for each of the territories to have adequately qualified student for joining RTCEA. Kenya saw it important to have stream of classes and hence introduced Kenya Technical Institute (KTI) at RTCEA. In 1960 RTCEA began to offer degree programs in partnership with University of London. Due to increased number of student as a result of expanded mandate, KTI students could no longer be admitted forcing it to be moved in its own site. Concurrently diploma programs were now to be offered by KTI as opposed to RTCEA. Henceforth, for the purpose of offering proper training at the diploma level, Kenya Polytechnic was founded.

The Kenya polytechnic was started for the reason of offering training to middle level workforce across Kenya. TUK is located along Haile Selassie Avenue opposite Times tower in Nairobi CBD. Degree programs as well as Technical and Vocational Education and Training are offer at the university. Some of the programs offered at Technical

University of Kenya (TUK) are: Dip. Tech, B. Tech, B. Phil, B. Eng. and Bsc. There are three faculties in Technical University of Kenya namely: Faculty of Engineering and Built Environment, Faculty of Applied Sciences and Technology, Faculty of Social Sciences and Technology. Some of the courses offered in Technical University of Kenya are: - Certificate in Fashion Design, Certificate in Photography, Diploma in Music, Diploma in Graphic Design and Communication, Diploma in Construction Management, Bachelor of Journalism and Mass Communication, Bachelor of Philosophy.

1.2 Research Problem

Recognition of the effects of efficient utilization of human capital to both the organizational success and social democracy has led to empowerment of employee which in turn improves the performance of employees. Acknowledging that workforce have changed and employees today are already better educated, are better informed regarding their jobs, the nature of many employment, global competition where companies need to move rapidly and the impact of organizational hierarchies must be dismantled is quite important (Robbins, 2001). There was bigger yearning by the employee to actively participate in activities as well as decisions that have an effect on them. It might be fair to suggest that long term trends would lead to a higher level of employee's empowerment. With the aim of achieving better performance, many organizations were setting up programs to empower employees that were directed to creation of a linkage amongst the objectives of the business and those of the individual. The main concern that most companies face is the level that they need to empower their employee because they are afraid of giving so much power to their employees. Different organization are at various stages of empowering employee with only a few that have attained complete

empowerment. Japan was referred to as a good case with strategies for empowering employees with the most generally imitated empowerment approaches having the quality circles, collaboration in big organizations, for example, Hitachi, Mitsubishi, Nissan and Toyota.

Holden (1996), studied employee involvement in the British and Swedish banking sector. His conclusion was that many of the empowerment approaches did not motivate employee to participate on strategic concerns. Many studies relating to empowerment has revealed a conflict of what the employees expect from empowerment undertakings and what management is enable the workforce in regards to control and empowerment. Employees empowerment implies enabling them to take part in making decision, express trust in their capacity to perform at elevated levels, structuring their employments with the goal that they have incredible opportunity, defining important and testing objectives, cheering extraordinary performance would urge workforce to assume individual accountability of their job. In a performance contracting review in Technical University of Kenya, concerns noted including many others were, low employee productivity, dissatisfied staffs and complaints from stakeholders(students). It was found out that owing to the bureaucratic control systems, the time taken to communication decisions to the lower structures was too long (Amos, 2019).

More so, it was established that the management was the only one involved in setting goals and in the part of employees they were just supposed to implement the goals and this posed a key challenge because the goals sets were not specific but rather they were general. As a result, this the performances of employee was poor and this was indeed a challenge to the Technical University of Kenya management. It was emphasized during

the review that, empowerment of employees to satisfactorily be involved in making decisions that have an impact on the jobs would be a motivation to them and they would be expected to execute their work better. Henceforth this pose the research question, to what degree can employee empowerment strategies improve the employee job performance at TUK? This area on employee have been done in the past though it were in different context. A study of how perceived empowerment related to job satisfaction in Commercial Banks located in Nairobi by Gumato, (2003) discovered existence of a strong relationship amongst empowering employee and job satisfaction. Tsala (2008) did a study on the association amongst empowerment of employees and performance of employee at the Nairobi City council and revealed existence of a relationship amongst performance and empowerment of employees.

Lwangasi (2008) did an investigation on how empowerment of employees and job satisfaction relates in non-governmental sectors in Kenya and the findings revealed that the two variables had a significant relationship. Oginda (2008) also did an investigation on association of training and empowerment of employees in Kengen and established that training and empowerment had a strong association. It is evident, as indicated by the studies reviewed that studies have been done in this area but none of this studies focused on Technical University of Kenya. This study would therefore seek to address the knowledge gap by posing a question: What were the effects of employee empowerment strategies on employee job performance at Technical University of Kenya?

1.3 Research Objective

The objective of this study was to determine the effects of employee empowerment strategies on employee job performance at Technical University of Kenya.

1.4 Value of the Study

The findings of the study will be of great assistance to the TUM managers as well as other organizations particularly universities in coming up with improve strategies of empowering employees that are directed to improving the job performance of employee holistically. The study was applicable because it explored various strategies of empowerment which affect the employee performance and at large the performance of the organization. The government through the requisite authority would discover the outcomes and suggestions of this investigation important to identify the issues influencing by and large performance in the education sector. Likewise, the information could be utilized to help the segment in thinking of a favorable strategies of empowering employees aimed on improving the job performance of employee.

The information would be beneficial to scholars as it would add to the present understanding of the concept and show the gap in employee empowerment strategies on employee job performance and henceforth creating further areas in the field that can be examined. Other sectors employees would likewise profit from the study findings. They would be better position in understanding how strategies on empowering the employee affects performance. Likewise, they would know which empowerment strategies matches best their corresponding work environment to guarantee that they gave their best in their push to make the most on performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this section, the theories which are the basis of the study are reviewed. Besides, the prior empirical studies on the research topic and associated areas are deliberated. The specific areas covered here were theoretical foundation, employee empowerment strategies, measures of employee job performance and empirical review on employee empowerment strategies and employee job performance.

2.1 Theoretical Foundation

This section reviewed the theories relevant to this study. The theories were the Resource Based View Theory and the human Capital Theory.

2.1.1 Human Capital Theory

Theodore Schultz and Gary Becker (1960) who were economist from America came up with the theory. In this period scientist started contributing to the relationship on the impact of education and the human capability of earning bigger wages. Schultz was awarded the Nobel prize for coming up with the term “human capital”. Schultz was the first to expound on the associations amongst productivity and education. As other economists were associating national growth to enhancement in technology, Schultz recognized person as the source of economic growth (Fitzenz, 1969). He urged that conventional economists did not figure out the human knowledge value.

Bowles and Gary Becker in the 1970s are two modern economists that have contributed to the modern human capital theory. The modern human capital theory it was normally

considered that the behavior of human was founded on the financial self-interest of people functioning in autonomous competitive environment but Becker and Bowles conflicted with the assumption. Becker (1971) largely supported and promoted the view that the behavior of human was founded on the financial self-interest of people functioning in autonomous competitive environment. Bowles (1970) opposed the concept with all human behavior was not base on the financial self-interest.

