

**INFLUENCE OF EMPLOYEE EMPOWERMENT ON ORGANIZATIONAL  
COMMITMENT IN KENYA CIVIL SERVICE**

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**Influence of Employee Empowerment on Organizational Commitment in Kenya  
Civil Service**

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Human Resource Management in the Jomo Kenyatta University of Agriculture and  
Technology**

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## **DECLARATION**

This thesis is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

This research work is dedicated to my loving husband Mr.Maina and my daughter Wangui Maina. I affectionately dedicate this thesis to my parents, Mr and Mrs Wanjohi Kimondo for their constant reminder that am capable of achieving my academic goals and not forgetting my late father in law Mr Muthomi who was proud of my academic excellence.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

- APA** – American Psychological Association
- CSR** - Civil Service Reform Program
- HELB** - Higher Education Loan Board
- JKUAT** – Jomo Kenyatta University of Agriculture and Technology
- KICD** - Kenya Institute of Curriculum Development
- KNEC** - Kenya National Examination Council
- NPM** - New Public Management
- SEM**- Structural Equation Modeling
- SPSS**- Statistical Package for Social Scientist
- TQM** - Total Quality Management
- TSC** - Teachers Service Commission



## OPERATIONAL DEFINITION OF TERMS

**Commitment-** The strength of an individual's identification with and involvement in a particular organization (Vincent & Huang, 2012)

**Empowerment -** Empowerment is the delegation of decision-making prerogatives to employees, along with the discretion to act on one's own (Samad, 2007). it is therefore the process through which enables others to gain power, authority and influence over others, institutions or society.

**Organizational commitment** - Making the welfare of the organization as one's responsibility. Willingness to go an extra mile for the benefit of the organization or client without being exploited (Meyer & Allen, 1991).

**Organizational justice** - Employees' perceptions of fairness in the workplace (Imani, 2009).

**Procedural Justice-** The perceived fairness of the policies and procedures used to make decisions (Seyyed, Farahi & Taheri, 2008).

**Psychological empowerment-** Refers to a set of psychological states that are necessary for individuals to feel a sense of control in relation to their work. Psychological empowerment therefore defines the personal beliefs that employees have about their role in relation to the organization. Rather than focusing on managerial practices that share power with employees at all levels, the psychological perspective is focused on how employees experience their work (Spreitzer, 2007).

**Structural empowerment-** The act of giving people the opportunity to make workplace decisions by expanding their autonomy in decision making through components of empowerment such as access to information, support, resources and opportunities (Kanter 1993).

## **ABSTRACT**

Organizational commitment is a critical element of staff retention and highly associated with intent to leave and actual turnover. Due to lack of commitment, the public service in Kenya has been characterized by exodus of the employees joining the private sector and other employment opportunities. Moreover, services by public organizations have been very poor despite the fact that public services provide enabling environment under which the players in the economy are able to operate effectively and efficiently. There is therefore need to introduce new strategies that will enhance organizational commitment. Sharing power, resources, and knowledge with employees through empowerment serves to increase job satisfaction and commitment. This study aimed at determining the influences of empowerment on organizational commitment in Kenya civil service. Specifically the study: determine the influence of structural and psychological empowerment on organizational commitment in Kenya Civil Service; and, assessed the moderating effect of procedural justice on the relationship between empowerment and organizational commitment. The study employed a cross-sectional descriptive survey research approach. This used both qualitative and quantitative methods in the selection of the participants and collection of data. Cluster sampling was employed to select 384 respondents from four public organizations in the education sector: Kenya Institute of Curriculum Development, Higher Education Loans Board, Teachers Service Commission and Kenya National Examination Council. Data collection instruments included semi-structured questionnaires and document reviews. The collected data was captured in MS Excel and analyzed using SPSS. Inferential data analysis techniques such as, regression and correlation analysis was used to analyze the collected data. The analyzed data was presented in suitable graphs and tables. Based on the theoretical models adopted in this study, there was minimal focus of the role of procedural justice on organizational commitment. This study has identified procedural justice as a major determinant of organizational commitment. This is a starting point for further studies in this area in developing countries. The aim should be to further confirm this assertion by

carrying out similar studies in other developing nations. The conceptual framework developed and applied by this study provides a comprehensive relationship between empowerment and organizational commitment and the moderating effect of procedural justice. This is an area that has not been previously investigated and therefore can be positively confirmed that the conceptual framework is a solid model that provides a foundation for this research and others to come. The study focused on the public sector and not the private sector. However within creased competition and as the economy turns into a knowledge based economy, focus is on employee retention, satisfaction and commitment. Independent of the sector, employee turnover is a problem especially when commitment is low. Further studies should therefore focus on ascertaining organizational commitment in the private sector as well, that will be able to inform human resource management policies in the private sector as well.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The contemporary dynamic environment is pressurizing organizations to keep their management techniques concurrent with the current challenges. Adopting new management approach has therefore become imperative for the organizations to meet the demands of customers and competitive environment (Samavi, 2011). Workplace empowerment has been hailed as the new management intervention. The present state of affairs has “stimulated a need for employees who can take initiative, embrace risk, stimulate innovation and cope with high uncertainty”. Empowerment is a tool for keeping open the staff hand so that can work for what they think is the best and have the freedom to action without fear of being approved by their managers (Muguella, Mohd & Mohd, 2013).

Although the idea of empowerment comes from business and industrial efforts to improve productivity, empowering public service employees can benefit public organisations and the general public as well. Since empowered workers feel competent and confident to influence their job and work environment in a meaningful way, they are likely to be proactive and innovative (Boudrias, Gaudreau, Savoie & Morin, 2009). Moreover, public institutions are under pressure to deliver better services to the general public as well to be in line with the competition from the private sector, and this is only possible with a committed workforce.

Therefore, in this era business organizations accept the challenge of providing better-quality services to their internal customers who are the employees and promoting practices of employee involvement on empowerment. Relinquishing top bottom management approach encourages employee organizational commitment and improves

individual and organizational performance along with bringing flexibility in the organization (Maryam & Imran, 2012).

The meaning of empowerment has been the subject of great debate and remains, at present, a poorly defined concept (Kay, Alan, Andrew, Nicola & Robby, 2008). They also argued that the term is rarely defined clearly and is frequently used rhetorically. One possible reason for this lack of clarity is the tendency for empowerment to be attached to management programmes, for example, Business Process Re-engineering (BPR), Total Quality Management (TQM) and self-managed work teams on the expectation that these will increase employee productivity as well as innovation (Boudrias *et al.*, 2009). However, Kay *et al.*, (2008) suggested that genuine empowerment is likely to include decision-making authority over job content and job context. Empowerment involves employees taking the initiative to respond autonomously to job related challenges with the encouragement and support of management (Raub & Robert 2010; Hakan & Jamel, 2012).

However, employee empowerment is in itself a multifaceted concept: it can either be structural or psychological. Psychological empowerment focuses on how real employees actually think about and experience their work, they believe about their own roles and influence in an organization that make employees feel confident and eager to success (Lockwood, 2007). Structural empowerment on the other hand focuses on the power to create and sustain a work environment. It proceeds from the ability to access and mobilize information, support, resources, and opportunities from one's position in the organization (Kanter, 1993).

Both structural empowerment and psychological empowerment are prerequisite for the motivation of employees and ability to perform their duties and roles in their workplaces. Organisations have to be ready to create an environment that provides opportunities for the employees to generate empowerment and enhance organisational development. With an environment where the employees have access to information,

support, opportunities and resources, the employees are likely to get meaning of their work, develop competence to do the work and have a positive perception of the impact or outcomes of their work. Ultimately the employees will perceive positive congruence between the job requirements and their beliefs, values, and behaviours, eventually realizing the significance of their job to the organization and to themselves and paying attention to their work. As a result, they will be likely to do a good job and be proud of their success (Bowen & Lawler, 2006).

Structural and psychological empowerment therefore create a process of orienting and enabling individuals to think, behave and take action in an autonomous way (Menon, 2001 cited in Hong & Yang 2009). They help the workers to own their work and take responsibility for their results. Due to technological up-gradation and automation, organisations are dependent on a high degree of creativity and learning attitude of employees which will require individual responsibility and risk taking effort (Kanchana & Panchanatham, 2012). According to Chen, Kirkman, Kanfer, Allen & Rosen, (2007), the performance outcomes of empowerment practices are higher productivity, and proactive and superior customer service; while the attitudinal outcomes comprise of job satisfaction, organisational commitment, team commitment, and individual commitment.

Although empowerment has several outcomes as mentioned above, organizational commitment is the major outcome necessary for organizational development. Committed employees are proactive, productive, innovative, satisfied with their jobs and offer superior customer services. Moreover, a committed employee is psychologically attached to his job and is less likely to leave the organization, takes pride in belonging to the organization and makes greater contribution for the success of the organization. Therefore the human resource department in public organizations needs to focus on developing employee competencies and influencing employee behavior in such a way that employees are satisfied as well as organizational goals being accomplished.

This study focused on assessing the impact of employing empowerment in public organizations in Kenya on the organizational commitment. The public organizations are characterized by employees who are constantly moving to the private sector due to lack of job satisfaction. Moreover the public organizations in Kenya have been blamed to offer poor services compared to the private sector. This paper can hopefully contribute to the ongoing discussion of what constitutes empowerment and its contribution on the organizational commitment.

### **1.1.2 Global Perspective of Employee Empowerment**

Globally the construct of employee empowerment started in the private sector that after being drubbed by the increasing rate of competition had to devise new strategies to ensure employee commitment and organizational performance. Potterfield (1999) records that in the 1980s; global competition and strong pressure to continuously improve quality led many prominent American firms to adopt employee empowerment programs. This concept led to development of several programmes that included sharing of resources among employees and offering more opportunities to the employees either through reward schemes or career growth opportunities. Many large firms, including American Express, Xerox, and Federal Express, supplanted the production line approach to service delivery with an array of empowerment practices (Matheson, 2007). The result of this was increased employee productivity, organizational commitment, job satisfaction, and innovativeness that lured the public sector to do the same (Nielsen & Pedersen, 2003; Matheson, 2007).

In the public sector, employee empowerment figured prominently in the New Public Management reforms undertaken in North America, Europe and the Pacific (Kettl, 2005; Wise, 2002; Matheson, 2007), including in the United States where empowerment was one of the four guiding principles of the Clinton Administration's National Performance Review (Gore, 1993). These New Public Management reforms undertaken in the United Kingdom, Canada, Australia, and France was propelled by a belief among reformers in



these countries that more empowered workers will be willing to work harder, share more ideas with management, and treat their clients more humanely since they are themselves being treated better (Kettl, 2005).

These countries proceeded further in the bid to enhance employee empowerment by putting up legislations that govern employee handling and encourage employee empowerment in the public sector. For example in Canada, the need to empower managers through delegation and decentralization was identified as early as the Report of the Glassco Commission in 1962. Public Service 2000 (PS 2000) also emphasized empowerment of managers and employees. As well, the Government of Canada's quality initiatives emphasized empowerment of both managers and employees (Wright, 2007).

### **1.1.3 Africa Perspective of Employee Empowerment**

There is limited research on the topic of empowerment in Sub-Saharan Africa, and Kenya, in particular. Although several employee management programmes has been introduced by the African governments, most of the initiatives have focused on employee rationalization and rewarding employees to enhance performance through public sector reforms.

The reforms in the public sector in Africa, though has not focused directly in employee empowerment, has focused in creating an environment that is conducive for further human resource development strategies to enhance employee empowerment. History of public sector reforms in Africa can be dated to the 1960's when most African countries were earning their independence and had to develop strategies to govern their countries. The public sector reforms, given the state of development in Africa and the performance of the governments in terms of service delivery to the citizenry, still remains a necessary and on-going policy objective for many developing countries (Hope, 2011).

Arguably one of the most influential drivers of public sector reform in Africa is the New Public Management (NPM). It is often associated with positive, action-oriented phrases like: reinventing government, re-engineering, revitalization of the public service, organizational transformation, total quality management, paradigm shift, entrepreneurship, empowerment, results over process, downsizing, now rightsizing, lean and mean, contracting out, off-loading or outsourcing, steering rather than rowing, empowering rather than serving and earning rather than spending (Hope, 2011). The main aim of the NPM was to introduce human resource management that fosters a performance-oriented culture that seeks to revamp the process through which public organizations operate in order to increase efficiency, effectiveness, and encompassing client-oriented, mission-driven, and quality-enhanced management. It was intended to better serve the needs of both government and the citizenry with improved delivery of public services to reduce poverty, improve livelihoods, and sustain good governance (Hope, 2001). It is the adoption of the NPM that initiated the need for both the governments and public sectors in Africa to start adopting measures that ensure employee empowerment in a bid to enhance productivity. The initiation of these measures, with the absence of literature focusing on employee empowerment in Africa and its effect on the commitment and performance of the employees, provide a baseline to indicate that employee empowerment is key to productivity and subsequently the development of the country.

Like other African countries, public sector reform in Kenya have been driven primarily by the fact that the state bureaucracy in the country has been underperforming and public service delivery has not been serving the public interest within its most optimal capability. The reforms in Kenya evolved and culminated in the notion of re-engineering of the public sector in the context of public sector transformation, drawing on elements of the NPM (OPM/PSTD, 2010).

The public sector in Kenya in particular has for a long time used the same management systems that were employed by the British colonialists. After independence there was no major change in the structures of the service. Instead, efforts were directed at replacing the departing expatriates with the indigenous Kenyans under a policy referred to as Kenyanization. The government focused on employing Kenyans and not offering conducive environment for employee performance. The prevailing view is that the African cultural context is different from Western culture such that western-derived and tested arguments cannot be used to explain and understand organizational problems in developing African countries (Koen & Maaike, 2011).

Although the new employees replacing the expatriates in the Kenyan civil service operated effectively since that time, and enabled Kenya to be noted as the best in sub-Saharan Africa in terms of service delivery, it began declining around the end of the 1970s (World Bank, 2001). The “problems that developed in tandem with expansion included excessive employment with attendant overstaffing, and declining productivity, service levels, pay, morale, discipline and ethics” (World Bank, 2001). According to Oyugi (2006) by the late 1970s the situation of service delivery in Kenya due to incompetent employees was out of control.

It was not until 1993 that the Kenyan government embarked on ambitious steps to ensure public sector reform and transformation. The reform agenda was driven through the years. The first period was from 1993 to 1998 when the government launched the Civil Service Reform Program (CSRP) I which focused on reducing the wage bill. The programme focused on the fiscal need to reduce the size of the mainstream civil service (OPM/PSTD, 2010) with five major policies that included: Civil Service Organization, Staffing Levels, Pay and Benefits, Personnel Management and Training and Financial and Performance Management. These reforms however failed since they did not contribute significantly to the improvement of wider public sector performance. This

was so because they were not anchored in a coherent strategy for reforming the role of government. It was therefore affected by political interests (Oyugi, 2006).

Building on the experience gained and lessons learned under the CSRP I, the government reformulated and reconfigured the CSRP and outlined the strategies for a CSRP II to tackle the challenges facing the entire public sector. The CSRP II was focused on performance improvement and there were plans for a CSRP III whose focus was to be on consolidating and sustaining the gains made (OPM/PSTD, 2010). The CSRP II spanning through the years 1999-2002 focused on: Rationalization of Ministerial Functions and Structures, Staff Rationalization and Management of the Wage Bill, Pay and Benefits Reforms, Performance Improvement Initiatives and Training and Capacity Building. However, the program suffered the same fate as the CSRP I to the extent that it failed to arrest declining public confidence in public sector management standards and conduct or deteriorating public satisfaction with government services (OPM/PSTD, 2010).

In December 2002, under new government, and with the country that required urgent attention, the government announced its socio-economic blueprint in 2003, entitled Economic Recovery Strategy for Wealth and Employment Creation 2003-2007 (ERS 2003-2007). The ERS 2003-2007 focused on accelerating the Public Service Reform to create a leaner, efficient, motivated and more productive Public Service that concentrates public finance and human resources on the delivery of core government services (Republic of Kenya, 2003). The reforms were to also focus on providing adequate incentives to attract and retain skilled personnel to achieve a pay structure and size of the civil service consistent with both macroeconomic objectives and a sustainable wage bill.