2.1.2 Resource Based View Theory

Barney (1991) presented the idea the RBV to deal with the challenge of environmental models of competitive advantage and endeavored on provision of a connection almost the different resources owned by a firm, movement of the resources in a specific secret and the competitive advantage that an organization enjoyed. Organizational resources were utilized for enabling it to come up with strategies which will enhance the performance and efficiency of the whole organizations and these were a bit diversified. Barney classified the resources in three classes: Human capital resources which consisted of experience, training, understanding from supervisors and laborers in the association. Physical capital resources which consisted of technology, location as well as availability of raw materials.

Organizational capital resources included official organization structure for planning, reporting and planning system whether formal or informal, and informal association amongst groups in the organization between outside organization in the competitive condition. Therefore, organization resources might be investigated in aspect of their features: immobility and uniqueness. In order for a company to attain a competitive

advantage, its resources ought to be scarce, valuables, unique and not substitutable (Barney, 1991).

2.2 Employee Empowerment Strategies

Willis (1991) identified ten dimensions that could enhance empowerment in an organization. The ten dimensions include; common goals and visions, knowledge, participation, leadership, innovativeness and originality, accountability, recognition of employee, delegation of authority and rewards. It was plainly illustrated that empowerment is multidimensional process that involves different organization systems and was a continuing process. For effective management, it is required that empowerment ought to be founded on mutual trust, sincere and back up by pertinent data for the employee to conduct their activities.

Allowing employees to give their contribution openly in an institution possibly would have a notably positive impact on an organization. Updating employees with current information and allowing them to participate in decisions which influence their job create trust and outlooks of self-worth. When employees are involved, they get a feeling of being useful a trusted, that improves their productivity and contributions. A genuine partnership ought to exist amongst the organization and the employee (Porter – Ogrady, 1998). The partnership is the foundation and the outcome of trust. Trust is a situation where manager believes in their employee and they know that they will do the correct thing and make decision that are reasonable which make the work performed. This is developed through guidance through enquires and enabling the employee improve their skills and knowledge (Lin, 1998). Further it is instrument that come about when employees have clarified targets from their effort on completing activities and being

efficient (Willis, 1991). Henceforth, trust as an empowerment tool for employee assists in reinforcing the contributions and achievement because it generates an environment for openly communicating (Covey, 1999).

Being competent is a prerequisite of a ground for implementing empowerment of employees. Competency extend enhancing knowledge of specific job task. Bowen & Lawler (1995) mentioned the why training is important where employees were made aware of how job fitted in both the upward and downward tasks. Employees ought to be adequately trained. It is not sensible in empowering employees in areas for example decision making on initiating or approving action when they are not adequately equipped with training. Gandz (1990) indicated that some of the features of an organization that is empowered were empowering management, problem solving and interpersonal skills, technical and job skills, client service skills, empowering subordinates' groups. He also noted that practical training, group process skills, decision making skills all were needed for acceptance of empowerment and for it to yield results.

Delegating authority as a tool of empowering employee would assist in developing new skills which could lead to growth of employee to being experts. Instead of only delegating tiresome undesirable work, manager ought to engage employee in work the can yield results for example involvement in product design programs, chairing meeting and joining committees. Further, enable employee to assist in solving problems when challenges happen to notice if there was a problem with the systems at work which made others fizzle. (Dobbs, 1993). Henceforth, authority delegation is a tool of empowerment would help employees in coming up with new set of skills and enhancing professionalism.

When employees are appreciated they perform much better compared to those that have the perception of not being valued. Body language, actions, utterances as well as facial expression of managers would reveal their regards. When a manager demonstrates gratitude on each and every unique value of the employee it goes way much in encouraging and empowering them. Hence manager ought to show respect and value to the employee as a human being that never faltered irrespective of their performance. There it is important to recognize employee as it facilitate fruitful empowerment of employee (Haven, 2006).

When organizational goals and visions are shared to the employees, and they are real, employee get a feeling that members of an activity which is larger than their individual responsibility in the organization. Due to shared strategic goals and the whole mission with the employees, they feel empowered and they get a sense of entitlement and feel proud. The progression of the organizational goals ought to be noticeable and quantifiable to make employee have the feeling of being empowered in making their contributions in the genera objective without requiring close monitoring (Yenuda, 2007).

Empowerment allowed employees to perform their work in their means and style; expressing initiative and creativity in the job. Accordingly generates inventive and creative culture of getting things done in an organization. Coyle Shapiro and Iyn (2007) argued that managers should inspire employee to trying new concepts and new ways of making decisions. Carter (2009) indicated that empowerment ought to concentrate on breaking barriers which hinders employee from utilizing their talents fully. This element should contain the conviction that employees will not be penalized for filing in their attempts but should be recognized for attempting (Lawler, 1992; Beacer, 1992).

Participation referred to taking part of persons or groups of individuals for mutual drive. The involvement of employees in management referred to mental and emotional participation in contributing to the objective and sharing responsibilities of an organization. Participation is a subsection of empowerment. Therefore, actions ought to be taken for encouraging employee to engage in initiative in the participation process. The management were inspired to get rid of bureaucratic hurdles that hinders employee performance, and personnel ought to be conveyed with essential training and teaching to empower them to take part added effectiveness (Dolas, 1993). Employee ought to have intangible job independence, that is the liberty and power to of designing and managing accomplishment of activities and the capability of making significant decision individually (Dobbin & Boychuk, 1999). This independence ought to eventually yield in accountability. Employees therefore should be conscious of the expected results and they will be responsible for accomplishing the expectations entirely (Heimbold, 1999). Together with delegating authority to the personnel, likewise they should be responsible for the outcomes. The reason for that is not to notice the failure and hold them for reprimand but to make sure they are doing their best possible. When accountability was entangled to authority, experience demonstrated that it resulted to better utilization of authority (Tzafrir, 2005). Such accountability helped the organization to hold on to valued employees. Accountability for results should be communicated to potential employees as a recruitment tool and to existing employees as a tool of promotion and retention thus enhancing performance culture.

Every aspect of performance in an organization was determined by the quality, effectiveness and commitment of those in charge. Waal (2007) noted that those in charge

not only set performance culture in motion but also set the atmosphere to maintain the momentum that ensures ongoing sustainability of the culture. Browne, (2000) argued that the most effective way to set the motion is through the medium of inspirational leadership. Since individuals cannot be coerced into consistent, high performance. A high performance culture depended on the ability of leaders to inspire employees; leaders were champions and role models. Leaders across the organization needed to explain repeatedly why performance was necessary, its impact on the organization and its effect on the employees (Risher, 2007).

In the modern day, the trend is empowering employees to come up with self-management teams where member of a team learns on performing almost all or all the jobs in the particular unit, there are no direct supervisors and they make decisions formerly done by the first line manager. Improved productivity, increased satisfaction by member and enhanced security of record was demonstrated in teams that were self-managed (Snell, 2002). The main features of a teamwork that is effective is pledge to share goal and employees(teamwork) put more effort in coming up with mutual agreement on working together for achievement of their goal. Team that were responsible for significant performance task by the managers emerged the best and often reached a mutual agreement and appreciation of their goal. They discussed and agreed on things like decision making process and allocation of responsibilities and tasks. It is necessary for team to come up with models for investigating their strategies of performance and be flexible to change when in need (Snell, 2002). Because of empowerment, employees were encouraged to work in teams in order for employee to closely work together to accomplish common objectives, without the support of basic organizational structures

there was no way for team to be effective. Amongst the biggest advantages of team-based techniques has been better coordination and communication within the organization. Individuals learn how other jobs are executed and how activities are best coordinated to better function holistically (Holden, 1998). The reason for creating and empowering work teams was for the teams to share mutual features of individuals that have a combination of skills, functioning together supportively and every member of the team possessing numerous skills so that they can change job roles sometimes. In order to promote teamwork, there ought to be not micro management of the teams (Dubrin, 2009).

2.3 Measure of Employee Job Performance

The ways through which team, individuals or work performance is assessed is referred to as performance criteria. These are the anticipations of performance that both the teams and individual endeavor to attain for accomplishment of the organizational plan (Werner et al, 2009). Employees key performance measures have been inferred from the perspective of the overall performance of an organization. As indicated by Bernardin (2007), performance of an employee is list of the results attained on a particular job role within a certain time frame therefore the necessity to measure employees' performance basing on the characteristics or activities of the job. For effectiveness of a performance measure, the employees that are required to execute their work well ought to have a clear definition and understanding of the expected performance (Iselin et al, 2011). A valued performance indicator is correctly reflecting all jobs aspects and ought to give proof of whether or not the proposed outcomes has been attained and the degree that the employee has generated the outcomes. Irrespective of the way of measuring performance, managers should evaluate the outcomes of performance with the employees since the employee

should consent to the response they obtain for it to be of assistance and importance in any organization for utilization in enhancing the future productivity (Werner et al, 2009). Some of the employee job metrics includes; Individual measures better referred as self-evaluation, it is the most common appraisal method where employees are requested to appraise their individual performance (Robbins, 1993). Employee are empowered to evaluate their individual performance which acts as the source of debate and action. Self-evaluation increased satisfaction of employees with the process of appraising and is a self-development tool which is effective, individual advancement and commitment to goals. Though compared evaluation by supervisor or other ways, self-evaluation is commonly less accurate and more lenient.

Peer review is another way of appraising performance of employees where employees at equal levels in an organization appraises each other (Cardy et al, 2016). Peer review is amongst the most credible ways of measuring the performance of employees. This is due to the fact that peers closely relate with each other on a day to day basis and this provides a broader perspective of measuring job performance of an employee. By using peers to measure on another job performance, it led to various independent judgement because of the inclination of co-workers to provide positive insight to each other in order for the team to be better and their recommendation were more specific to the job analysis. Unknown peer evaluation in groups increased interpersonal effectiveness, group cities, openness in communication and satisfaction of groups. Peer rating may not be correct if the peers has constrained interaction with the employees being assed (Weiner et al, 2009).

2.4 Empirical Review on Employee Empowerment Strategies and Employee Job Performance

Training or teaching denotes attainment of skills, understanding an activity by way of coaching. Noe et al, (2006) expressed training as a deliberate action to make it easy to learn a job associated capability, knowledge and conduct by personnel. As per April (2010), there happen to be a positive link amongst coaching and the performance by employees. Through advancement of the skills, behavior, abilities, experiences and understanding of employees training generated benefits not only for the employees but also for the institution at large. (April, 2010). Several studies have been done relating to employee performance and training. Tahir (2014) investigated the influence that trained had on the performance and production of employees in United Bank Ltd, Peshawar city. Questionnaires were used for collecting data and were distributed to the 8 united banks that were selected for the study. Correlation analysis revealed existence of a substantial association amongst employees' performance and training and development. Nyauchi (2014) investigated the association of training and the performance of employees' n Mutare City Council in Zimbabwe. Sampling was done from the population and 132 respondents were chosen out of which 91 were males and 41 were females. Correlation analysis revealed existence of a solid positive association amongst the performance of employees and training.

Farooq and Ahmad and Bakar (2003) aimed on investigating the relationship amongst the organizational obligation and training of the Malaysia white collar workers and the findings revealed that employee obligation was positively correlated to training. Onyango (2014) carried out an investigation on the effect of training on the job performance of

employees particularly of health employees in the County of Siaya in Kenya. Clinical officials, doctors and support staffs working in the public hospitals within the county were the targeted population. 56 respondents were the selected sample size. The outcomes displayed existence of a positive association of performance and employees training. Saina and Tuel (2015) conducted a research investigation the influence of training and career advancement on performance of employees of KCB outlets around North rift Region in Kenya. The study adopted census design in gathering data from 6 KCB outlets. The study results affirmed that training and career advancement influenced the performance of employees.

Zia (2011), did a study to investigate the impact that organizational team buildings had on the performance of employees. A number of 387 respondents were selected as the sample size and they came from diverse industries for example service industry, pharmaceutical industry, textile industry and oil and gas industry. A long-term positive connection amongst performance of employees and tem building was revealed. Manzoor (2011) conducted a study on the influence of joint effort on performance of employees on Higher Education Department of Khyber staff members in Pakistan. Different ways of performance of employees were examined consisting of recognition, trust and rewards. It was revealed from the finds that joint effort together with the other employee performance measure related to performance positively. Irfan (2015) did a study investigating the impact of team building of incentive of employee in Pakistan's banking industry. The outcomes indicated that there was positive connection amongst team-building and performance of employees. Lebelici (2012) did an investigation on team building and safety of patient in the dynamic domain of Singapore health sector. A

positive association was revealed from the outcomes amongst safety of patients and teamwork. Gitari (2012) aimed on scrutinizing the influence of office recreational activities on the workers behaviours of Kenya Utalii College. The independent variables were Job satisfaction, team building and excellence of client contentment. It was established by the study that team building team building was a notable feature in employee behaviours, increased the obligation level, improves bonding and increase employees well-being with a subsequent positive impact on the general performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section presents methodological approach that guides the study. A methodology is a blueprint of the study (Cooper & Schindler, 2017). It includes a plan for the collecting data, estimation and data analysis. The exploration approach distinguishes the methodology and strategies that were utilized in the gathering, handling and investigation of information to accomplish the targets of the study.

3.2 Research Design

This study embraced a descriptive survey research design. Usually a descriptive survey aims on ascertaining the respondents' view or understanding of a particular situation. Because this study sought to establish how empowerment of employee's strategies enhanced employee job performance at TUK this research design will be the most suited to aid in fulfilling the study objectives.

3.3. Population of the Study

The target population comprised of the non- academic staff at TUK whose total population is eight hundred (800). The total number of non-academic staff at TUK was obtained from the human resource office.

3.4 Sampling Design

The sampling design adopted was stratified random design. The respondents were randomly selected. The technique was favorable since all the respondent who were in the teaching institution got equivalent opportunities of being picked and this eradicated prejudice (Kothari, 2004). 15 % of the total respondent in TUK were sample which

translated to a total of 120 respondents. As per Mugenda and Mugenda (2003) a 10-30 sample size was sufficient was a sufficient and correct representation of the entire populace as illustrated in Table 3.1 below.