The public service was for the first time focusing on the development of the employees to ensure they are motivated to deliver their tasks. However these reforms were being implemented in a very slow pace prompting the government to introduce the results-

based management (RBM) through a cabinet decision in September 2004 which focused on changing the culture and modus operandi of the public sector (OPM/PSTD, 2010). RBM is a program approach to management that integrates strategy, people, resources, processes, and measurements to improve decision-making, transparency, and accountability (CIDA, 2009). However these reforms focused on ensuring the employees are able to achieve their outcomes rather than employee development and motivation. Performance measurement systems were introduced, as well as measures for reporting performance.

With the lack of motivation that was largely affecting service delivery, the government introduced the Medium Term Plan 2008-2012 (MTP 2008-2012) in 2012. Updated in 2013, the MTP 2008-2012 supported with the Vision 2030 blue print focused in an efficient, motivated and well-trained public service to enhance performance and productivity (Republic of Kenya, 2007). It is these reforms that propelled organizations to develop measures to enhance employee empowerment. With empowerment the employees are motivated and hence more productive (Isahakia, 2010).

Additionally, the promulgation of the Constitution of Kenya 2010, offered both the public servant and the general public a supreme, lawful, and legally binding basis for ensuring effective and efficient behaviors within the public institutions focusing on the improved service delivery. The new constitutions pushed the need to provide enough support to the employees to enable them achieve and get in line with their constitutional mandate. For example, Article 47 in Part 2 of the Bill of Rights states, among other things, that “Every person has the right to administrative action that is expeditious, efficient, lawful, reasonable and procedurally fair” (Republic of Kenya, 2010). This condition has propelled public organizations to put up measures and strategies focusing in meeting this constitutional requirement. Performance contracting has focused on human resource development and fair practices within the public institutions to empower

employees and enable them perform effectively and efficiently (Performance Contracting, 2014).

It is with this background that this study focuses on assessing the effect of employee empowerment in the Kenya Civil service on performance of the employees. The performance of the employees in this study is conceptualized considering their commitment to the organizational values and objectives. The study therefore aims to assess the conceptualization of empowerment factors and how they influence organizational commitment in Kenya Civil Service.

## **1.2 Statement of the Problem**

The public service in Kenya has been characterized by exodus of employees joining the private sector and other employment opportunities (Hope, 2011). Moreover, services by public organizations have been very poor and attributed to poor work performance and lack of commitment (Kipkebut, 2010). The overall effect has been a slow developing economy and an environment that does not attract more investments (World Bank, 2010).

The government in a bid to curb the above effect has reacted by employing ineffective strategies such as; reducing the staff to reduce the wage bill and increase salaries, rationalization of the staff where performance management strategies such as performance scorecard was introduced to monitor and evaluate employee performance and deepening ministerial/departmental rationalization initiatives in which government institutions reviewed their functions, structures and staffing with the aim of enhancing efficiency and productivity (Kipkebut, 2010). These initiatives failed to meet the objectives of enhancing service delivery and productivity as the solutions were prone to biasness due to political influence and favoritism.

The above situation calls for public organizations to introduce new strategies that will enhance organizational commitment and improve the productivity and service delivery in the public sector. Structural and psychological empowerment, compared with a more hierarchical and mechanistic approach to management, offers several benefits that are linked to commitment to the organizations (Nabila, 2008; Chen & Chen, 2008; Insan 2012) consequently improving organizational performance (Chen *et al.*, 2007). Structural and psychological empowerment grants employees the flexibility and resources needed to quickly respond to a customer's particular needs and to rapidly correct defects in service delivery (Hong & Yang, 2009). Sharing power, resources, and knowledge with employees through empowerment also serves to increase job satisfaction and commitment, factors, which in turn positively influence individual productivity and effectiveness as well as the quality of interactions with customers (Chen *et al.*, 2007).

However, despite the benefits of structural and psychological empowerment on organizational commitment and performance of employees in the public sector, empowerment is mostly applied in the private sector. This can be attributed to the scarcity of knowledge on the contribution of empowerment as a means for improving the quality of public services. Only a handful of empirical studies have examined the consequences of employee empowerment in the public sector (Lee, Cayer, & Lan, 2006; Park & Rainey, 2007; Wright & Kim, 2004) and none of the studies have been done in Kenya. This study therefore aims to fill this gap of knowledge and ascertain the effect of empowerment in the public sector.

### **1.3. Research Objectives**

#### **1.3.1 General Objectives**

The objective of this research was to determine the influences of employee empowerment on organizational commitment in Kenya Civil Service.

### **1.3.2 Specific Objectives**

1. To determine the influence of employees' structural empowerment on organizational commitment in Kenya Civil Service.
2. To examine the influence of employees' psychological empowerment on organizational commitment in Kenya Civil Service.
3. To determine the moderating effect of procedural justice on the relationship between structural empowerment, psychological empowerment and organizational commitment in Kenya Civil Service.

### **1.4 Research Hypotheses**

H<sub>1</sub>: Employees' structural empowerment has influence on organizational commitment in Kenya Civil Service.

H<sub>1</sub>: (a) There is a positive influence between perceived support and organizational commitment in Kenya Civil Service.

H<sub>1</sub>: (b) There is a positive influence between access to opportunity and organizational commitment in Kenya Civil Service.

H<sub>1</sub>: (c) There is a positive influence between access to information and organizational commitment in Kenya Civil Service.

H<sub>1</sub>: (d) There is a positive influence between access to resources and organizational commitment in Kenya Civil Service.

H<sub>2</sub>: Employees' psychological empowerment has influence on organizational commitment in Kenya Civil Service.

H<sub>2</sub>: (a) There is a positive influence between meaning cognition and organizational commitment in Kenya Civil Service.



H2: (b) There is a positive influence between competence cognition and organizational commitment in Kenya Civil Service.

H2: (c) There is a positive influence between self-determination cognition and organizational commitment in Kenya Civil Service.

H2: (d) There is a positive influence between impact cognition and organizational commitment in Kenya Civil Service.

H<sub>3</sub>: Procedural justice has moderating effect on the relationship between structural empowerment, psychological empowerment and organizational commitment in Kenya Civil Service.

### **1.5 Significance of the study**

The study may have value to the government in terms of coming up with policies to manage their human resources and ensure employee commitment in public organizations. The government has employed strategies including staff rationalization in a bid to ensure quality services to the public. However these have achieved minimal results hence calling for new measures. Committed employees are performing employees therefore measures should be put in place to ensure employee commitment. The results from this study may inform the government on such measures that can be taken to bring reforms in the public sector. The study will point out whether the objectives of implementing the performance reforms are being achieved in Kenya especially through employee empowerment.

Organizations strive to ensure employees satisfaction and performance. This study on employee empowerment and its influence on employee commitment may be an area of interest for public organizations in ensuring employee performance. The study may highlight the specific aspects of employee empowerment that will add value to employee commitment. This information may be used by the management of public organizations

in identifying how to manage and motivate its human resource for efficiency and effectiveness on service delivery to the public.

The study will shed light Human Resource Practitioners on some of the important issues that may affect the human asset whether negatively or positively. Especially when considering changes in organization structure, that may have an impact on roles and responsibilities. The study will highlight the human resource best practices in managing the most important asset the human capital as far as empowerment is concerned.

The information from this study may be of value to other researchers and students to appreciate the importance of employee empowerment and how it can reform the organizations in the developing countries. The study will also create interest to students who would wish to carry further research on employee empowerment in the public sector, since there is dearth of research in this area.

### **1.6 The Scope of the Study**

The study was carried out in four public organizations that is; Teachers Service Commission (TSC), Kenya National Examination Council (KNEC), Kenya Institute of Curriculum Development (KICD) and Higher Education Loans Board (HELB). These are the public service delivery organizations in the education sector. Service based government institutions in the education sector have constantly performed poorly for the past three years (GoK, 2012). The four selected education institutions represent the different sections within the department namely: employment/recruitment, examinations, curriculum development and financing respectively. The study will focus on the perceptions of employees in the selected organizations in the education sector on employee empowerment and how it influences their commitment to the organizations.

This study employed quantitative methods since it intended to test the hypothesis on the relationship between structural empowerment and organizational commitment,

psychological empowerment and organizational commitment, and the relationship between procedural justice, empowerment and organizational commitment using data that was collected using questionnaires.

### **1.7 Limitations of the Study**

Education sector is one of the largest service delivery sector in the government. Several institutions are involved to support service delivery. Due to the vast nature of this sector, the study was limited to four major institutions to represent each section in the education sector. The organizations confidentiality policy restricted most of the respondent from answering some of the questionnaires since it was considered to be against the organization confidentiality policy. To avoid suspicion the researcher presented an introduction letter obtained from the university and explained to the respondents the purpose of the study.

Securing the variable time of employees in the four selected public organizations (TSC, KNEC, KICD and HELB) to respond to the questionnaires was a big challenge, therefore the researcher allowed the respondent adequate time to respond to the questionnaires, encouraged the employees on the benefits and significance of the study and ensured that follow ups were made. Negative reception of the researcher by some employees due to the subject of the research made it difficult for the researcher from collecting data in some offices. To address this, the researcher made sure that the management is in support of the outcome of the research to be able to make employees cooperate in giving information for research purposes.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

According to Aitchison (1998), literature search shows the researcher what has been done in relation to the problem being investigated. It ensures that no duplication occurs. It also brings about important understandings and insights necessary for the development of logical framework (Fraenkel & Wallen, 1990). This chapter therefore starts by discussing the theoretical literature of the study; conceptual framework; review of the variables; the empirical literature; the critique of the existing literature; and finally, the research gaps and the summary of the chapter.

#### **2.2 Theoretical Framework**

This study was anchored under the following theories:

##### **2.2.1 Kanter's Theory of Empowerment**

Kanter (1993) defines empowerment as the ability of an individual to independently make decisions and utilize available resources to accomplish the necessary goals. She postulates that if an organization is structured to provide empowerment and access to job-related empowerment opportunities, the structure will have a positive impact on employees and their commitment to work. Alternatively, an organizational structure that does not provide empowerment and access to job-related empowerment opportunities will have a negative impact on the employees and their commitment to work. Kanter (1993) posits that in an empowerment-structured organization there is increased autonomy, job satisfaction, and commitment among employees. Consequently, feelings of burnout and job stress will decrease, and the result is organizational commitment.

Kanter stated that the work environment structures and perceived employee access to power and opportunity structures is related to employee attitudes and behaviors in an organization. Kanter believed that employees display attitudes based on the presence of perceived power and opportunities. According to Kanter, there exist four work empowerment structures: access to information, resources, support, and opportunity. Access to information refers to the data, technical knowledge, and expertise needed for job performance. Access to resources refers to the ability to obtain needed supplies, materials, money and personnel to meet established organizational goals. Access to support refers to the guidance, feedback, and direction provided by supervisors, peers, and subordinates. Access to opportunity refers to the growth, mobility and the chance to build upon knowledge base (Kanter, 1993).

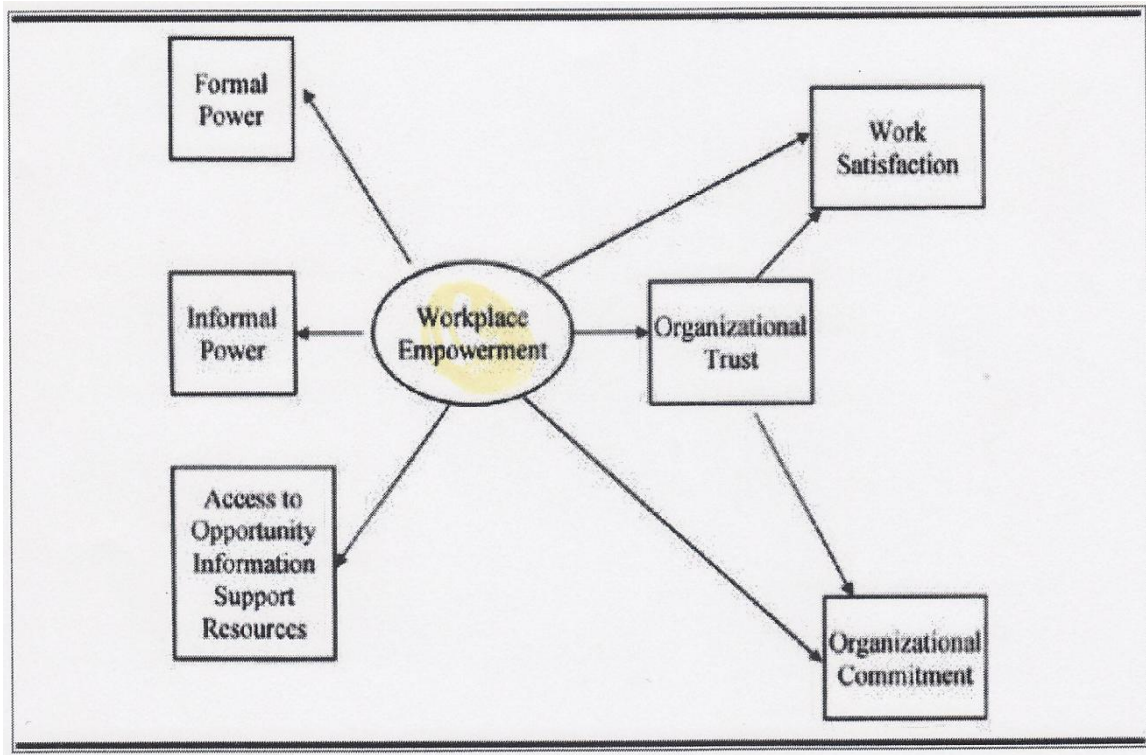
Defining power as “the ability of individuals to get things done”, Kanter concluded that power in organizations was derived from structural conditions in the work environment, not from an individual’s personal characteristics or socialization effects, In a study of empowerment effect on nurses, Laschinger (2004) argued that when situations were structured so that employees felt empowered, they would respond accordingly and rise to the “challenges” present in their organization. The organization was likely to benefit in terms of both improved employee attitudes and increased organizational effectiveness (Harrison, Newman & Roth, 2006). Therefore, holding all other variables constant, structural empowerment is the power to create and sustain a work environment by providing the ability to access and mobilize opportunities, information, support, and resources from one’s position in the organization (Kanter, 1993).

Vacharakiat (2008) defined the components of structural empowerment as follows: *Access to opportunity* includes the expectation of positive future prospects, growth, and a chance to learn and grow. *Access to information* includes the organization’s overall goals and values; this includes information directly related to employees’ work, as well as information about the organization as a whole. *Access to support* includes the

feedback and guidance received from superiors, peers, and subordinates about an employee's job. *Access to resources* is the time necessary to accomplish organizational goals and includes acquiring help when needed, and to material, money, and rewards necessary for achieving the demands of the job (Krishan, 2007). It follows, and research supports, that when employees are given access to opportunities, information, support, and resources, and the ability to mobilize them as needed, employees gain empowerment (Kanter, 1993).

Based on this premise fronted by the Kater's theory on structural empowerment and organization commitment, the study postulates that when employees are able to access the constructs of structural empowerment within their organizations: access to support, opportunity, resources and information they will be committed to their roles within their organizations. Kanter believed that if employees within an organization perceive opportunities for success is present, the employees' attitude, job satisfaction, and overall organizational commitment will be enhanced. In order for an employee to perceive that opportunity exists, the employee must be in a position that allows access to resources, information, and support (Seibert, Gang & Stephen, 2011).

In summary, Kanter's (1977) theory of workplace empowerment places emphasis on the structural characteristics of the job in determining access to the structures of power and opportunity within the workplace, rather than personality traits. This is important as the structural characteristics of the job can be manipulated and changed, whereas individual personalities cannot. Therefore, Kanter provides a framework which can be used by managers to enhance organizational commitment, as shown in the figure below.