Table 3.1: Non-Teaching Staff Sampled at Technical University

Administration/School/Faculty	Total No. of Staff	Sample	Total
University Central Administration	100	15%	15
Faculty of Applied Science and Technology	80	15%	12
School of Biological and Life Sciences	150	15%	22
School of Computing and Information Technology	50	15%	8
School of Health Sciences	40	15%	6
School of Mathematics	80	15%	12
Centre for Science and Technological Studies	60	15%	9
School of Electrical and Electronic Engineering	95	15%	14
School of Physical Sciences and Technology	60	15%	9
School of Business	85	15%	13
GRAND TOTAL			120

3.5 Data Collection

Primary data collection method was used by use of structured questionnaire. The questionnaire was categorized into three sections; Section one was on demographic data, second section was on employee empowerment strategies and third section was on employee job performance.

3.6 Data Analysis

Following data collection, the researcher scrutinized all questionnaires for completeness, accuracy as well as the conformity. Descriptive statistics were the mainly used tool for analyzing the data and they included tables, percentages and other measures of central tendency like mean, frequency and standard deviation.

Simple linear regression analysis was also used to analyze data. A regression analysis is a statistical technique that attempts to explore and model the relationship between two or more variables. The two factors that were involved in a simple linear regression analysis were designated X and Y. the equation that described how Y is related to X is known as the regression model. The model also contains an error term that is represented by E. The formula for linear regression is as below;

$$Y = a + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \Sigma$$

Where

Y = Employee Job Performance

X₁ = Training

X₂ = Team Building

X₃= Delegation of Authority

X₄ = Creativity and Innovation

Σ = Error Term

β₁ β₂ β₃ β₄ = Regression Coefficients

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the analysis, findings and the interpretation of data collected is presented in line with the study objective which was determining the effect that empowerment of employee's strategies had of job performance of employees at TUK

4.2 Response Rate

From Table 4.1, 120 respondents were the population target. A hundred and five respondents (105) completed and gave back the questionnaires henceforth leading to an 88% response rate. The rate of response of 50% rendering to Mugenda and Mugenda (2003) was above 70% was excellent. Henceforth this study had an excellent rate of response consequently sufficient for conducting data analysis.

Table 4.1: Response Rate Analysis

Percentage	Frequency	Valid Percentage	Cumulative
Responded	105	88	88
Not Responded	15	12	12
Total	120	100	100

Source: Researcher (2019)

4.3 Sample Characteristics

This study sought finding out the respondent demographics in terms of gender of the respondents, years worked in the organizations, the level of education and the age. This was to help in understanding the characteristics of the responding population.

4.3.1 Gender

The study looked for information on the respondents' gender as displayed on Figure 4.1. Males were the highest number of the respondents at 60% whereas female were only 40%. This showed unbalance in the gender distribution with males dominating

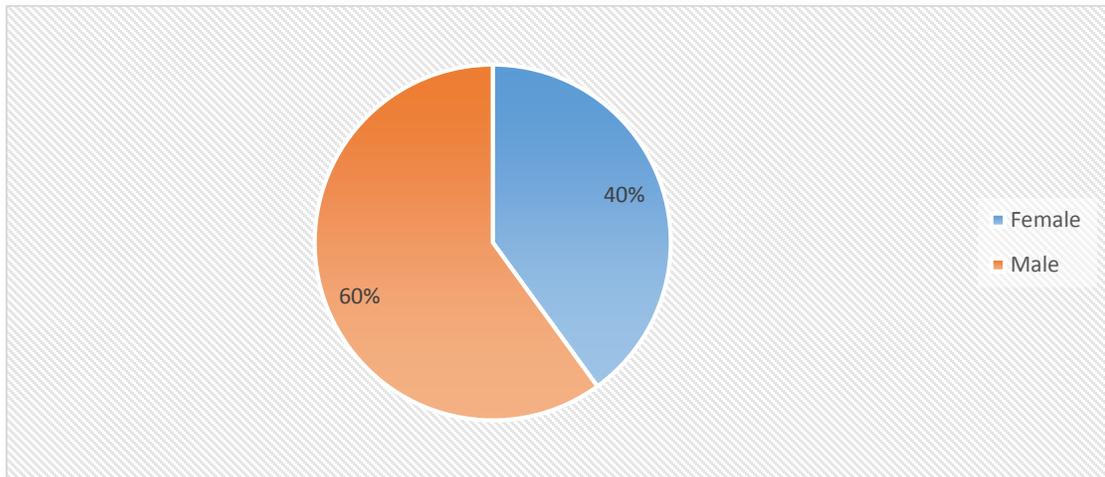


Figure 4.1: Gender

Source: Researcher (2019)

4.3.2 Age

The researcher also sought to find out the ages represented in the study. Figure 4.2 showed the results of the data that was obtained regarding the age brackets. The findings in Figure 4.2 showed that most of the respondents were aged between 36 years and 50 years and represented 42%. Those aged between 21 years and 35 years followed accounting to 37%, while those aged above 51 years were 11%. Lastly, those aged below 21 years were 10%. This explains the age differences in terms of earnings. It implied that the most of the respondents were medium aged and thus in their peak in the career.

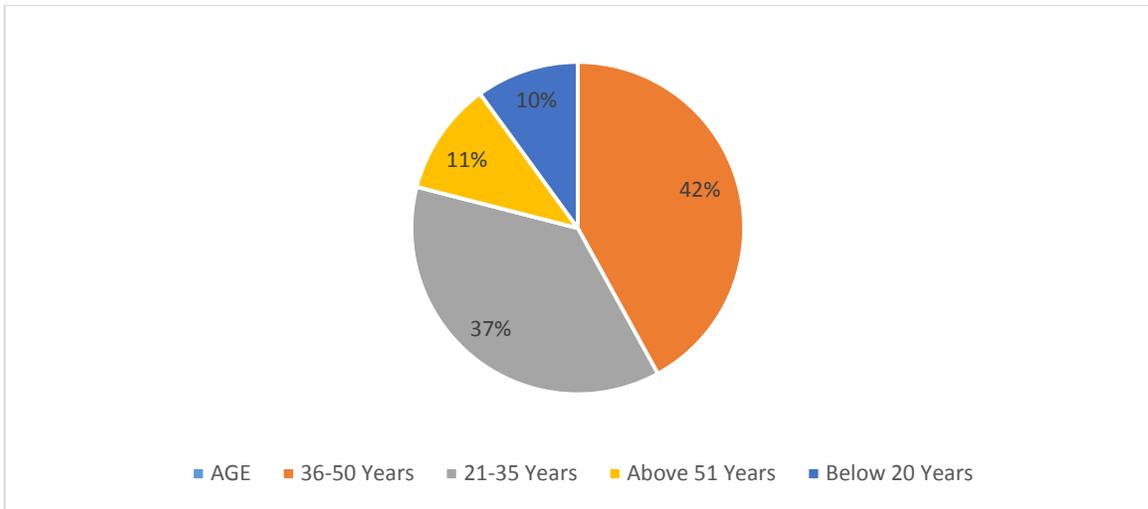


Figure 4.2: Age

Source: Researcher (2019)

4.3.3 Work Experience

This study additionally looked to finding out the number of years the respondents have worked in their organization as shown in Figure 4.3 below to see the credibility of the data. As seen in Figure 4.3, 46.1% of the employees have worked for more than 10 years, 38.2% have worked between 4 and 10 years, 16% have worked for less than 4 years. From these findings the highest percentage is from employees who have worked over 10 years and could therefore give credible responses.

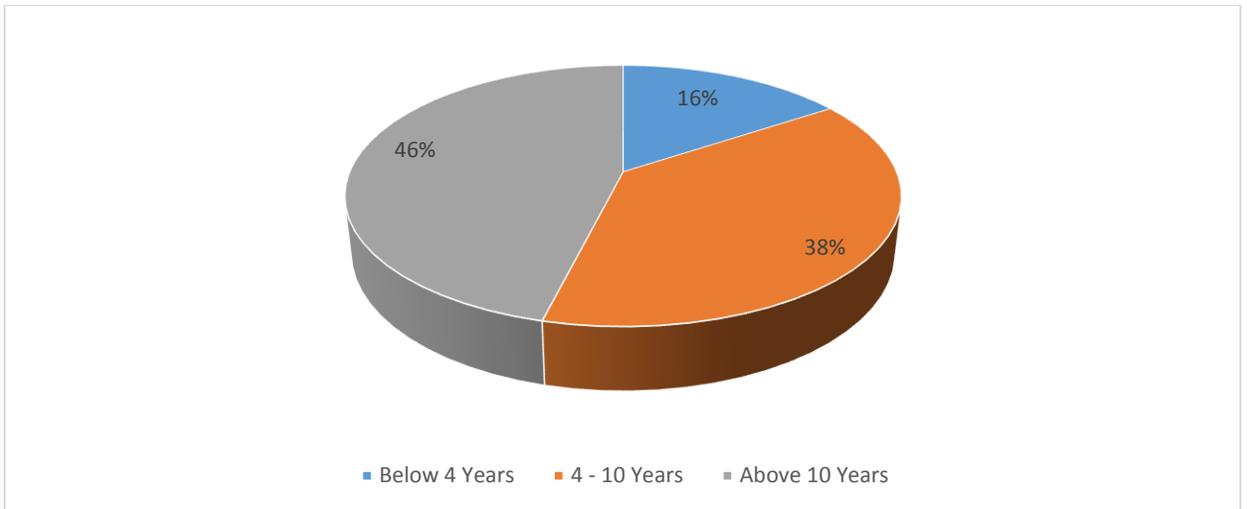


Figure 4.3: Work Experience

Source: Researcher (2019)

4.3.4 Education

The study asked for information on the respondents' highest educational level of the respondents as depicted on Figure 4.4. The study findings revealed that most of the respondents at 45% had post graduate degree whereas 40% had undergraduate degree. 10% had diploma certificate while 4 % of the respondents was secondary and 1% of the respondents was primary. The outcomes implied that most of the respondents had acquired an advanced level of education and therefore were adequately knowledgeable.

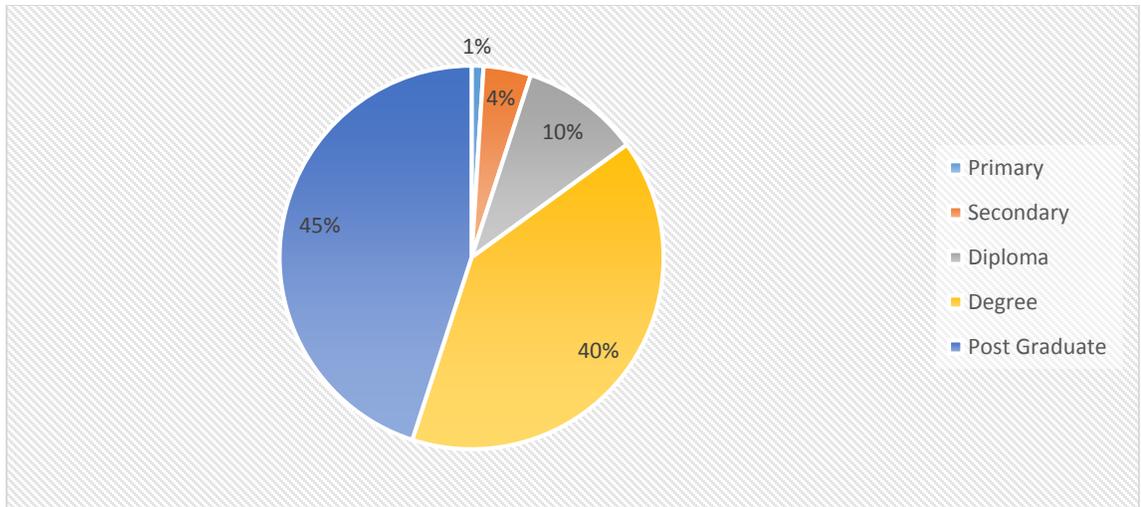


Figure 4.4: Education

Source: Researcher (2019)

4.3.5 Duration

This study additionally looked to finding out the number of years the respondents have worked in their corresponding position at TUK. As seen in Figure 4.5, 43% of the employees have worked between 6 and 10 years, 26% have been in position for more than 10 years. 24 % have worked in the position between 3 and 6 years while those who have worked in the same position for less than 3 years were 7%. From these findings the highest percentage is from employees who stayed for a significant duration at TUK there had knowledge on employee's empowerment strategies that had been applied by TUK on how they influence their job performance.

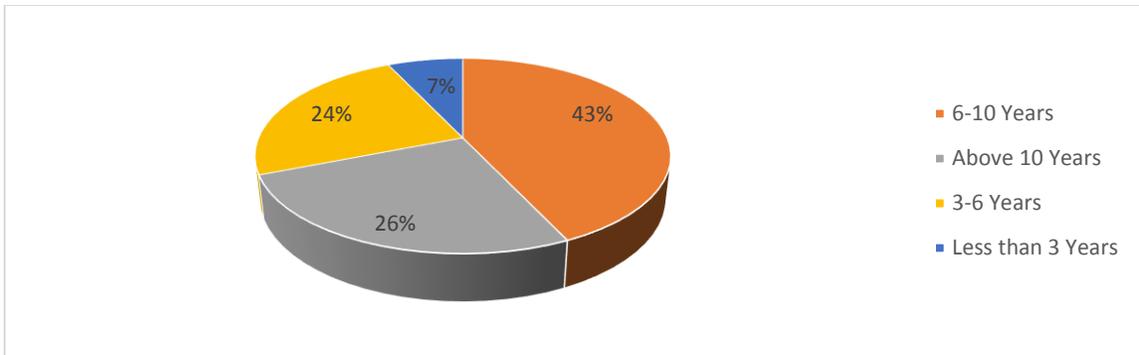


Figure 4.5: Duration

Source: Researcher (2019)

4.3.6 Terms of Service

The researcher pursued to investigate the respondents service terms. The findings were presented in Figure 4.6. Majority of the respondents 60% were on permanent and pensionable terms, 15% were on probation, 20% were on contract and 5% were on temporary/casual terms. This implied that most of employees in TUK were permanent and pensionable. Henceforth, the majority of the employee would benefit from the programs on empowerment and performance of employees.