**Figure 2. 1: Model Derived from Kanter’s Theory Linking Work Empowerment and Organizational Commitment.**

### 2.2.2 Social Exchange Theory

The social exchange theory will be used in this study to underpin the relationship between the perceived support or access to perceived support on the organizational commitment. Perceived organizational support draws on the social exchange theory developed by Blau (1964) to explain employee-organization relationships. According to the theory, each party has perceptions and expectations regarding the behavior of the other party, but these expectations and perceptions are related with the timing or the specifics of what each party must render. If both parties benefited from the exchange, neither will know whether the expectations of the other have been fully met. Thus, social exchanges involve reciprocity (Tansky and Cohen, 2001). Based on the above arguments, perceived organizational support encompasses the employees’ perception

about their organizations' concern with their well-being and their contributions. Perceived organizational support covers the degree to which employees feel that the organization is willing to fairly compensate them with the exchange of their efforts, help them when they need make their work interesting and stimulating, and provide them with adequate working conditions (Aube, Rousseau & Morin, 2007).

The relationship between perceived organizational support and organizational commitment is commonly explained by reciprocity and social exchange. From the social exchange theory perspective, Eisenberger, Cummings, Armeli and Lynch, (2004) argued that beliefs underlie employees' inferences concerning their organizations' commitment to them in turn contribute to the employees' commitment to their organizations. High perceived organizational support creates an obligation for employees. Employees feel an obligation that they not only ought to be committed to their organizations, but also feel an obligation to return the organizations' commitment by showing behaviors that support organizational goals (Eisenberger, *et al.* 2004).

### **2.2.3 Social Cognitive Theory**

The Social Cognitive Theory comprises three reciprocal influences, namely behaviour, cognitions and the environment (Gist & Mitchell, 1992). The authors postulate that Social Cognitive Theory is the beliefs in one's capabilities that provide the motivation to utilize cognitive resources and to take the necessary action to meet environmental demands. Billek-Sawbney and Reicherter (2004) described social cognitive theory as a triangle with each corner representing a factor: behaviour, cognition and personal factors, and the environment. Behaviour can influence cognition and the environment; personal and cognitive factors may influence behaviour and the environment; and the environment may influence personal and cognitive factors or behaviour in a reciprocal manner.



Thomas and Velthouse (1990) developed a model with four cognitions as basis for empowerment based on the Social Cognitive Theory and Spreitzer's (1995) findings supported it. Quinn and Spreitzer (1997) elaborated on these findings. Their model describes these four dimensions or cognitions as fundamental beliefs and personal orientations that are characteristic of most empowered people. Empowered people have a sense of self-determination, which means that they have a sense of choice in embarking on and regulating their actions, they have a sense of autonomy over the initiation and progression of work activities and processes such as making decisions about work methods, pace and effort, and they are not micro-managed.

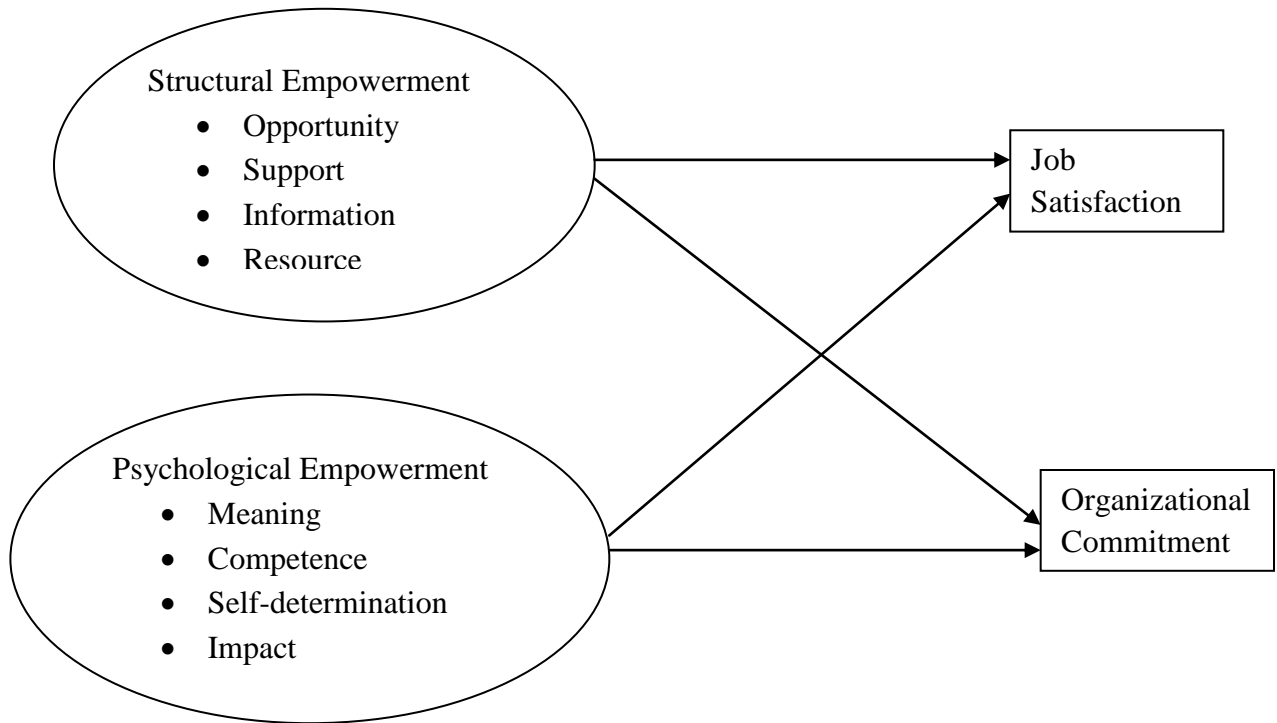
Empowered people have a sense of meaning. They feel that their work is important to them and they care about what they are doing. It involves a fit between the requirements of one's work role and one's beliefs, values and behaviours. Empowered people have a sense of competence or self-efficacy specific to their work and they have confidence about their ability to perform work activities well and with skill. Finally, empowered people have a sense of impact. They believe they have influence on their work unit and that they can influence strategic, administrative or operating outcomes at work and that others listen to their ideas.

The four dimensions combine into an overall construct of psychological empowerment. The dimensions reflect an active rather than passive orientation to one's work role. Empowered individuals do not see their work situation as a given, but rather something that they are able to shape by their actions. These dimensions will inform the researchers definition of psychological empowerment. This study is based on the premise fronted by the Social Cognitive theory as expounded by Thomas and Velthouse (1990) and empirically tested by Spreitzer (1995): that psychologically empowered individuals have sense of meaning, self-determination, impact and competence. While these constructs of psychological empowerment are not specific management practices (Spreitzer, 1995), they are the characteristics that reflect the personal experiences or beliefs that employees

have about their role and empowerment in the organisation (Quinn & Spreitzer, 1997; Spreitzer, De Janasz & Quinn, 1999).

#### **2.2.4 The Vacharakiat's Integrated Empowerment Model**

The study will also adopt an intergrated model used by Vacharakiat (2008) to examine the relationship between structural empowerment and psychological empowerment to job satisfaction and organizational commitment among Filipino and American-born nurses working in the United States. From her study, Vacharakiat found correlations between structural empowerment, psychological empowerment, and job satisfaction among Filipino and American nurses, and concluded that structural empowerment, psychological empowerment, job satisfaction, affective commitment, and normative commitment were positively correlated with each other in both the Filipino and the American registered nurses groups. The Vacharakiat model will therefore form the basis for developing a conceptual model for the relationship between empowerment and organizational commitment in this study. The figure below shows the model used by Vacharakiat (2008)



**Figure 2. 2: Vacharakiat's Integrated Empowerment Model**

Based on Vacharakiat's model, structural empowerment among employees is availed when there is support, opportunity, information and resources. Psychological empowerment on the other hand is achieved when the employees get meaning, competence, self-determination and impact in their duties. This study will employ these aspects in determining empowerment among civil servants. The conceptualization based on the model therefore hypothesizes that organizational commitment is determined by the structural empowerment and psychological empowerment. Although this study does not focus directly on other variables in the integrated model used by Vacharakiat (2008) such as job satisfaction, the model provides a conceptualization of the relationship between aspects of empowerment and organizational commitment.

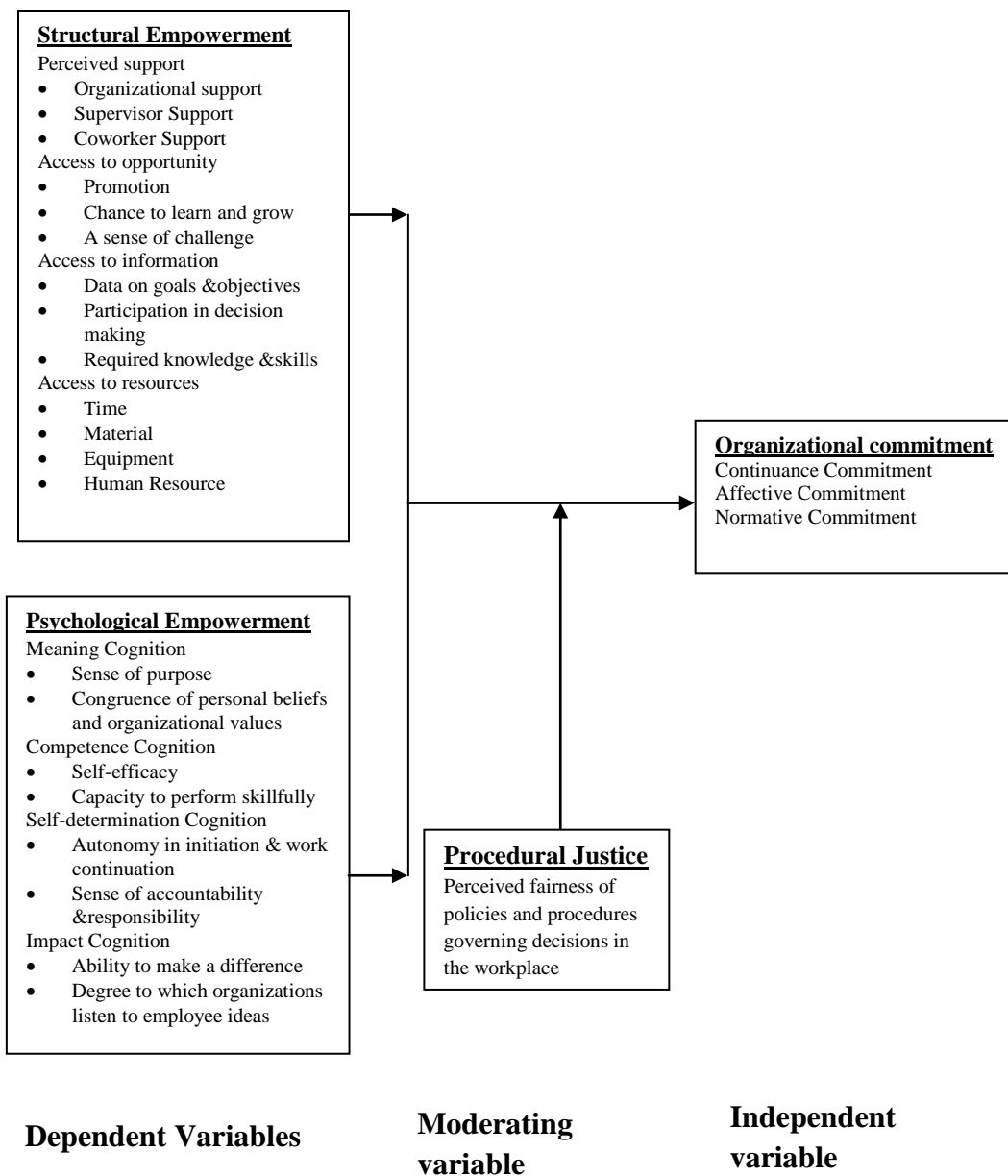
### **2.3 Conceptual Framework**

The conceptual framework of this study is developed based on the theoretical underpinnings of the study as well as the theoretical models on empowerment and organizational commitment. Based on Kanter's theory structural empowerment aspects include access to resources, support, opportunities and information. Thomas and Velthouse (1988) and Spreitzer (1992) have developed a model that identifies four task assessments as a basis for psychological empowerment. These four dimensions of empowerment are competence, meaning, self-determination (choice), and impact. Vacharakiat (2008) created a relationship between structural empowerment, psychological empowerment (independent variables) and organizational commitment (dependent variable) in her integrated model based on the Kanter's theory and the Thomas and Velthouse (1990) model. This study therefore used these theoretical underpinnings in conceptualizing the effect of empowerment on organizational commitment.

Organizational commitment (dependent variable) therefore is determined by the availability of empowerment aspects (independent variables). Consequently, when the employees in the public sector are able to access opportunities, resource and information, and are as well perceiving support from the organization, and they additionally find meaning, competence, determination (choice), and impact in their work, they will get commitment to the organization.

However, it is also important to note that the employees' perception of fairness in the procedures in the organization (procedural justice) has moderating effect on the relationship between empowerment and organizational commitment. Procedural justice (moderating variable) has been found to have a significant positive relationship with organizational commitment (Sweeney and McFarlin, 2003). The authors also suggested that procedural justice is a better predictor of organizational commitment when compared with distributive justice. This is in line with the view deduced from the social

exchange theory underpinning this study. According to the theory, empowerment is enhanced by the positive and discretionary treatment by the organization which leads to employees' perception of the organization's commitment to them. Procedural justice (moderating variable) can be seen as one aspect of such treatment that is indicative of the degree of organizational support for their employees (Moorman, Blakely & Niehoff, 2008). Fair procedures imply the organization's respect of employees' rights that contribute positively to perceptions on empowerment (Moideenkutty, Blau, Kumar, & Nalakath, 2010). Under the norm of reciprocity, employees with high perception on empowerment would then have a feeling of obligation to repay the organization in terms of organizational commitment. In view of these findings, this study also hypothesizes that: Procedural justice will have a moderating effect on the extent to which S.E and P.E affect organizational commitment. This conceptualization is represented in figure 2.3 below.



**Figure 2.3: Conceptual Framework**

## **2.4 Review of the Variables**

### **2.4.1 Structural Empowerment**

Structural empowerment is the power to create and sustain a work environment. It proceeds from the ability to access and mobilize information, support, resources, and opportunities from one's position in the organization (Kanter, 1993). The components of structural empowerment are information, support, resources, and opportunity.

#### **(a) Perceived Support**

Support is described by Kanter (1993) as the feedback and guidance received from superiors, peers, and subordinates. Longest (as cited in Muguella *et al.*, 2013) added that support is backing, acknowledgment of achievements, endorsement, legitimacy, approval, advice, and problem solving of the work environment. According to Champan (as cited in Kopp, 2013), support can be divided into two broad categories: material and psychosocial. Material support includes money, equipment, supplies and the physical environment. Psychosocial support is primarily in terms of expert cognitive advice from the manager. Such structure helps the work group to do the job and share responsibilities (Straub, 2012).

Organizational support refers to individuals' perceptions about how much the organization values the employees' contributions and care about their well-being (Eisenberger, Cummings, Armeli & Lynch, 2004). Perceived organizational support is therefore refers to the extent to which employees believe that their organization values their contributions and cares about their well-being (Bishop, Scott, Goldsby, & Cropanzano, 2005). Organizational support theory supposes that to meet socio-emotional needs and to determine the organization's readiness to reward increased work effort, employees develop beliefs concerning to the extent which the organization values their contributions and cares about their well-being (Orpen, 1994). Eisenberger, *et al.* (2004)

called this belief as “Perceived Organizational Support”. Perceived organizational support develops by meeting employees’ socio-emotional needs and showing readiness to reward employees’ extra efforts and to give help that would be needed by employees to do their jobs better (Eisenberger, *et al.* 2004).

Organizational commitment therefore is one of the important consequences of perceived organizational support. Employees with high perceived organizational support feel indebtedness to respond favorably to the organization in the form of positive job attitudes and organizational behaviors and also support organizational goals (Loi, Hang-Yue & Foley, 2006). Perceived organizational support increases affective commitment by contributing to the satisfaction of the employees’ socio-emotional needs such as esteem, approval and affiliation (Fuller, Barnett, Hester & Relyea, 2003). This satisfaction will serve to enhance employees’ social identity by being a member of that organization which creates greater affective commitment.