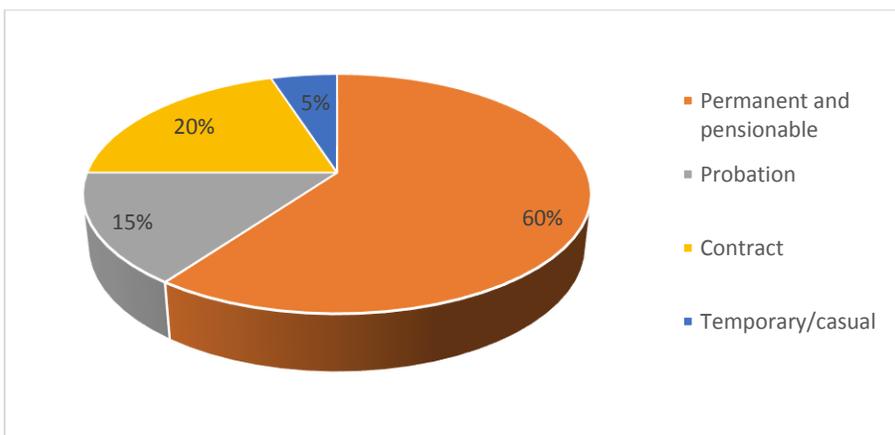


Figure 4.6: Terms of Service

Source: Researcher (2019)

4.4 Descriptive Statistics

4.4.1 Training

This study additionally looked to finding out the effects of training on employee job performance. Table 4.2 displays the study findings. Training was measured using the Likert scale 1-5.

It was established that majority of the respondents agreed that workshops conducted on job performance at Technical University have enabled them to improve daily performance as illustrated by the highest mean score of 3.8 and standard deviation of 1.29. The research further revealed that a small number of respondents agreed that Education opportunities such as scholarships granted to acquire higher relevant qualification has been an important tool for improvement of performance as shown by the lowest standard deviation of 1.39 and 3.4 in mean. Most of the respondents were in agreement that training was a significant influencer of performance of employee as represented by the aggregate standard deviation of 1.30. and mean of 3.6. Least standard deviation values indicated unanimous of the view of the respondents with respect to influence of training on the performance of employees in their jobs.

Table 4.2: Training

Statement	N	Mean	Std. Deviation
On the job training offered in the institution has helped me work on			
Skills development	105	3.7	1.22
Workshops held on job performance at Technical University have			
helped me improve on my day to day performance	105	3.8	1.29
Education opportunities such as scholarships granted to acquire			
higher relevant qualification has been an important tool for			
improvement of my performance	105	3.4	1.39
Seminars organized at workplace have helped me have better			
perception and improve on job performance	105	3.5	1.38
Aggregate		3.6	1.30

Source: Researcher (2019)

4.4.2 Team Building

The researcher pursued to study the consequences of team building on employee performance. Table 4.3 illustrates the findings. Team building was measured using the Likert scale of 1-5.

Majority of the respondents were in agreement that Team Building Activities resulted to more team trust and therefore cohesiveness amongst employee and generating a favorable internal environment as depicted by the highest mean score of 4.1 and standard deviation of 1.01. Unanimous of respondents' view was indicated by the small value of standard deviation. The research further revealed that a smaller number of respondents were in agreement teamwork and bonding efforts had resulted to increased morale in the employees as shown by the lowest mean score of 3.7 and standard deviation of 1.41. The larger standard deviation value indicated divergence of views of the respondents with

respect to this statement. Majority of the respondents agreed to a great extent team building was a significant employee performance determinant as represented by the aggregate mean of 3.9 and a standard deviation of 1.17. The overall aggregate standard deviation value of 0.17 indicated agreement of the views of respondents with respect to influence of team building on employee job performance. This depicted a small inconsistency in the scores as the respondents rated. This implies that the view of the respondents was similar with respect to the view on the influence the team building had on job performance of employee.

Table 4.3: Team Building

Statement	N	Mean	Std. Deviation
Team building activities at the institution has enhanced open communication increasing overall performance	105	3.9	1.22
Idea sharing has been enhanced as a result of team building efforts at Technical University of Kenya	105	3.9	1.22
Team building activities have led to increased team trust and hence cohesiveness among employees and creating a good internal environment	105	4.1	1.01
There has been improved morale in the employees as a result of bonding and teamwork efforts	105	3.7	1.41
Aggregate		3.9	1.17

Source: Researcher (2019)

4.4.3 Delegation of Authority

The study looked to finding out the effects of delegation of authority on employee job performance. Delegation of authority was measured using the Likert scale 1-5. Table 4.4. below illustrate the findings.

It was found that most of the respondents were in agreement to a small extent that supervisors delegate authority to employees as illustrated by the highest mean score of 4.3 and standard deviation of 0.94. The research further revealed that a smaller number of respondents agreed that delegation exposes employee to new tasks as depicted by the lowest mean score of 3.8 and standard deviation of 1.11. The aggregate mean of 3.9 and a standard deviation of 1.16 illustrate that most of the respondents were in agreement to a moderate extent that delegation of authority was an important determinant of employee job performance.

Table 4.4: Delegation of Authority

Statement	N	Mean	Std. Deviation
Supervisors delegate authority to employees	105	4.3	0.94
Delegation exposes employee to new tasks	105	3.8	1.11
There is extensive delegation, individual responsibility and autonomy in making decisions in the institution	105	4.0	1.10
Delegation of authority by supervisors to employees leads to a reduction of top management workload	105	3.8	1.39
Aggregate		3.9	1.16

Source: Researcher (2019)

4.4.4 Creativity and Innovation

The study sought to finding out the effects of creativity and innovation on employee job performance. Table 4.5 displays the findings. Creativity and innovation was measured using the Likert scale 1-5.

It was established that a larger number of respondents agreed that management encourages employees to try new ideas and new methods of decision making as illustrated by a higher mean score of 3.4 and standard deviation of 1.40. The research further revealed that a smaller number of respondents agreed that Employees are not punished for unsuccessful attempts but are rewarded for trying as shown by the lowest mean score of 3.0 and standard deviation of 1.65. A larger number of the respondents agreed to a larger extent that creativity and innovation was an important determinant of employee job performance as represented by the aggregate mean of 3.2 and a standard deviation of 1.50.

Table 4.5: Creativity and Innovation

Statement	N	Mean	Std. Deviation
Management encourages employees to try new ideas and new methods of decision making	105	3.4	1.40
Employees are not punished for unsuccessful attempts but are rewarded for trying	105	3.0	1.65
Empowered employees are a source of new ideas and innovation	105	3.2	1.53
There is a culture of creativity and innovation in the institution	105	3.3	1.43
Aggregate		3.2	1.50

Source: Researcher (2019)

4.5 Employee Job Performance

The researcher sought to assess employee job performance in Technical University of Kenya. This was achieved by measuring quality of work, absenteeism, speed and service delivery.

4.5.1 Quality of Work

The researcher sought to assess the quality of work of employees at Technical University of Kenya. The findings were presented in Table 4.6. Quality of work was measured using the Likert scale 1-5. The following table exhibit the findings from the analysis.