Perceived supervisor support is also a very crucial concept in any organization. Supervisor support is usually more effective and efficient in decentralized organization than in the centralized one. Where the organizational climate is friendly, the supervisor’s support is higher because the supervisor is given free hand to exercise the authority vested upon him.

Powell (2011) opines that supervisor support is the extent to which leaders value their employee’s contribution and care about their well-being. In an organization where the supervisor is a “9.9” supervisor, that is team supervisor, the subordinates are heard, valued and cared for. A leader with high supervisor support will definitely bring about higher employee performance and a higher yield in organization. The ongoing literature on the effect of perceived support on organization commitment indicates that, when employees feel they are supported by coworkers, supervisors, and/or organization, they are likely to develop a sense of commitment. Therefore, the types of support included in this study are coworker support, supervisor support, and organizational support.



Coworker support and supervisor support refer to emotional, instrumental, and/or informational support that comes from co-workers and supervisors respectively (Greenglass, Burke, & Konarski, 1997).

Supportive supervisor behaviors include emotional support, instrumental support, role modeling behaviors, and creative work-life management (Hammer, Kossek, Yragui, Bodner & Hanson, 2009). A supervisor engages in emotional support when they listen and show their subordinates they care about their work-life demands. Instrumental support occurs when a supervisor reacts to employee's work-life demands on a daily basis or as it is needed (Hammer *et al.* 2009). When supervisors actively demonstrate how to balance their work-life behaviors on the job, they are engaging in the third dimension of support, role modeling behaviors. The fourth and final dimension of supervisor support is creative work-life management. Creative work-life management takes place when a supervisor rearranges a work day in order to enhance employee effectiveness on the job and off the job. It is important to consider all four dimensions of perceived supervisor support as they relate to employee job satisfaction and organizational commitment outcomes (Hammer *et al.* 2009).

Supervisors also shape employee views of organizational support and its association with work-life conflict (Kossek, Pichler, Bodner & Hammer, 2011). They argue that workers view supervisors as organizational agents, organizations is combination of people who strive to achieve some common purpose and they consider supervisor actions to be equated with organizational actions. Supervisors are more influential to have an impact on employees; they bridge the relationship between management and employees. So they have to look on policy implementation as well as to look on how effectively they are working. The actions performed by the supervisor are considered as actions performed by the organization (supervisors are considered as agents of the organization).

Chiaburu and Harrison (2008) opines that a long-standing believe in research on lateral relationships is that coworkers can influence employee opinions and attitudes through varied means, including providing task related help, information, or affective support. These attitudes will eventually have an effect on their job satisfaction and organizational commitment, as they are central to one's work experience (Harrison, Newman & Roth, 2006). Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience, it's positively connected to coworker support. For example, employees are more satisfied with their jobs when there is a congenial social environment created by others, or when that environment is enriched by behavioral assistance for getting tasks completed (Harrison *et al.*, 2006).

Organizational commitment is typically described as an emotional attachment to, or identification with, one's firm. Factors other than formal exchanges with the firm or its authority representatives (direct leaders) can influence individuals' commitment. Research has shown that coworkers supply resources that are a part of the organizational experience: psychosocial support and sometimes even training and mentoring (Chiaburu & Harrison, 2008). These activities are designed with the explicit purpose of increasing loyalty and deepening commitment to the organization.

The contributions of coworkers to the social environment at work can also drive employee's behavioral outcomes, including forms of withdrawal. Such behaviors can be arranged from withholding inputs and psychological detachment (such as turnover intention) to more noticeable forms of lateness or absenteeism, to eventual organizational turnover. Likewise, positive resources from coworkers, especially in interdependent environments, can be a "rising motivational tide" that lifts all boats toward higher levels of job dedication, including attendance (reduced absenteeism). Coworkers can motivate employees' presence, given that they will be less likely to use absences as excuses from work if coworkers supply help and support. Coworkers can also influence the employees' intention to quit (conceived as a willfulness to leave the

organization) and their turnover (permanent separation from the firm), by reducing communication and emotional support or by badmouthing the organization and quitting themselves (Chiaburu & Harrisson 2008).

In conclusion, if employees feel their supervisor and coworkers are providing support for them, they would work for the supervisor's benefit, and this way, the supervisor would provide more support to the employees. Similarly, employees form their perceptions on how much the organization values their contributions and care about their well-being and respond to it with job attitudes and organizational behaviors that facilitate organizational commitment and consequently success. Therefore, there is a positive influence between perceived support and organizational commitment where employees perceive to have organizational support, supervisors support and coworkers support.

#### **(b) Access to Opportunity**

The structure of opportunity is described by Kanter (1993) as the chances for growth and mobility in the organization. It involves chances to increase knowledge and skills, competencies of individuals, give them recognition and rewards, provide possibilities for their growth and advancement in their positions, and to participate on committees, task forces, and interdepartmental work groups (Vorya et al. 2013).

Additionally, opportunities within an organization include such privileges such as training, career development, job autonomy and benefits and rewards. The career opportunities do affect employee commitment with the organization. Career advancement, autonomy and measurability of output related to commitment indicate that the creation of job ladders and job flexibility will maximize commitment and thus minimize absenteeism and turnover (Johns, 2005).

Promotional opportunities refer to the degree an employee perceives his or her chances to grow and be promoted within the organization (Lambert, Hogan & Jiang, 2008).

Employees want to grow in their careers over time. Managers who wish to increase worker satisfaction look past formalities of annual appraisals and establish genuine growth paths for all their employees. The employees feel that organization is providing them opportunities for growth in their careers and hence they feel more satisfied with their jobs. Career development is positioned as a change agent as to bridge old and new realities and reinforce the messages of change needed and educate the employees about 'what's in it for them'. Career development is like a catalyst for bringing individual expectations in line with organizational realities (Neeraj 2011).

Noraani and Zaizara, (2013) found a positive significant relationship between opportunities for promotion and job satisfaction. They argued that employees who perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many employees will consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young professionals who are looking for more work experiences from various organizations before deciding to remain with a particular organization (Khalid, Irshad & Mahmood, 2011).

Managers empower subordinates when they delegate assignments to provide learning opportunities and allow employees to share in the satisfaction derived from achievement (Michel, Nabel & Adiel 2011). Managers are responsible for developing, upgrading employee's knowledge, skills and attitudes, to improve work methods and outcomes that create productive work environments. This can be achieved through planning, development and implementation of educational programs (Michel *et al.*, 2011).

Opportunity for training and development is another contributor to organizational commitment. Strategies that focus on continuous learning, retraining and retaining knowledge can decrease the time it takes to move the workforce from intermediate to expert competence, by bridging its technical skills gap. Training is essential for the

livelihood of any public service worker, and is the only way employment can be maintained over their careers. Tomlinson (2002) suggests it is critical that public institutions/organizations keep the leading edge by having their employees well trained in the latest developments. Employees stay at organizations that promote career opportunities through learning, and the ability to apply their newly learned skills (Cataldo *et al.*, 2000).

Employee training is intended to provide an opportunity for advancement and might be perceived as “the organization values them and bolsters their sense of self-worth, therefore building a stronger affective commitment” (Meyer & Allen, 1997). Training, if put to use on the job, should increase affective organizational commitment through its link to increased job scope. This response can be a function of closer psychological attachment to the organization and its goals (McElroy, 2001).

Employees are more satisfied when they have challenging opportunities at work. These provide them with the chance of participating in interesting projects, job with satisfying degree of challenge and opportunities for increased responsibilities. When the employees are given more responsibilities, are assigned tasks that are important to the organization performance, and are allowed to have opportunities to make significant decisions, giving them more chances to voice out their personal opinions, they will in turn feel more empowered. Empowered employees tend to be more willing to remain with the organization and work harder (Liu, Fellows & Chiu, 2006).

Job autonomy relates to increased feelings of personal responsibility. It is defined as “the degree to which the job provides substantial freedom, independence and discretion to the individual to schedule work and determine the procedures used in carrying it out” (Hackman & Oldham, 2001). Employees in the public sectors such as education professionals have a reasonable degree of autonomy in their application of that knowledge. Although education professionals rarely decide on the organizational policy to which their expertise contributes, there is a reasonable degree of autonomy in the

process of performing their work (Bailyn & Lynch, 2003). When job autonomy is high, workers will view their work outcomes in terms of their own efforts, initiatives and decisions, rather than instruction of the supervisor or procedure.

In conclusion, research constructs have identified the importance of availing access to opportunities to the employees, in a bid to enhance their commitment to the organization and consequently ensure organizational success. Personal development opportunity (Liu & Wang, 2001), promotion equity and training (Long, Fang & Ling, 2002) and opportunity for learning (Ng, Butts, Vandenberg, DeJoy & Wilson, 2006) have independently been shown to affect employees' commitment to their organizations. Such research suggests that, in general, the ability of employees to personally grow and develop within their places of employment affects their psychological attachment to employers. Therefore, there is a positive influence between access to opportunity and organizational commitment when employees are provided with fair promotion opportunities, training opportunities, challenging work and there is a sense of job autonomy.

### **(c) Access to Information**

Information refers to the data, technical knowledge, and expertise required to function effectively in one's position (Rainey, 2003). Kanter (1993) on the other hand defined information as knowledge about work goals, plans, organizational decisions, and changes in policies, environmental relationships, and future decisions in an organization. Access to information is accomplished by providing staff members with information beyond what is required to address specific issues that affect them and their jobs (Carriere & Bourque, 2009). Access to information represents an important source of power (Xiaohui, 2007). In popular terms, "information is power".

Access to information structures on knowledge and skills enables employees to 'be in the know' to carry out one's job e.g. technical knowledge, expertise and informal

information on things happening in the organization. Those with access to such information structures foster high group morale, provide opportunities for subordinates, behave in a less rigid, directive, and authoritative manner and their actions are seen as enabling rather than hindering. Therefore the manager with information from within has interconnectedness and information exchange and sharing of influence and decision-making.

This is in keeping with Kanter's (1993) notion that people who have access to sources of information can increase organizational effectiveness by sharing these information with the people with whom they work. Sharing information with others will expand one's own power. According to Kanter (as cited in Xiaohui, 2007) "...information is critical to the effective behavior of people in an organization. Without information people are incapacitated, frustrated, and prone to failure". Kanter (1993) further postulates that other positions are classically powerless such as "first line supervisor, staff professionals and chief executive officers" because of difficulties in maintaining open lines of information and support.

Substantial employee participation in management is vital for cross-functional integration and efficient working. Employee participation is a method where, a large number of subordinates share a degree of decision-making power with their superiors. A study conducted by Markey and Patmore (2011) found a very strong positive correlation between affective commitment and employees' job involvement. Similar results were also proven by Torka (2013) when he found that amongst Dutch metal workers that employee involvement leads to more affective and normative commitment to the department as well as to the organization. Literature on direct participation reveals that direct participation in decision making is related with organizational commitment and organizational commitment is positively related to more favorable outcomes such as effort, coming on time (Randall, 2007; Wallace, 2005).

According to Cohen and Kirchmeyer (2005) support by organizations to their employees to participate in decision making usually plays a very vital role in enhancing employees' affective commitment, whereas. Cox, Zagelmeyer and Marchington (2006) also found out that participation is not usually needed to gain commitment toward objectives but having employee participation in the planning can be an effective means of fostering commitment with the organization. Participation in decision making can be particularly helpful in developing plans for implementing goal. For these reasons managers should always include subordinates in goal setting and in the subsequent planning of how to achieve the goal. It is observed that employee's commitment to the organization is strong among those whose leaders allow them to participate in decision making. The need for employees to be more involved in decisions that affect their work has been a center of argument in current management issues (Hales, 2010).

Additionally, according to Altinoz (2008), employees ought to be aware of what they should do, how they should do what ought to be done, and the rationale behind why they should do the things identified as necessary to achieve organizational goals. Altinoz stressed further that employees would find carrying out organizational activities almost impossible without some executive officer elucidating organizational goals and policies to employees. To buttress the importance of effective communication, Luck and Buchanan (2008) stated that communication constituted a key component of planning, disseminating and implementing organizational goals; a process that involves frequent and timely dissemination of information about goals to addressees. Wayne (2008) additionally submitted that to be able to operate and ultimately function effectively as a system, leaders have to communicate goals and common aims of the organization to employees plainly.

Activities which enhance notice ability and recognition include access to information and being able to share it with other employees, to enhance job accomplishments or develop power. However this will not be success if the information available fails to be



relevant or central to organizational goals or objectives. Therefore, people are in a position to maximize their power base and get more committed to their jobs if placed in situations where they can address organizational priorities and issues, and solve pressing organizational problems using the information about the organization that they have accessed and which is relevant to the organization goals (Kanter, 1993). Access to information therefore refers to having the formal and informal knowledge that is necessary for effectiveness in the workplace. Employees must possess the technical knowledge and expertise required to accomplish the job, as well as an understanding of organizational policies and decisions. Therefore, there is a positive influence between access to information and organizational commitment where employee are provided with the technical skills and expertise to accomplish jobs, understanding organization polices, participation in decision making process, and, employees have information relevant and central to organization goals and objectives.

#### **(d) Access to Resources**

Vacharakiat (2008) posits that the success of empowerment is linked to resources. She further suggests that access to resources is the most critical empowerment factor. It refers to the ability to exert influence in the organization to bring in needed materials. Examples of these are equipment, supplies, space, and human resources necessary to do the job. They also include financial resources such as funds, time, budget allocation, recognition for work, etc., and other supplies needed to do the job efficiently and effectively in the organization (Johns, 2005).

Decentralizing the access of resources from the top levels of the organizational hierarchy is a key to empowering its workers (Kanter, 1993). Kanter (1993) referred to decentralization of resources as a structural feature within an organization which allows employees to access and acquire materials, staff, time or space in order to proceed with work tasks.

At times employees have been in the position of having an expectation put on them and not having the tools necessary to achieve it. This is a very frustrating position to be in. Ensuring adequate facilities are provided to employees is critical to generating greater employee commitment. The provision of inadequate equipment and adverse working conditions has been shown to affect employee commitment and intention to stay with the organization as well as levels of job satisfaction. According to David and Lauren (2009), the main factors causing job dissatisfaction are inadequate remuneration and poor working conditions, including deficiencies in the working environment such as lack of tools and equipment.

When organizations fail to provide workers with essential equipment, workers may not be able to accomplish their jobs for reasons beyond their control. The challenge organizations face in providing the necessary tools in the workplace is how to appropriately match individuals with a wide range of skills and knowledge with the right tools to maximize their potential. If this matching is not thoroughly examined, there can be great cost for the individual, the organization, or both. Employees will be committed to perform their tasks better if they have adequate tools and equipment. Provision of modern equipment in the work place will go a long way towards enhancing motivation. The advent of the computer has made life easy in the work place. Equipment and tools using modern technology should be provided to employees to further improve their performance and to enhance their motivation. Many organizations, for example, have come into the computer era boldly and rapidly (Demet 2012). Therefore, there is a positive influence between access to resources and organizational commitment where employees have enough time to accomplish tasks, are provided with adequate work materials, have proper tools and equipment and there is enough human resource to accomplish tasks.

## **2.4.2 Psychological Empowerment**

The psychological approach to empowerment focuses on enabling followers, rather than simply delegating or transferring “power” to them (Spreitzer, 1995). The psychological approach focuses on the motivational constructs involved in enhancing personal efficacy and enhancing one’s sense of meaning and control (Thomas & Velthouse, 1990). Power and control are seen as motivational states that are internal to the individual (Thomas & Velthouse, 1990).

Numerous studies have defined empowerment as intrinsic task motivation (for example, Conger & Kanungo, 1988; Thomas & Velthouse, 1990) or motivation reflecting the person-environment fit (Zimmerman, 1990). Brymer (1991) on the other hand defined empowerment as the process of decentralizing decision-making in an organization, by means of which managers give more discretion and autonomy to the frontline employees. Although empowerment has been defined in numerous ways, most authors agree that the core element of empowerment involves giving employee discretion (or latitude) over certain task related activities without neglecting the responsibilities that come along with it (Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Zimmerman, 1990; Spreitzer, 1995). Psychological empowerment has four dimensions: meaning, competence, impact, and self-determination (Thomas & Velthouse, 1990).

### **(a) Meaning Cognition**

Meaning cognition is defined as a sense of purpose or personal connection to the work goal (Spreitzer, 1995). However, Thomas and Velthouse (1990) define meaning as the value of a work goal or purpose, judged relation to an individual’s own ideal. Although Thomas and Velthouse (1990) and Spreitzer (1995) use different words to define meaning, their conceptualization of meaningfulness concerns the value of the task, goal or purpose, the feeling that a vocation is important and there is genuine concern about the job. It can also be described as the opportunity to pursue a worthy goal; that what

one is engaged in is worth the time, energy and effort one puts in and that it is something that really matters. As Spreitzer (2007) surmised that people who are high in power motivation, feel and regularly act on behalf of a greater good, it could be translated as the experience of sense of meaning, that they have a goal or purpose (Spreitzer, 1995).

Meaning therefore refers to the degree to which people care about their work (Spreitzer, 1995). Civil servants in the lower grades or levels of employment, whose jobs may be of lower quality than the stipulated standards of work quality or output (Kalleberg, 2000), may not have a strong expectation that their work will be purposeful or aligned with their values and beliefs. However, researchers have argued that people can find meaning in almost any task, job, or organization (Pratt & Ashforth, 2003; Wrzesniewski, 2003). This may relate to the subjective nature of meaning (Pratt & Ashforth, 2003). For example, meaning has been reported as supporting one's family, impacting an organization in a positive way, and expressing one's self through work (Colby, Sippola, & Phelps, 2002).

Pratt and Ashforth (2003) postulate that the individual employees must have a belief in their sense of judgment, values, work role and behaviors with connection to the work or the employee's must has the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose. Organizations have to make sure that the objective of assigned work task is compatible with their employees' value systems, in order to be perceived as meaningful to ensure that employees are motivated and committed to the organization (Lockwood, 2007). Meaning can be found in almost any task, job or organization (Pratt & Ashforth, 2003).

In empirical studies (Spreitzer, 1995; Thomas & Velthouse, 1990), meaning has received strong support as being positively associated with organizational commitment. Spreitzer *et al.* (1997) used two samples to study the relationship between psychological empowerment and performance outcomes such as job satisfaction and organization commitment. Both samples were from public organizations with high concentration of

employees. The government is the largest employer in Kenya with the public organizations having a high concentration of t employees. The study by Spreitzer *et al.* (1997) found out that meaning was related to performance related attributes such as organizational commitment. Additionally, Carless (2004) also found out that the satisfaction employees gain when they find meaning in their work is significantly related to organization commitment. Theoretical development in this study indicate that there is a relationship between meaning cognition of psychological empowerment and organization commitment and empirical results have found meaning to be positively related to organizational commitment; therefore, in this study, I predict that meaning is positively associated with organizational commitment for employees in the public service in Kenya. Therefore, there is a positive influence between meaning cognition and organizational commitment where employees have sense of intrapersonal reward, personal identity and integrity that energizes the workers and motivates them to do their best.

### **(b) Competence Cognition**

Competence is defined as a sense of belief that the employees have in their skills and capability to perform their work better (Spreitzer, 1995). Competence dimension is also defined as the degree to which an individual employee is able to perform the task activities skillfully (Thomas & Velthouse, 1990). According to White as cited in Van-eeden (2009), competence refers to an organism's capacity to interact effectively with its environment. Competence is achieved through accomplishments and learning. Learning takes place by means of activities involving interacting with the environment and which are focused and carried out with persistence. It is motivational as it impels the organism toward more competent interchange with the environment. White used the term, effectance for the concept, the competence that has been achieved and a feeling of efficacy is used to characterize the experience produced by effectance (Van-eeden, 2009).

Harter as cited in Van-eeden (2009) described effectance motivation (that is competence motivation) as referring to several facets of the motive: the organism's desire to produce an effect on the environment; the added goal of dealing effectively or competently with the environment; and the resulting feelings of efficacy. Harter distinguished between separate competence domains or skill areas, namely cognitive, social and physical. White as cited in Van-eeden (2009), placed most of his emphasis on successful mastery attempts, while Harter argued that one needs a sufficient degree of failure to get the negative feedback, which clarifies what is competent or successful behavior. Harter also refined the notion that success leads to intrinsic motivation – a feeling of efficacy produced by the successful task accomplishment itself. Van-deem further suggested a positive linear relationship between the degree of challenge presented by the mastery situation and the amount of satisfaction derived from tasks successfully solved. However, one attaches a somewhat negative subjective evaluation to one's performance on very difficult tasks, which one may eventually complete successfully, due to the amount of time and effort spent. Tasks beyond one's capability, which cannot be mastered, produce no pleasure (Van-eeden, 2009).

From the three perspectives on the definition to competence, it follows that if the employees lack a sense of confidence in their skills and capability, then they will feel not empowered by their superiors. Moreover, these employees must not only have the sense of belief in them that they have the necessary skills and capability, but at the same time, they should try to perform the task as well. According to Krishna (2007), high self-efficacy will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles. However, if employees have low self-efficacy, they will tend to avoid confronting their fears and improve their perceived competencies.

According to Spreitzer (1995), competence is an individual's feeling that they have the ability to perform their work well. Specifically, this dimension of psychological empowerment is comprised of one's belief that he or she has the ability and technical

competence necessary to complete the required tasks without resistance from the organization. Therefore, there is a positive influence between competence cognition and organizational commitment when the employees believe that they have the skills and capability to perform their work better, they have a desire to produce an effect on the organization and when they have feelings of efficacy.

### **(c) Self-determination Cognition**

Self-determination is a sense of freedom or autonomy about how individuals do their own work (Spreitzer, 1995; Thomas & Velthouse, 1990). If employees feel a sense of empowerment, they must have a substantial autonomy or power to make decision about their work. When employees believe that they are just following the order from their superior, then they will not feel a sense of empowerment due to the little autonomy and freedom given. Self-determination exists when employees have some control over what they do, how much effort should be put in their work, and when they have a say in when to start and stop their task (Krishna, 2007). From the perspective of civil servants, organizations should give employees the freedom in completing the assigned task such as conducting general functions in the office, administrative work and supervision.

This assertion stems, from the argument by Aryee and Chen (2006) that employees tend to understand their jobs better than their supervisors, and therefore, the employees are more likely to recognize the factors influencing work performance and to know how to resolve the issue. When self-determination is offered to employees, they can then complete their work more effectively (Humborstad & Perry, 2011). Self-determination can enable individuals to be more interested in their work and to be optimistic even when difficulties arise. When individuals perceive little self-determination from their work, they tend to feel helpless (Humborstad & Perry, 2011). Additionally, regarding motivation, Li *et al.* (2006) posit that that when employees have more self-determination about how to complete their work, they have higher work motivation and finish the task more effectively. Self-determination therefore encompasses employees' sense of control

over how their work is done. Li *et al.* (2006) argued that empowerment dealt with the efforts of individuals and groups to increase their control. They explain this as being able to initiate and regulate personal behavior. In other words, employees with self-determination have some control over what they will do, how much effort they will put in, and when they will start and stop (Humborstad & Perry, 2011).

Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. Self-determination is also related to perceived control encouraging organizational commitment (Spreitzer *et al.*, 1997). Considering the theoretical definitions of self-determination, and the empirical arguments described above, self-determination is likely to be positively associated with organizational commitment. Therefore, there is a positive relationship between self-determination cognition and organizational commitment since the employees feel a greater sense of autonomy because they feel they are free to make independent decisions and take on initiative without pressure from the organization, resulting in a greater sense of accountability and responsibility.

#### **(d) Impact Cognition**

Impact describes a belief that individual employee can influence the system in which they are embedded (Spreitzer, 1995). Impact meant that whether employees believe they are able to make a difference in their organization. In other words, impact is the degree to which employees can influence organization strategy, administrative or operating outcomes at work (Krishna, 2007). Thomas & Velthouse (1990) on the other hand, defines impact cognition as the perception that one's behavior has an effect on one's task environment. Additionally, they argue that impact cognition is the perception of environmental resistance to personal impact regardless of ability. Impact cognition is therefore distinct from competence cognition where a person feels that they could perform if given the opportunity.



In terms of psychological empowerment, impact has been referred to as the converse of learned helplessness in a work setting (Spreitzer, 1995). Ashforth (1989) suggests that impact is the ability to influence work outcomes, whether strategic, administrative, or operational. The effect of impact on nonstandard workers is less clear than the other psychological empowerment cognitions. However, Ashforth (1989) argues that a lack of opportunity for impact at work is negatively related to employee satisfaction and commitment to their duties and hence low productivity. This follows that when impact exists, employees would feel that they could perform better and have significant influence in the organization. Therefore managers need to affirm their employees that they can affect the organization outcome by completing the assigned tasks. Managers should provide their subordinates substantial opportunities to give opinions and suggestions about their operational changes in their work environment. This will have positive impact on their work outcomes. These findings provide an opportunity to test this relationship with employees in the public service in Kenya. Therefore, there is a positive relationship between impact cognition and organizational commitment where people feel they have important influence on their immediate work environments, co-workers and the organization as a whole hence committed in delivering organizational objectives.

Since psychologically empowered workers feel competent and confident to influence their job and work environment in a meaningful way, they are likely to be proactive and innovative (Boudrias, Gaudreau, Savoie & Morin, 2009). Besides, there is a constant pressure on management to reduce costs and increase productivity, which is possible only through a satisfied and committed workforce. The above literature on psychological empowerment sub-dimensions and their relationship to employees' ability to perform and deliver on the organizational objectives, reveals that psychologically empowered employees are more likely to get commitment in delivering their organizational goals compared with less psychologically empowered employees.

According to Spreitzer (1995), individuals who are psychologically empowered believe that they do make a difference. They feel that their work has an important impact on others and that their contributions are taken seriously. In addition, workers perceive themselves as active participants in shaping organizational outcomes and they believe that they have a significant influence in the culture of the organization. These workers perceive a sense of personal control and feel empowered to act and therefore are more committed to their organization.

### **2.4.3 Procedural Justice**

Research indicates that fairness perceptions can substantially contribute to various attitudinal, cognitive, emotional, and behavioral outcomes among organizational members (Moideenkutty, *et al.* 2010; McFarlin & Sweeney, 2003). Additionally, a rich body of research, both theoretical and empirical, demonstrates that lack of organizational commitment can be a reaction to the unfairness perceived by employees in their work life. When employees feel that they are treated unfairly, they tend to experience feelings of anger, outrage, frustration, and a desire for retribution (Ambad & Bahron, 2012). Under certain circumstances, these negative feelings can manifest into lack of motivation and commitment to their duties (Imani, 2009). It is based on this premise that this study focuses on the moderating role of procedural justice on the relationship between structural empowerment and organizational commitment.

Procedural justice refers to the perceived fairness of the policies and procedures used to make decisions in the workplace. It is based on the premise that an individual's evaluations of allocation decisions are affected not only by what the rewards are, but also by how they are made (Imani, 2009). The research contributing to this framework includes research on the relationships among procedural justice perceptions and work-related outcomes such as job satisfaction, organizational commitment, and turnover intentions (Moorman *et al.*, 2008; Moideenkutty, *et al.* 2010; McFarlin & Sweeney, 2003). The findings of these studies have reported that procedural justice perceptions are

related to attitudes toward institutions or authorities such as organizational commitment and trust in management.

It is based on the above findings and empirical literatures that this study focuses on the moderating effect of procedural organizational justice on effect of structural empowerment on organizational commitment. However, although individuals' reactions may differ depending on the extent to which they focus on outcomes or procedures, both procedural justice and distributive justice contribute to individuals' perceptions of organizational fairness (Imani, 2009).

In general, a given variable functions as a moderator if to some extent it accounts for the relationship between the predictor and the criterion (Moghimi, 2006). This study hypothesizes that procedural justice will have a moderating role on the relationships between structural empowerment and organizational commitment. Previous studies (Moorman *et al.*, 2008; Moideenkutty *et al.* 2010; Imani, 2009; McFarlin & Sweeney, 2003) that inform this framework concluded that procedural justice has effect on organizational commitment and structural empowerment. For instance, perceptions of procedural justice are negatively related to intentions to quit (Imani, 2009), significantly correlate with organizational commitment (Moideenkutty *et al.* 2010), and produce high subordinates' evaluation of supervisors (McFarlin & Sweeney, 2003). These findings indicate that, if employees perceive that the decision-making process is fair, they are less likely to form an intention to quit. Therefore, procedural justice has moderating effect on the influence between structural empowerment and psychological empowerment on organizational commitment in Kenya Civil Service.

#### **2.4.4 Organizational Commitment**

While there is agreement among scholars that the concept of organizational commitment indicates the link of an employee to an organization, there has been a controversy over the nature of organizational commitment (Johns, 2005). Organizational commitment

refers to an employee's attachment to an organization as a whole. It is different from other forms of commitment such as work ethic endorsement, career commitment, job involvement, and union commitment which focused on value, career, job, and union, respectively (Ambad & Bahron, 2012).

On the other hand, Park and Rainey (2007) refers to organizational commitment as various loyalties and attachments different individuals hold toward their organizations. The higher the organizational commitment is, the more responsible an individual is to the organization (Chen *et al.*, 2013). Additionally, Carriere and Bourque (2009) opined that organizational commitment is a psychological stabilizing or helpful force that binds individuals to course of action relevant to the organization. No organization in today's competitive world can perform at peak levels unless each employee is committed to the organization's objectives and works as an effective team member (Coetzee, 2005).

This study however will conceptualize the term organizational commitment based on the common definition that was developed by Meyer and Allen (1991). Based on Meyer and Allen Approach organizational commitment is divided into three dimensions: affective, continuance, and normative commitment. This study will focus on affective commitment and therefore will not define exhaustively other categories of organizational commitment. Meyer and Allen (1991) define affective commitment as, "the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment in the organization because they want to do so".

Affective commitment therefore is an emotional attachment to an organization. Employees of an organization with a strong sense of affective commitment to the employing organization will remain a member of that organization because they want to. It is characterized by the degree to which an individual identifies with, is involved in, and enjoys membership in an organization. Meyer and Allen (1991) suggest that affective commitment will mostly result from work experiences that satisfy employees'

need to feel comfortable in the organization and contribute to their feelings of competence in the work role.

Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization and perceived lack of alternatives (i.e., individuals stay because they need to) (Meyer & Allen, 1997). Normative commitment on the other hand, refers to a perceived obligation to remain with the organization (Meyer & Allen, 1997). The normative component of organizational commitment therefore is related to internalized pressures to act in ways that comport with organizational goals and interests. This component suggests that employees feel a moral need to stay in the organization. Meyer and Allen (1991) proposed that employees' willingness to contribute to organizational goals would be influenced differentially by the nature of their commitment. Those wanting to belong (affective commitment) would be more likely to exert effort to perform than those needing to belong (continuance commitment). Consistent with this proposition, Meyer, Allen, and Smith (1993) found that affective commitment more positively related to performance compared to continuance commitment.

Following the above definition of the three constructs of organizational commitment, it follows that individuals who have higher levels of organizational commitment are believed to have a sense of belonging and identification within the organization thereby increases their desire to pursue the organization's goals and activities, and their willingness to remain as part of the organization (Meyer & Allen, 1997). Employees' emotional bond to their organization (i.e., their affective commitment has been considered as an important determinant of dedication and loyalty (Muguella *et al.*, 2013).

In conclusion, the conceptual framework (indicated in section 2.3) and the subsequent discussions of the variables (in section 2.4) hypothesize organizational commitment as a result of structural empowerment and psychological empowerment. Structural

empowerment include constructs such as access to information, perceived support, access to opportunities and access to resources. Components of psychological empowerment on the other hand include meaning cognition, competence cognition, self-determination cognition and impact cognition. Several studies (Meyer *et al.* 1993; Chen & Chen, 2008; Pack *et al.*, 2007; Sarmiento *et al.*, 2004; Adekunle *et al.*, 2014; Jha, 2010) have indicated relationship between empowerment and commitment in the organization. Although some of the available literatures do not address the specific aspect of empowerment (S.E and P. E) they form the basis with which conclusions on the relationship between empowerment and organizational commitment can be drawn.