It was established that majority of the respondents agreed that most employees work is accurate and credible to a large extent as shown by the highest mean score of 4.0 and standard deviation of 1.61. The research further revealed that a smaller number of respondents agreed that very few employee's quality of work is poor to a moderate extent as shown by the lower mean score of 3.6 and standard deviation of 1.24. Majority of the respondents agreed to a smaller extent that employee's quality of work was an important determinant of employee performance as represented by the aggregate mean of 3.7 and a standard deviation of 1.19.

Table 4.6: Quality of Work

Statement	N	Mean	Std. Deviation
Most employees work needs to be redone	105	3.9	1.16
Most employees work is accurate and credible	105	4.0	1.61
Very few employee's quality of work is poor	105	3.6	1.24
None of the employees work needs to be redone	105	3.7	1.32
Aggregate		3.7	1.19

Source: Researcher (2019)

4.5.2 Absenteeism

The study sought to assess the rate of absenteeism of employees at Technical University of Kenya. The findings were presented in Table 4.7. Absenteeism was measured using the Likert scale 1-5. The following table exhibits the findings from the analysis.

It was established that most of the respondents agreed to a great extent that most employees report to work as shown by the highest mean score of 4.0 and standard deviation of 1.61. The study further revealed that a smaller number of respondents agreed that a few employees report to work as depicted by the lowest mean score of 3.2 and standard deviation of 1.48. The overall aggregate mean of 3.8 and standard deviation value of 1.5 indicated that most of the respondents were in agreement to a large extent that absenteeism of employees was an important determinant of employee performance.

Table 4.7: Absenteeism

Statement	N	Mean	Std. Deviation
Many employees absent themselves from work	105	3.0	1.65
Most employees report to work	105	4.0	1.61
A few employees report to work	105	3.2	1.48
None of the employees absent themselves from work	105	3.3	1.43
Aggregate	3.8	1.50	

Source: Researcher (2019)

4.5.3 Speed

The researcher sought to assess the speed of employees at Technical University of Kenya. The findings were presented in Table 4.8. Speed was measured using the Likert scale 1-5. The following table shows the findings from the analysis.

It was found that most of the respondents were in agreement to a small extent that Most employees finish their work before deadlines as shown by the higher mean score of 4.3 and standard deviation of 0.94. The research further revealed that a smaller number of respondents agreed that none of the employees complete their work during the scheduled period as shown by the lowest mean score of 3.7 and standard deviation of 1.28. Most of the respondents agreed to a large extent that the speed of employees was an important determinant of employee job performance as represented by the aggregate mean of 3.9 and a standard deviation of 1.16.

Table 4.8: Speed

Statement	N	Mean	Std. Deviation
Most employees finish their work before deadlines	105	4.3	0.94
A few employees finish their task before the allocated time	105	3.8	1.11
Most employees finish their work past deadlines	105	3.8	1.39
None of the employees complete their work during the scheduled period	105	3.7	1.28
Aggregate		3.9	1.16

Source: Researcher (2019)

4.5.4 Service Delivery

The researcher sought to assess service delivery of employees at Technical University of Kenya. The findings were presented in Table 4.9. Service delivery was measured using the Likert scale 1-5.

It was established that most of the respondents agreed that several employees receive commendation on work done from customers as shown by the highest mean score of 4.1

and standard deviation of 1.00. The research additionally revealed that a smaller number of respondents agreed to a large extent that many employees receive unsatisfactory complaints from customers as shown by the lowest mean score of 3.7 and standard deviation of 1.41. The overall aggregate mean of 3.9 and standard deviation value of 1.17 noted that a large number of respondents regarded service delivery as an important determinant of employee job performance.

Table 4.9: Service Delivery

Statement	N	Mean	Std. Deviation
Several employees receive commendation on work done from customers	105	4.1	1.00
Few employees receive unsatisfactory complaints from customers	105	3.9	1.22
Many employees receive unsatisfactory complaints from customers	105	3.7	1.41
None of the employees receive satisfactory remarks from customers	105	3.9	1.22
Aggregate		3.9	1.17

Source: Researcher (2019)

4.6 Regression Analysis

The suitability of use of the regression model in clarifying the study variables is as displayed below in Table 4.10. The outcomes indicated that the independent variables which are team building, delegation of authority and creativity and innovation were satisfactory to explain the performance of employee. The R-Square being 0.7385 supported the conclusion. It implied that the employee empowerment strategies can justify 73.8% of the job performance of employee.

Table 4.10: Regression Analysis

Model	Coefficients
R	0.859
R Square	0.738
Adjusted R Square	0.726
Std. Error of the Estimate	0.36906

Source: Researcher (2019)

4.7 Analysis of Variance (ANOVA)

Analysis of Variance (ANOVA) statistics was carried out in determining the variance in the mean of the dependent and independent variables for showing whether there is any association amongst the variables. At 95% confidence interval the ANOVA was undertaken. As per the outcomes, the p-value for the model ($p=0.000$) was determined to be below the 5% ($p\leq 0.05$) significance level while $F= 59.173$ as shown in Table 4.11. This implied that Employee job performance has a significant linear relationship with training, team-building, delegation of authority and creativity and innovation. The model is therefore fit to explain the association amongst employee empowerment strategies and employee job performance.

Table 4.11: Analysis of Variance

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	32.238	4	8.06	59.173	0.000
Residual	11.441	100	0.136		
Total	43.679	104			

Source: Researcher (2019)

4.7.1 Regression of Coefficients

Table 4.12 displayed the regression of the coefficients outcomes. Existence of a positive association amongst job performance and training, creativity and innovation and team building with the beta coefficients being 0.285, 0.3011 and 0.316 correspondingly. With significance levels of 0.001,0.000 and 0.000, training, team building and creativity and innovation were revealed to be significant statistically. But, delegation of authority did not have a notable relationship with the performance of employees' as depicted by 0.202 significance level. It was revealed from outcomes that team building, creativity and innovation and training was significant determinant of performance of employees.

Table 4.12: Regression of Coefficients

Variable	1	β	Std. Error	t	Sig.
(Constant)		0.048	0.314	0.154	0.878
Training		0.285	0.083	3.452	0.001
Delegation of Authority		0.075	0.058	1.287	0.202
Creativity and Innovation		0.301	0.08	3.764	0.000
Team Building		0.316	0.071	4.471	0.000

Source: Researcher (2019)

From the Coefficients Table (Table 4.12), the regression model was derived as follows;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

$$\text{Employee Job Performance} = \alpha + \beta_1 \text{Training} + \beta_2 \text{Delegation of authority} + \beta_3 \text{Creativity and innovation} + \beta_4 \text{Team-building} + e$$

Where;

$$\text{Employee Job Performance} = 0.048 + 0.285 \text{Training} + 0.075 \text{Delegation of authority} + 0.301 \text{Creativity and innovation} + 0.316 \text{Team-building} + e$$

The regression outcomes exhibit that holding all the independent variables at 95% confidence interval to a constant zero, Employee job performance will be at 0.048. A unit change in Training would result to a 0.285 change in Employee job performance holding all factor constant and a unit change in Delegation of authority would result to a 0.075 change in Employee job performance holding all factor constant. Similarly, unit changes in Creativity and innovation and Team-building will lead to 0.301 and 0.316 changes

respectively in Employee job performance *ceteris paribus*. The results also show that the most influential variable is Team-building followed by Creativity and innovation.