## **2.5 Empirical Review**

### **2.5.1 Structural Empowerment on Organizational Commitment**

In the United States Bartlett (2001) carried out a study to examine the relationship between employee attitudes toward training and feelings of organizational commitment among a sample of 337 registered nurses from five hospitals. Using social exchange theory as a framework for investigating the relationship, the researcher found that perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively related to organizational commitment. The study concluded that employees were more affectively committed to the organization when they received supervisor and coworker support. Eisenberger *et al.* (2001) also carried out their study in the United States where they surveyed 400 postal employees to investigate reciprocation's role in the relationships of perceived organizational support with employees' affective organizational commitment and job performance. The study found out that organizational support increased the employees' feeling for and caring about the organization's welfare and goals, and this feeling led to the increase of their commitment to the organization.

In sport setting, Pack, Jordan, Turner, and Haines (2007) examined the role of perceived organizational support (POS) on student employee attitudes. The relationships between POS and affective commitment (AC) and normative commitment (NC) and satisfaction were investigated for 152 student employees of a campus recreation center. The study showed that organizational support explained 46.2% of the variance in affective commitment and 39% of the variance in normative commitment among student employees in a recreational sport department in a large university.

In Canada Sarmiento, Laschinger and Iwasiw (2004) carried out a study to test Kanter's theoretical model specifying relationships among structural empowerment, burnout and work satisfaction. Empowerment was significantly related to all burnout dimensions, most strongly to emotional exhaustion and depersonalization. Emotional exhaustion was strongly negatively related to access to resources and support. The study concluded that structural empowerment, such as support, information, resources, and opportunities, were positively related to job satisfaction and organizational commitment. On the other hand, Ghina (2012), in his study influence of corporate culture on organizational commitment: Case study of civil government organizations in India, observed that structural empowerment which include access to training and development opportunities did not predict organizational commitment.

In Indonesia, Insan (2012) carried out a study in to investigate the impact of empowerment on organizational commitment and job satisfaction of employees of the national electricity company. Using a sample of 270 employees consisting of middle managers, basic managers, the basic supervisor and the upper supervisor, the study found a significant effect of the empowerment on the organizational commitment. In Nigeria Adekunle, Samuel, Olugbenga and Kehinde (2014) carried out a study on the personal characteristics and training opportunities as determinants of organizational commitment among Nigeria national parks' employees. They found out that although the employees had greater opportunities for training, their organizational commitment

level was low. There was significant but weak correlations between organizational commitment and training opportunities. They proposed that for a more comprehensive understanding of other possible determinants and antecedents of organizational commitment of nature conservation organizations' employees, further studies should include more factors in analytical model.

A study by Narteh (2012) focused on internal marketing and employee commitment. The study surveyed 410 employees of banks in Ghana and investigated four internal marketing practices- empowerment, rewards, training and development, and communication and their impact on employee commitment in the retail banking industry. The results indicated that, with the exception of communication, the factors are positively associated with employee commitment. The study was however limited in its attempt to generalize to other settings because of demographic composition of the sample and the setting.

### **2.5.2 Psychological Empowerment on Organizational Commitment**

Several studies (Chen & Chen, 2008; Nabila, 2008; Dee, Henkin & Duemer, 2002) have been done to assess the relationship between psychological empowerment and organizational commitment. However, compared to structural empowerment, psychological empowerment has not received a lot of attention in literature. The table below summarizes two of the major studies carried out to test the relationship between the four dimensions of psychological empowerment and organizational commitment. The results indicated that not all the four cognitions of psychological empowerment have positive relationships with organizational commitment, as shown in table below.



**Table 2.1: The Relationship Between, Psychological Empowerment and Organizational Commitment**

<b>Author(s)</b>	<b>Meaning</b>	<b>Self-determination</b>	<b>Competence</b>	<b>Impact</b>
Chen & Chen, (2008)	Significant	Not significant	Significant	Significant
Nabila,(2008)	Not significant	Not significant	Significant	Significant
	Positive	Positive	Positive	positive
Dee, Henkin & Duemer,(2002)	Significant	Significant	Not significant	Significant
	Positive	Positive		positive

A study carried out by (Chen and Chen 2008), in Taiwan to establish a framework to explain how to use work redesign and psychological empowerment to strengthen employee commitment to an organization that is undergoing change. Using a questionnaire-based survey of 213 employees at three of Taiwan's state-owned enterprises undergoing privatization or reorganization, the study found out that self-determination has no significant relationship with organizational commitment, whereas the other three cognitions seems to have significant relationship with organizational commitment.

According to (Nabila 2008), in his study on the relationship between psychological empowerment and organizational commitment among employees in construction sector in Kota Kinabalu found that meaning and self-determination cognitions have no significant relationship with organizational commitment, but competence and impact dimensions have significant relationship. Furthermore, Dee, Henkin and Duemer (2002)

revealed that only competence cognition has no significant relationship with organizational commitment.

In India, (Jha 2010) carried out a study to examine the linkages between psychological empowerment and factors of organizational commitment. Using a sample of 332 Indian IT executives, the study found out that psychological empowerment influences affective and normative commitment positively. However, no relationship was found between psychological empowerment and continuance commitment.

Very few studies (Chen & Chen, 2008; Nabila, 2008) on the effect of employee empowerment on organizational commitment have been done in developing countries. Specifically, there is lack of empirical literature in Kenya focusing on the effect of structural empowerment on organizational commitment that the researcher is aware of. However, Chepkilot (2010) study on the Motivational Strategies for Public Sector Workers in Kenya can be used as evidence in positive relationship between empowerment and commitment. According to this study, lack of motivation among employees in the public sector is the major reason for deteriorating performance of the sector in terms of service delivery. The study proposes that there is need for empowerment of the employees to enhance their motivation and commitment at their work.

## **2.6 Critique of Existing Literature**

Numerous studies (Pack *et al.*, 2007; Sarmiento *et al.*, 2004; Adekunle *et al.*, 2014) in the above literature have been conducted to explain the causes and effects of employee attitudes and behaviors. The studies have therefore focused on the antecedents, correlates, and consequences of organizational commitment. Few efforts, however, have been made that concentrate on how employees perceive the characteristics of their organizations and the relationship between such perceptions with organizational commitment. Imani (2009), reports that employees look more to the broader

organizational environment than to their role perceptions in attributing their job satisfaction and organizational commitment. This means that independent of the measures undertaken within organizations to enhance commitment, performance and job satisfaction among employees, there is need to put into consideration the role of employee perception of the fairness in such measures. This perception affects their attitudes and behaviors which is important in the successful implementation of commitment strategies. Organizational justice therefore is an area that has been avoided by the preceding literature yet it is an essential contributing factor.

Previous studies have put a lot of emphasis on the application of Kanters theory of structural empowerment in the Nursing profession, for example, Sarmiento *et al.* (2004). Although it is important to note that during the conceptualization of the Kanter's theory the health practitioner especially nurses were given priority in the study, the current developments and globalization has seen the need of application of Kanters theories in other sectors of the economy. Structural empowerment aspects such as access to information, resources support and opportunities are essential for the success of any employee independent of their profession, area of work or industry.

## 2.7 Research Gaps

**Table 2.2: Summary of Specific Research Gaps**

Researcher(s)	Study Focus	Finding(s)	Knowledge Gap	How gaps are addressed
Joo <i>et al.</i> (2010)	The influence of psychological empowerment on organizational commitment and the moderating effect of organizational learning culture on the relationship.	Introduced the idea that there are personal contextual factors that affect the relationship between empowerment and organisational commitment	The study did not consider the fact that the contextual and personal factors moderate the relationship between empowerment and commitment because they influence employee attitudes	Explores organisational justice which focuses on the perception and attitudes of the employees
Ali, (2013)	Effects of Employees' Empowerment on Employees' Commitment to Organization and Employees' Turnover Intention (An Empirical Evidence from Banking Industry of KPK, Pakistan)	The results of correlation showed a significant positive relationship between employees' empowerment and their commitment to organization while a significant negative relationship between employees' empowerment and turnover intention was noted.	The survey captured the perception of employees in the private sector  The study focussed on two broad variables (employee commitment and turnover) and therefore did not exhaustively address the aspects of empowerment	Carry out the study in the public sector  The study focuses on all the aspects of empowerment
Vorya & Mohamad, (2013)	Examining the relationship between employees' empowerment and their commitment to organization of electronic in Kurdistan province.	The results of correlation showed a significant positive relationship between employees' empowerment and their commitment to organization while a significant negative relationship between employees' empowerment and turnover intention was noted.	The study focussed on the perception of employees in one organisation and therefore did not present a general view on employee empowerment and commitment	The study will focus on four public organisations

While many studies (Insan, 2012; Jha, 2010; Nabila, 2008; Chen & Chen, 2008; Pack *et al.*, 2007; Sarmiento *et al.*, 2004; Adekunle *et al.*, 2014) have investigated the relationship between empowerment aspects and organizational commitment and the relationship between organizational justice and organizational commitment, the study of the moderating role of organizational justice in the relationship between empowerment and organizational commitment has largely been ignored. Given the relationship between empowerment and organizational commitment and the relationship between organizational justice and organizational commitment, this study proposes that employees' perception of fairness in the procedures of the organization (procedural justice) will moderate the relationship between empowerment and affective organizational commitment. That is, if someone has a positive procedural justice, the effect of empowerment on organizational commitment may not be significant since his/her organizational commitment can solely stem from his/her high positive procedural justice. On the other hand, for an employee with negative procedural justice, an effect of empowerment will be stronger on his/her level of organizational commitment.

Although the reviewed literature showed a relationship between empowerment and organizational commitment, the studies had different results. Not all aspects of structural empowerment and psychological empowerment were found to have a relationship with organizational commitment. Nabila (2008) concluded that the relationships between empowerment and organizational commitment elicit different results in different settings. He therefore recommended that further studies should be carried in different settings to have conclusive conceptualizations on the relationship between organizational commitment and empowerment. Studies in the literature have not fully addressed this because the studies majored on either structural empowerment or psychological empowerment. Therefore none of the studies have accessed all aspects of empowerment. This study sought to fill this gap by assessing relationship between both structural and psychological empowerment on organizational commitment.

Additionally, previous studies have focused on the developed countries (Kettl, 2005; Wise, 2002; Matheson, 2007; Bartlett, 2001; Eisenberger *et al.* 2001), private sectors (Matheson, 2007; Kettl, 2005) and laboratory settings (Sarmiento *et al.* 2004; Imani, 2009; Wise 2002). There is therefore gap of knowledge on the effect of empowerment on organizational commitment in developing countries, specifically Kenya, the public sector and in other open settings. This study intends to fill this research gap by assessing the influence of employee empowerment on organizational commitment in the Kenyan Civil Service.

Finally, although the studies revealed in the literature provided an understanding on the relationship between empowerment and organizational commitment, the general validity of these studies are not certain. Further studies are therefore recommended in order to explore the general relevance of findings in these studies in the context of public organizations.

## **2.8 Summary**

This chapter focused in the discussion of the relevant literature related to the study. It presented the theoretical underpinning of the study as well as the conceptualization of the relationship between the study variables. The empowerment aspects that have effect on the organizational commitment according to the reviewed literature include structural empowerment aspects (perceived support, access to opportunities, access to information and accesses to resources) and psychological empowerment aspects (meaning cognition, competence cognition, self-determination cognition and impact cognition). The literature review revealed shortcomings especially in the dearth of information focusing on developing countries as well as the relationship between organizational justice and the effect of empowerment on organizational commitment. This was discussed under critique of the literatures as well as in the research gaps. The next chapter will discuss the methodology that will be employed in this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, the target population, the sampling techniques and sample size, the data collection methods as well as the data processing and data analysis techniques. According to, Cooper & Schindler (2006), research methodology is a plan and structure conceived to obtain answers to research questions. It's the glue that holds all the elements of research together (Kombo & Tromp, 2006).

#### **3.2 Research Design**

The study used the cross-sectional research design to assess the influence of empowerment on organizational commitment in the Kenya civil service. The study was cross-sectional since the data was collected at one particular time across the selected public organizations (Silverman, 2013). Creswell (2009) observed that descriptive approach is designed to obtain the current phenomenon and whenever possible to draw varied conclusions from the facts discussed. Descriptive studies describe characteristics of the population of interest, estimate proportions in the population, make specific predictions and test associated relationships (Orodho, 2005). The descriptive method was appropriate for this study since the study aimed at analyzing and describing the relationship between structural and psychological empowerment on organizational commitment of employees in the Kenyan Civil Service. Orodho (2005) affirms that surveys are useful in describing opinions, beliefs and knowledge of certain phenomenon in society.

### **3.3 Sampling Frame of the study**

A Sampling frame is a list, directory or index of cases from which a sample can be selected (Mugenda & Mugenda, 2003). The sampling frame of the study was the list of all the targeted respondent which included all the staff members of the selected public organizations. The selected public organizations were the major institutions in the education sector. They include; Teachers Service Commission (TSC), Kenya National Examination Council (KNEC), Kenya Institute of Curriculum Development (KICD) and Higher Education Loans Board (HELB). These are the public service delivery organizations in the education sector. Service based government institutions in the education sector have constantly performed poorly for the past three years (GoK, 2012). These organizations will therefore provide a good representation of factors affecting service delivery in the Kenyan Civil Service. The total number of the employees in the organizations was obtained from the human resource departments of each of the organizations.

### **3.4 Sampling Procedure and Sample Size**

The study used cluster sampling techniques to select the civil servants from the selected organizations who will participate in the study. The cluster sampling design involves the dividing of the population into mutually exclusive groups and then drawing random samples from each group to interview (Kumar, 2005). This was necessary so as to ensure that the samples to be selected from each group are represented in the entire sample, which was selected for the study, in proportion to their numbers in the entire targeted population.

The Fishers formula was used to determine the appropriate sample size of this study. This was because the target population consists of a large number of units (Civil servants in the education sector) (Yates, 2004). The researcher assumed 95% desired



level of confidence, which is equivalent to standardized normal deviate value of 1.96, and an acceptable margin of error of 5% (standard value of 0.05).

$$n = Z^2 pq/d^2$$

Where:

n = the desired sample size (if target population is large)

z = the standard normal deviate at the required confidence level.

P = the proportion in the target population estimated to have characteristic being measured.

$$q = 1-p$$

d = the level of statistical significance set.

Assuming 50% of the population have the characteristics being measured,  $q=1-0.5$

Assuming we desire accuracy at 0.05 level. The Z-statistic is 1.96 at this level

$$\text{Therefore } n = (1.96)^2 (.5) (.5) / (.05)^2 = 384.$$

The table below shows the sample size determination of each of the four selected civil service institution in the education sector.

**Table 3.1: Sample Size Determination**

Selected Civil Service institutions	Middle Level Managers		Supervisors		Operative staff		Total Respondents	
	Actual	Cluster	Actual	Cluster	Actual	Cluster	Actual	Cluster
Teachers Service Commission	456	<b>26</b>	860	<b>48</b>	1584	<b>90</b>	2,900	<b>164</b>
Kenya National Examination Council	122	<b>7</b>	432	<b>25</b>	1310	<b>74</b>	1,864	<b>106</b>
Higher Education Loans Board	65	<b>4</b>	143	<b>8</b>	572	<b>32</b>	780	<b>44</b>
Kenya Institute of Curriculum Development	87	<b>5</b>	174	<b>10</b>	971	<b>55</b>	1,232	<b>70</b>
<b>Grand total</b>	730	<b>42</b>	1,609	<b>91</b>	4,437	<b>251</b>	6,776	<b>384</b>

### 3.5 Data Collection Instruments

Mugenda, (2008) scientific inquiry demands that researchers should develop tools that yield accurate and meaningful data to enable effective decision making. The study collected both primary and secondary data, where self administered and semi-structured questionnaires were used to collect primary data which enhanced large enquiries and free of bias since they are respondent-only based. Secondary data was collected through document reviews and analysis. Sources of secondary data include published books, journals, magazines and the internet. .

The semi-structured questionnaire was used to obtain information from the staff members. It was designed to contain both open and close-ended questions. The questionnaire was divided into five sections. Section A had questions that aimed at

collecting demographic information from respondents such as age, gender and education level, and experience in the public sector. Section B focused on the measurement of structural empowerment among the employees of the selected public organizations. Section C measured psychological empowerment among the employees of the selected public organizations. Section D focused on the measurement of procedural justice perception among the employees of the selected public organizations. While Section E focused on the measurement of organizational commitment among the employees of the selected public organizations.

### **3.6 Pilot Test Study**

A pilot study is a preliminary test conducted before the final study to ensure that research instruments are valid and reliable.). Mugenda & Mugenda, (2007) states that a relatively small sample of 10 to 20 respondents can be chosen from the target population during piloting which is not included in the sample chosen for the main study. A pilot study reveals the deficiencies in the design of a proposed experiment or procedure and these can be addressed before time. Determining reliability and validity was necessary in order to determine whether the relationship in the conceptual framework are stable and accurate and whether the truly measure what they were set to measure. As such, the pilot study was conducted with 15 participants from institution that was not under the study.

#### **3.6.1 Instrument Validity**

Mugenda and Mugenda (2008) define validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. They further explain that validity estimates how accurately the data obtained in the study represents a given variable. Its importance is captured in a statement by Creswell (2014) that if a piece of research is invalid then it is worthless. To increase validity and protect the research from threats of validity, the researcher: will pre-test the research instrument

to ensure that: the questions were in line with the objectives of the study; there were no ambiguities in instructions, terms and questions; and that, leading questions are avoided.

The feedback from the pretest was used to reword any questions that will not have yielded the information required. Input of supervisors from the department of human resource studies will also be sought. This ensured that the content addresses the intended responses and concept of the proposed study.

### **3.6.2 Instrument Reliability**

Reliability has to do with the reproducibility or stability of the data, the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Creswell (2014) see reliability as a synonym for consistency. According to Mugenda (2008), it is a measure of the degree to which a research instrument would yield the same results after repeated trials. The researcher tested and re-tested the data collection tools to increase reliability of the study. The test and re-test was useful in: helping eliminate ambiguities in the questions; giving feedback on the type of questions and their formats; providing feedback on the layout, sectionalizing, numbering and itemization of the questionnaire; identifying redundant questions; and, pointing out commonly misunderstood items.

### **3.7 Data Collection Procedure**

Before data was collected the researcher obtained a data collection letter from Jomo Kenyatta University. The researcher visited and interacted with respondents to explain the purpose of the study and build rapport. The researcher also obtained an informed consent from the respondents before giving out the questionnaires. The questionnaire was administered through a drop and pick latter method. This technique is an effective means to reduce potential non-response bias through increased response rate. The

researcher then personally administered the questionnaire with the help of 4 other research assistants. The data collection was conducted within a period of three (3) days.

### **3.8 Data Analysis and Presentation**

Data analysis is extracting significant variables and detecting anomalies and testing any assumptions. It's a way of transforming data into knowledge through proper interpretation and ascribing meaning to it. In this study data analysis was guided by the hypothesis of the study. Qualitative research is used to come up with a rich and meaning picture of a multifaceted, complex situation. This allows exploration and better understanding of the complexity of the phenomenon under study. Qualitative data obtained from questionnaires was edited/cleaned and classified into classes or groups with common characteristics or themes. Results were then analyzed in order to draw conclusions and present the research findings. However before the analysis of data, the model was tested for normality and multicollinearity.

#### **3.8.1 Normality Test**

The function of normality test is to test normal distribution of independent and dependent variables (Hair, Babin, Money, & Samuel, 2003). Normality test is carried out to ensure the assumptions of normal distributed data are fulfilled before conducting the multiple linear regressions used in this study to examine the relationship between structural empowerment, procedural justice and organizational commitment.

#### **3.8.2 Multicollinearity Test**

Multicollinearity is a data test which determines the linear correlation among two or more variables and might be a root somber complexity with the trustworthiness of the approximations of the parameters in the model used to assess relationship between variables (Garson, 2006). To detect multicollinearity between the variables we run correlation analysis between the variables. The multicollinearity problem is identified to

circumvent highly correlated variables which impact the final outcome (Garson, 2006) and would exist when correlation coefficients among the independent variables are more than 0.95 (Gujarati, 2003).

The influence of empowerment on organizational commitment in the Kenya Civil service was analyzed using multi-linear regression model. The study used multi-linear regression analysis to test the statistical significance of the independent variables (structural empowerment and psychological empowerment) on the dependent variable (organizational commitment). The hypothesis was tested at 95% level of confidence.

The following model for the regression model was used to analyze the relationship:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon \quad (3.1)$$

Where; Y = Organizational commitment in the Kenya Civil Service.

$\beta_0$  = The constant or coefficient of intercept.

$X_1$  = Structural Empowerment

$X_2$  = Psychological Empowerment.

$\epsilon$  = Error factor

$\beta_1 - \beta_2$  = Correlation coefficients

The same model was used to determine the influence of the moderating variable (procedural justice) on the independent variables and dependent variable. The hypothesis was tested at 95% level of confidence.

The formula for the model was as below, where Z=Procedural justice

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 * Z + \epsilon \quad (3.2)$$

### **3.9 Operationalization of the Study Variables**

#### **Measurement of Psychological Empowerment**

The Psychological Empowerment Scale constructed by Spreitzer (1995) was used to guide the formulation of a questionnaire to measure psychological empowerment. It is a self-report questionnaire designed to measure the four dimensions of psychological empowerment conceptualized by Thomas and Velthouse (1990): meaning, competence, self-determination and impact. This instrument consisted of 12 items, 3 items for each dimension of psychological empowerment, measured on a Likert-like scale (5= strongly agree, 1=strongly disagree).

**Table 3. 2: Measurement of Psychological Empowerment**

Variables	Operationalization	No. of items	Questionnaires
Meaning cognition	Ability to act on behalf of a greater good, opportunity to be guided by own ideas and standards, and existence of value in duties and responsibilities	3	9(a-h)
Competence Cognition	Willingness to act on behalf of the organization, exert more effort and persistence even in the face of obstacles and being able to perform tasks skillfully	3	10(a-g)
Self-determination cognition	Interested in work and optimistic even when difficulties arise, complete work more effectively and control how much effort to put on the job	3	11(a-g)
Impact Cognition	Have opportunities to give opinions and suggestions about the operations of the organization and influence such operations	3	12(a-e)

**Measurement of Structural Empowerment**

Structural empowerment was measured by modifying the Conditions of Work Effectiveness Questionnaire II (CWEQ-II). CWEQ II was developed by Laschinger, Finegan, Shamian, and Wilk in 2001 to test Kanter's (1993) theory of structural empowerment in a nursing population. The CWEQ-II is a modified version of the original CWEQ and consists of 19 self-reported items that measure the six components of structural empowerment described by Kanter (information, support, resources, opportunity, formal power, and informal power). This study used this CWEQ-II for only



four components: information, support, resources, and opportunity (3 items of each component). The items were rated on a 5-point Likert scale (1 = none, 5 = a lot). The CWEQ-II has been used in previous studies (Vecharakiat, 2008) and an acceptable internal consistency for each subscale has been established, ranging from .80 to .95 for information, .72 to .89 for support, .71 to .88 for resources, and .76 to .85 for opportunity. The overall reliability of CWEQ-II is .78 to .93 (Laschinger, 2004).

**Table 3. 3: Measurement of Structural Empowerment**

Variables	Operationalization	No. of	Questionnaires
		items	
Perceived support	Access to Organizational support, Supervisor support, and Coworker support	3	5 (a-h)
Access to opportunity	Access to Promotion, Chance to learn and grow, A sense of challenge, and Autonomy	4	6 (a-f)
Access to information	Access to data on goals & objectives, active participation in decision making, and access to required knowledge and skills	3	7 (a-f)
Access to resources	Access to enough time, materials, equipment and human resources	4	8(a-f)

### **Measurement of procedural justice**

The researcher developed a set of questions aimed at rating the perceptions of the employees on the procedural justice. The questions were developed from the information on the theoretical and empirical literature of the antecedents of procedural justice. The researcher then involved the supervisors in the construction of the measurement tool for procedural justice by asking of their additional comments and the review of the tool. The tool was then tested for internal consistency and validity before the actual survey.

**Table 3. 4: Measurement of procedural justice**

Variables	Operationalization	No. of items	Questionnaires
Perceived fairness	-Perceived fairness of policies governing decisions in the workplace  -Perceived fairness in procedures governing decisions in the workplace	2	13 (a-h)

**Measurement of organizational commitment**

Meyer and colleagues (1993) developed the Commitment to Organizations instrument. They tested and extended a three-component conceptualization from two samples: student nurses and registered nurses. The tool includes six factors: Factors 1, 2, and 3 reflect affective, continuance, and normative commitment to the occupation; and factors 4, 5, and 6 reflect affective, continuance, and normative commitment to the organization.

The Commitment to the Organizations instrument contains 18 self-reported items consisting of the three factors of the organizational commitment construct: affective, continuance, and normative (Meyer *et al.*, 1993). Each component is measured by six items on a 7-point Likert scale (1 = strongly disagree, 5= strongly agree). There are four items that are negatively worded. The scales of these items were reversed before analysis in this study.

In this study this instrument was used albeit with some modification to fit the objective of the current. This study focuses on measuring affective, normative and continuance commitments. Therefore only statements that were developed by Meyer *et al.*, (1993) on affective, continuance and normative commitments were used. The researcher involved the supervisors in reviewing the modifications for the instruments.

**Table 3. 5: Measurement of organizational commitment**

Variables	Operationalization	No. of Questionnaires items
Affective Commitment	Employees want to remain in the organization	3 14 (a-g)
Continuance Commitment	Employees need to remain in the organization	4 14 (a-g)
Normative commitment	Employees feel they should remain in the organization	3 14 (a-g)

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the output of the raw data analysis and discusses the findings. The first part of this chapter deals with presentation of the research findings while the second part presents discussion of the findings to meet each of the study objectives. Univariate analysis was also carried out for uncovering the one on one relationship after which factors which were significant univariately were further subjected to a rigorous multivariate analysis. Exploratory factor analysis (EFA) was done on the data whereby iterative process was undertaken until a clean pattern matrix, sample adequacy, convergent validity, discriminant validity and reliability of the model were achieved. Confirmatory Factor analysis (CFA) involving obtaining a roughly decent model fit was performed by undertaking a validity and reliability check and common method bias. Descriptive statistics used was percentages while structural equation models were employed for inferential statistics.

##### **4.1.1 Response rate**

The response rate for the study was within the recommended levels. A total of 384 questionnaires were administered, in the end 348 were returned, coded and used for the analysis. This resulted to 90% overall response rate. Rogers, Miller and Judge (2009) posited that a response rate of 50% is acceptable in descriptive social sciences, Mugenda and Mugenda, (2003) observed that 50% response rate is adequate, 60% good and above, while over 70% is rated as very good. Babbie, (2010) assert that a return of 50% is adequate, although Bailey (2007) set the adequacy bar at 75%. This implies that based on this assertions, the response rate of 90% was very good. The high response could be attributed to self-administration of the questionnaire.

#### 4.1.2 Reliability Test

The most common internal consistency measure known as Cronbach's alpha ( $\alpha$ ) was used. It indicates the extent to which a set of test item can be treated as measuring a single latent variable (Cronbach, 1971). Cronbach's alpha reliability coefficient ranges between 0 and 1. A coefficient of 0 implies that there is no internal reliability while a coefficient of 1 indicates a perfect internal reliability.

**Table 4.1: Reliability Test**

Item	Cronbach's Alpha	No of Items (statements)
Perceived support (PS)	.847	8
Access to opportunity (AO)	.875	6
Access to information (AI)	.905	6
Access to resources (AR)	.839	6
Meaning Cognition (MC)	.886	8
Competence cognition (CC)	.788	6
Self-Determination cognition (SDC)	.819	7
Impact cognition (IC)	.780	5
Procedural Justice (PJ)	.905	8
Affective Organizational Commitment (AOC)	.918	7
Continuance Organizational Commitment (COC)	.883	6
Normative Organizational Commitment (NOC)	.885	6

Cronbach's alpha reliability coefficient value of 0.6 or higher is considered sufficient (Sekaran, 2009). The recommended value of 0.6 was therefore used as a cut-off of reliability (Sekaran, 2009). Reliability results for all the set of variables in the

questionnaires gave a cronbach alpha statistics of more than 0.6, thus the threshold value of 0.6 was met. This shows that the questionnaire was reliable as a tool of collecting data.

## 4.2 Demographic Characteristics

The study sought to determine the demographic characteristics of the respondents who participated in the study. This was important in explaining the variations in responses.

### 4.2.1 Distribution of Respondents by Organization

The distribution of the residents as per their organization is presented. The results are as shown in Table 4.2: Distribution of Respondents by Organizations.

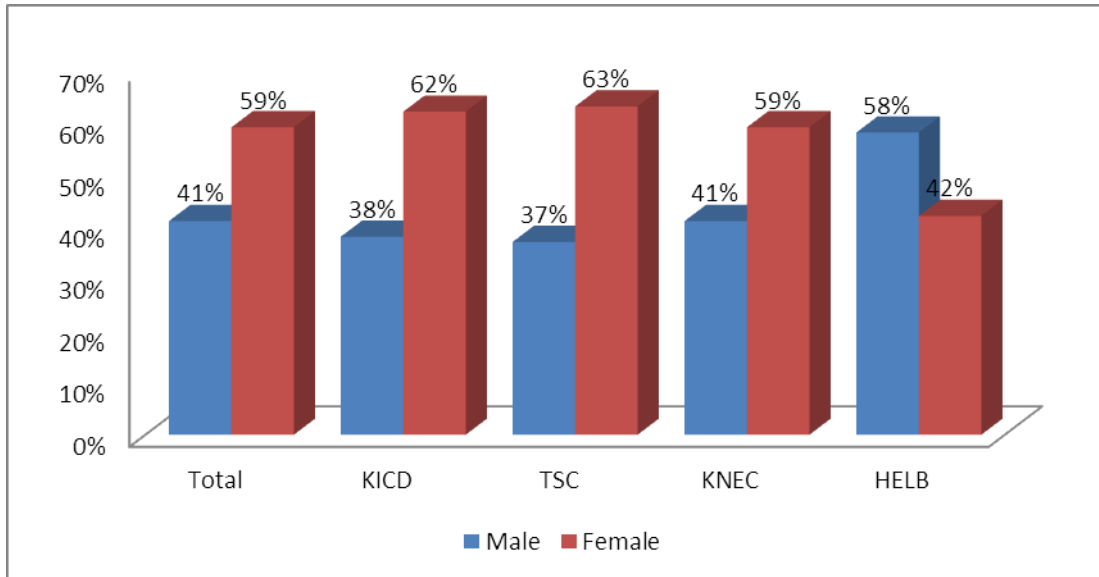
**Table 4.2: Distribution of Respondents by Organizations**

<b>Organization</b>	<b>Frequency</b>	<b>Percent</b>
Kenya Institute of Curriculum Development (KICD)	60	17.3
Teachers Service Commission (TSC)	159	45.8
Kenya National Examination Council (KNEC)	90	25.9
Higher Education Loans Board (HELB)	39	11.0
<b>Total</b>	<b>348</b>	<b>100.0</b>

Majority of the respondents were from Teachers Service Commission (TSC) with a prevalence of 45.8% followed by those from Kenya National Examination Council (KNEC) at 25.9%. Kenya Institute of Curriculum Development (KICD) formed 17.3% of the sample while Higher Education Loans Board (HELB) made 11.0%. The results can be correctly mean that the reason for TSC having the largest distribution emanates from the fact that it is the largest employer in Kenya.