4.8 Discussion of the Findings

The study revealed presence of a positive association amongst employee job performance and training, creativity and innovation and team-building. However, there was no statistically significant association of delegation of authority with the performance of employees' while the most influential variable was found to be team-building followed by creativity and innovation. Mullins (2002) opined that employee ought to be competent at their work for implementation of employees' empowerment programs, since it is not reasonable to empower employees to make decisions or initiate or implement an action without employee having competence. The study found that the process of employees' empowerment was not an easy one and management ought to device an environment that enables employees to manage their jobs, have freedom of thought and for their ideas to be valued.

Empowering employees is not an easy one and an environment where employees can manage their jobs should be created by management, be valued for the work ideas and have ability to think freely. The main concern that most companies face is the level that they need to empower their employee because they are afraid of giving so much power to their employees. Nevertheless, Robbins (2001) established that empowerment likelihood of improving employee productivity is pegged on the willingness of them accepting more responsibilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this section, a summarization of the findings from the prior chapter is provided, the conclusions are derived and recommendation made. The limitation of this study are also discussed all commensurate to the objectives.

5.2 Summary

The study objective was determining the association amongst employee empowerment strategies and employee job performance in Technical University of Kenya. The characteristics the study discovered that females were less compared to males though not significantly. Majority of the employees were permanent and pensionable. Most of the employee possessed a diploma and above and only a minimal number had secondary education and below, this implied that most of the respondents were able to comprehend the concept of empowerment strategies and they were best suited for the study. The study revealed that employment strategies such as trainings improved the capacity of employee to execute their job in Technical University of Kenya. On team-building employees noted that it was simpler in accomplishing tasks by teams as opposed to individually and decision making ownership was improved by team work. Further, employees in TUK were in agreement that creativity and innovation enhanced their work.

5.3 Conclusion

As revealed in the findings and discussion, employees' empowerment strategies were found to be moderately practiced in Technical University of Kenya. Though, it ought to

be known that employee empowerment strategies to certain degree influence the performance of employee. Additionally, employee agreed with specific employee empowerment strategies that were revealed to be strong and moderate. The study also revealed that employee empowerment might be applied to help in improving the performance of employees greatly. Essentially, it was concluded that employee empowerment leads to the beliefs of feeling feeble to accepting firmly in close to home viability. The results are that individual make more steps and endures in attaining their goals despite being faced with challenges.

5.4 Recommendations

The study recommends that the management in Technical University of Kenya ought to use strategies of employment empowerment as this will help the execute their duties well and increase their performance. The management is obliged to creating an environment which foster empowering of employees. It is certain that betterment of performance is only attained as a result of consistent development. In the modern competitive world, there is a great willingness on the employee's side to perform actively in the role in firms' tasks and those kind of action ought to be taken in accommodating the view of the employees. The study additionally recommends that so as to enhance employee performance in TUK, there is need to use employee empowerment strategies. All management levels ought to completely support empowerment programs fully. Henceforth, management ought to concentrate on breaking barriers which hinders employee from utilizing their talents fully and only can be attained through implementation of strategies of empowerment that allow employees to work freely.

5.5 Limitations of the Study

In collection of the data, the questionnaires were dropped and the collected, this method consumed much time and it was additionally costly. Many Respondents did were not willing to take part in the research and were reluctant and the had to be persuaded by the Human Resource department to appreciate the reason for filing out the questionnaires. Some respondents failed to give back the questionnaires whereas spent a lot of time before they gave them back, other failed to complete the question thereby slowing down the process of analyzing data.

5.6 Suggestions for Further Research

Subsequent studies should undertake a similar study using a bigger sample size and test if similar finding will hold since only 120 respondents were considered in this particular study. Additionally, a further study would be important to study employee empowerment strategies and job performance of employees in finding out if other factors exists which improves and affect performance of employees.

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APPENDIXES

APPENDIX 1: QUESTIONNAIRE

SECTION A: SAMPLE CHARACTERISTICS

(Please Tick Where Appropriate).

1. Please indicate your gender.
 - a) Male
 - b) Female
2. Please specify your age.
 - a) Below 20 years
 - b) 21 to 35 years
 - c) 36 – 50 years
 - d) 51 years and above
3. Please indicate your work experience.
 - a) Below 4 years
 - b) 4 to 10 years
 - c) Above 10 years
4. Please indicate your terms of service/employment.
 - a) Permanent and pensionable
 - b) Probationary
 - c) Contract
 - d) Temporary/Casual
5. What is your highest attained level of education?
 - a) Primary level
 - b) Secondary level
 - c) Diploma level
 - d) First degree level
 - e) Post graduate level
6. How long have you worked in the institution?
 - a) Below 3 years
 - b) 3 to 6 years
 - c) 6 to 10 years
 - d) Above 10 years

SECTION B: EMPLOYEE EMPOWERMENT|STRATEGIES.

This section is concerned with assessing employee empowerment strategies at Technical University of Kenya.

Please tick (√) in the box which best describes the extent to which you agree with each of the following statements on employee empowerment strategies.

Rate your response on a scale of 1 to 5.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Training	1	2	3	4	5
On the job training offered in the institution has helped me work on skills development.					
Workshops held on job performance at Technical University have helped me improve on my day to day performance.					
Education opportunities such as scholarships granted to acquire higher relevant qualification has been an important tool for improvement of my performance.					
Seminars organized at workplace have helped me have better perception and improve on job performance.					
Delegation of Authority					
Supervisors delegate authority to employees.					
Delegation exposes employees to new tasks.					
There is extensive delegation, individual responsibility and autonomy in making decisions in the institution.					
Delegation of authority by supervisors to employees leads to a reduction of top management workload.					
Team Building					
Team building activities at the institution has enhanced open communication increasing overall performance.					
Idea sharing has been enhanced as a result of team building efforts at Technical University of Kenya.					
Team building activities have led to increased team trust and hence cohesiveness among employees and creating a good internal environment.					
There has been improved morale in the employees as a result of bonding and teamwork efforts.					
Creativity and Innovation					
Management encourages employees to try new ideas and new methods of decision making.					
Employees are not punished for unsuccessful attempts but are rewarded for trying.					
Empowered employees are a source of new ideas and innovation.					
There is a culture of creativity and innovation in the					

SECTION C: EMPLOYEE JOB PERFORMANCE.

This section is concerned with assessing employee job performance at Technical University of Kenya.

Please tick (✓) in the box which best describes the extent to which you agree with each of the following statements.

Rate your response on a scale of 1 to 5.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Quality of Work	1	2	3	4	5
Most employees work needs to be redone.					
Most employees work is accurate and credible.					
Very few employees quality of work is poor.					
None of the employees work needs to be redone.					
Absenteeism					
Many employees absent themselves from work.					
Most employees report to work					
A few employees report to work					
None of the employees absent themselves from work.					
Speed					
Most employees finish their work before deadlines.					
A few employees finish their task before the allocated time.					
Most employees finish their work past deadlines.					
None of the employees complete their work during the scheduled period.					
Service Delivery					
Several employees receive commendation on work done from customers.					
Few employees receive unsatisfactory complaints from customers.					
Many employees receive unsatisfactory complaints from customers.					
None of the employees receive satisfactory remarks from customers.					