#### 4.2.2 Gender of the Respondents

The respondents were asked to state their gender. Figure 4. 1 below shows the distribution of the respondents by gender and organization.

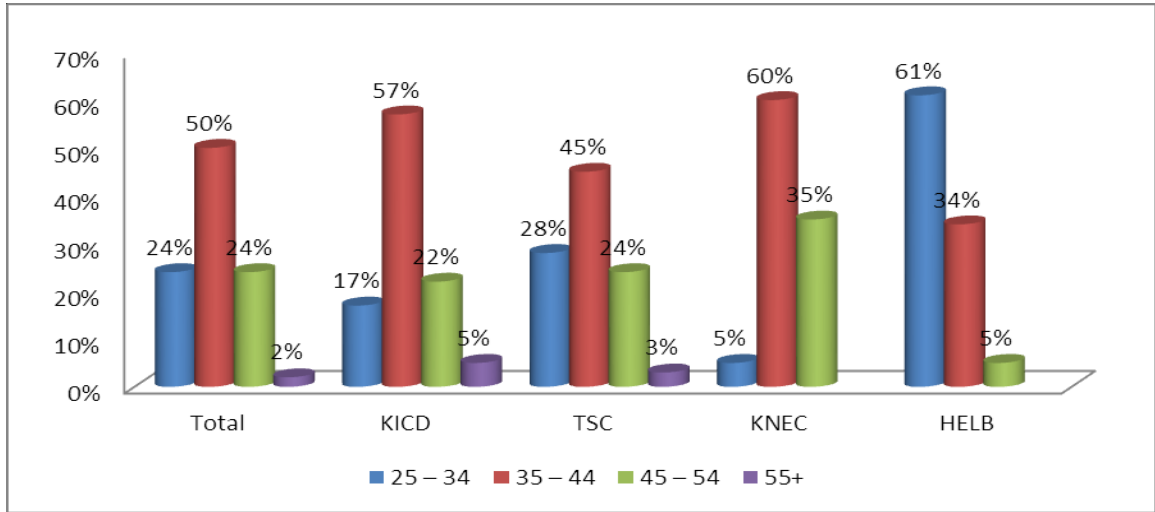


**Figure 4. 1: Distribution of respondents by gender and organization**

Majority of the study participants (59%) were of female gender with male making 41% of the sample. These findings show that the study did not suffer gender bias.

#### 4.2.2 Respondents age

The respondents were requested to indicate their age. Figure 4.2 below shows the distribution of the respondents by age and organization.



**Figure 4.2: Distribution of respondents by age and organization**

Half of the study respondents were aged between 35-44 years with the least (2%) been over 55 years of age.

### 4.3 Goodness of Measurement and Model

The goodness of measurement, outer, model has been established through the content validity and the construct validity. The table below describes the factors



**Table 4.3: Factor description**

Label	Description
<b>AI</b>	Access to information
<b>AO</b>	Access to opportunity
<b>AOC</b>	Affective Organizational Commitment
<b>AR</b>	Access to resources
<b>CC</b>	Competence cognition
<b>COC</b>	Continuance Organizational Commitment
<b>IC</b>	Impact cognition
<b>MC</b>	Meaning Cognition
<b>NOC</b>	Normative Organizational Commitment
<b>OC</b>	Organizational Commitment
<b>PAS</b>	Perceived support
<b>PE</b>	Psychological Empowerment
<b>PJ</b>	Procedural Justice
<b>SDC</b>	Self-determination cognition
<b>SE</b>	Structural Empowerment

#### **4.3.1. The Content Validity**

Factor loading of the items was done used to confirm the content validity of the measurement model. The presentation is shown on table 4.4.

**Table 4.4: Pattern matrix /outer loadings for Structural Empowerment**

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	Access information	to Access opportunity	to Access resources	to Perceived support
<b>AI1</b>	0.789662			
<b>AI2</b>	0.789278			
<b>AI3</b>	0.827315			
<b>AI4</b>	0.844622			
<b>AI5</b>	0.89003			
<b>AI6</b>	0.758029			
<b>AO1</b>		0.795138		
<b>AO2</b>		0.82763		
<b>AO3</b>		0.784402		
<b>AO4</b>		0.783831		
<b>AO5</b>		0.791972		
<b>AO6</b>		0.754633		
<b>AR1</b>			0.754311	
<b>AR2</b>			0.74933	
<b>AR3</b>			0.80814	
<b>AR4</b>			0.790656	
<b>AR5</b>			0.540616	
<b>AR6</b>			0.843255	
<b>PAS1</b>				0.724586
<b>PAS3</b>				0.696257
<b>PAS5</b>				0.685839
<b>PAS6</b>				0.800552
<b>PAS7</b>				0.714899
<b>PAS8</b>				0.744641

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As suggested by Hair *et al.* (2010) and Chin (1998), factor loading of the items could be used to confirm the content validity of the measurement model. More specifically, all the items meant to measure a particular construct should load highly on the construct they were designed to measure. If some items load on some other factors higher than their respective construct, these items will be candidate for deletion. Further, all the measures of the construct should be significantly loaded on their respective construct. Thus, the content validity of the measurement, outer, model was confirmed. Hair *et al.* (2010) has indicated 0.5 to be an acceptable validity coefficient.

**Table 4.5: Pattern matrix /outer loadings for Psychological Empowerment**

	Competence cognition	Impact cognition	Meaning Cognition	Self-determination cognition
<b>CC2</b>	0.742351			
<b>CC3</b>	0.839611			
<b>CC4</b>	0.703803			
<b>IC1</b>		0.884954		
<b>IC3</b>		0.855403		
<b>IC4</b>		0.781514		
<b>IC5</b>		0.661095		
<b>MC1</b>			0.699057	
<b>MC2</b>			0.756747	
<b>MC3</b>			0.798395	
<b>MC4</b>			0.691458	
<b>MC5</b>			0.782123	
<b>MC6</b>			0.789162	
<b>MC7</b>			0.810628	
<b>MC8</b>			0.734073	
<b>SDC1</b>				0.671049
<b>SDC3</b>				0.679985
<b>SDC4</b>				0.793149
<b>SDC5</b>				0.663951
<b>SDC6</b>				0.829375
<b>SDC7</b>				0.694782

The pattern matrix coefficients ranged from 0.661095 to 0.884954 thus showing variables are almost perfectly related to a factor pattern. This is an indicator that the

constructs in the study were correctly related to the dependent variable; organization commitment.

**Table 4.6: Pattern matrix /outer loadings for Organizational Commitment**

	Affective Organizational Commitment	Continuance Organizational Commitment	Normative Organizational Commitment
<b>AOC1</b>	0.835252		
<b>AOC2</b>	0.920086		
<b>AOC3</b>	0.811465		
<b>AOC4</b>	0.861414		
<b>AOC5</b>	0.7944		
<b>AOC6</b>	0.844628		
<b>AOC7</b>	0.6924		
<b>COC1</b>		0.747171	
<b>COC2</b>		0.867317	
<b>COC3</b>		0.84743	
<b>COC4</b>		0.835054	
<b>COC5</b>		0.670183	
<b>COC7</b>		0.77505	
<b>NOC1</b>			0.736911
<b>NOC2</b>			0.787549
<b>NOC3</b>			0.796345
<b>NOC4</b>			0.806452
<b>NOC5</b>			0.811437
<b>NOC6</b>			0.776328

A simplified factor loading matrix or a pattern matrix, shown in table, is a matrix containing the coefficients or "loadings" used to express the item in terms of the factors,

that is, interpretation of factors (Rummel, 1970). In this study, the pattern matrix coefficients ranged from 0.670183 to 0.920086 thus showing variables are almost perfectly related to a factor pattern.

#### **4.3.2 The Convergent Validity**

The convergent validity is defined to be the degree to which a set of variables converge in measuring the concept on construct (Bagozzi & Yi, 1988; Hair *et al.*, 2010). It is, therefore, confirmed using the items reliability, composite reliability and average variance extracted. This means that if all the items are significantly important in measuring their constructs, composite reliability values are at least 0.7 and the average variance extracted (AVE) are at least 0.5 then the convergent validity can be confidently confirmed (Bagozzi & Yi, 1988; Hair *et al.*, 2010).

**Table 4.7: Convergent validity**

<b>Constructs</b>	<b>Average Variance Extracted</b>	<b>Composite Reliability</b>	<b>Cronbach's Alpha</b>
Access to information	0.668521	0.923471	0.90009
Access to opportunity	0.623931	0.908652	0.879299
Access to resources	0.568675	0.886068	0.844505
Perceived support	0.531105	0.87143	0.828608
Competence cognition	0.58379	0.807112	0.643402
Impact cognition	0.640667	0.875756	0.81254
Meaning Cognition	0.575921	0.915472	0.894333
Self-determination cognition	0.525531	0.868298	0.817125
Continuance Organizational Commitment	0.629301	0.909998	0.884657
Normative Organizational Commitment	0.618153	0.906572	0.88065
Affective Organizational Commitment	0.681228	0.936975	0.920989
Procedural Justice	0.591354	0.919387	0.903593

Referring to Table 4.7 the composite reliability value of all the constructs exceeded the cutoff value of 0.7 and all the values of AVEs are more than 0.5. Thus, one can confirm that all the constructs in the study for measurement, outer, model possesses an adequate level of convergent validity.

### **4.3.3 The Discriminant Validity**

The analysis of the validity of the constructs was measured using discriminant validity and the results are outlined in table 4.20.

The discriminant validity shows to which degree a set of items differentiate a construct from other constructs in the model. This means that the shared variance between each

construct and its measures is greater than the variance shared among distinct constructs (Compeau *et al.*, 1999). To examine the discriminant validity of the measurement model, this study followed the criterion suggested by Fornell and Larcker (1981). As in correlation matrix illustrated in Table 5 below, the diagonal elements are the square root of the average variance extracted of all the latent constructs. This situation is apparently the case in the correlation matrix and thus the discriminant validity is confirmed. The diagonal elements are the square root of AVE for the constructs. The discriminant validity is assumed if the diagonal elements are higher than other off-diagonal elements in their rows and columns. Discriminant validity requires an appropriate Average Variance Extracted (AVE) analysis. It was tested to see if the square root of every AVE is much larger than any correlation among any pair of latent construct. Based on the findings square root of AVE of each construct is found to be higher than the correlation among any pair of latent construct. Thus, each construct has a different measure of the main factor of analysis. An ideal example is discriminant validity of access to information which was 0.181. This validity is higher than any other AVE under access to information.



**Table 4.8: Discriminant Validity**

	Access to information	Access to opportunity	Affective Organizational Commitment	Access to resource	Competence cognition	Continuance Organizational Commitment	Impact cognition	Meaning Cognition	Normative Organizational Commitment	Perceived support	Procedural Justice	Self-determination cognition
Access to information	<b>0.818</b>											
Access to opportunity	0.671	<b>0.790</b>										
Affective Organizational Commitment	0.337	0.350	<b>0.825</b>									
Access to resources	0.677	0.757	0.252	<b>0.754</b>								
Competence cognition	0.617	0.564	0.385	0.544	<b>0.764</b>							
Continuance Organizational Commitment	0.134	-0.002	0.387	0.035	0.129	<b>0.793</b>						
Impact cognition	0.459	0.453	0.184	0.439	0.564	0.010	<b>0.800</b>					
Meaning Cognition	0.498	0.557	0.202	0.599	0.686	0.042	0.555	<b>0.759</b>				
Normative Organizational Commitment	0.231	0.084	0.552	0.088	0.190	0.473	0.122	0.020	0.786			
Perceived support	0.438	0.507	0.299	0.535	0.360	-0.098	0.265	0.381	0.145	<b>0.729</b>		
Procedural Justice	0.608	0.532	0.274	0.650	0.473	0.248	0.467	0.477	0.294	0.392	<b>0.769</b>	
Self-determination cognition	0.310	0.473	0.104	0.453	0.518	0.043	0.551	0.660	0.038	0.221	0.317	<b>0.725</b>

## **4.4 Objective 1: Influence of Structural Empowerment on Organizational Commitment**

The variable structural empowerment is broken down into four sub-variables: perceived support, access to opportunity, access to information and access to resources.

### **4.4.1 Perceived Support on Organizational Commitment**

#### **4.4.1.1 Descriptive Statistics of Perceived Support on Organizational Commitment**

The respondent's statements on perceived support were assessed using eight statements on five point likert scale. The types of support evaluated in this study are coworker support, supervisor support, and organizational support. The results were as tabulated on table 4.9. From the results a total of 59% of the respondents were neutral, to a large and very large extent who indicated that they receive feedback and guidance from superiors, peers, and subordinates. On whether work environment acknowledges employee's achievements and success 46% were neutral, to a large extent and a very large extent, 35% were to a small extent. On the opinion that coworkers provide helpful hints or problem solving advice, 72% were neutral, to a large extent and very large. On whether, coworkers provide helpful hints or problem solving advice a total of 70% were neutral, large extent and very large extent. On the opinion that the organization rewards increased work effort and give help that is needed to do their jobs better, a total of 40% were neutral. On the opinion, that coworkers value other employees' contribution and care about their well-being, a total of 59% were neutral. On whether, supervisors rearrange work days in a manner that focuses in enhancing employees' effectiveness on the job and off the job a total of 40% were neutral.

**Table 4.9: Descriptive statistics for perceived support**

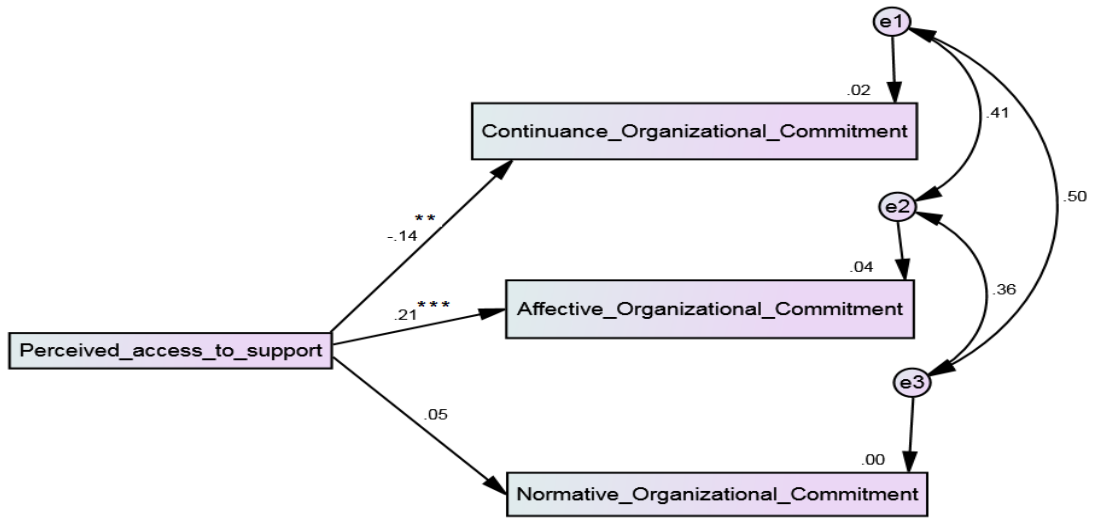
	Very small extent	Small extent	Neutral	Larger extent	Very large extent	Mean	SD
I receive feedback and guidance from superiors, peers, and subordinates	10%	32%	20%	36%	3%	2.90	.878
The work environment acknowledges employees achievements and success	15%	38%	23%	21%	2%	2.57	.655
Coworkers provide helpful hints or problem solving advice	12%	18%	16%	45%	9%	3.21	.990
The organization rewards increased work effort and give help that is needed by employees to do their jobs better	39%	21%	23%	10%	7%	2.24	.8261
Coworkers value other employees' contribution and care about their well-being	13%	29%	25%	30%	4%	2.82	.804
The organization provide emotional support by listening to them and caring about their work-life demands	39%	25%	20%	15%	1%	2.15	.934
Supervisors reacts to employee's work-life demands on a daily basis or as it is needed	22%	43%	17%	16%	1%	2.32	.833

The results was in collaboration with Longest (as cited in Muguella *et al.*2013) assertion that support is backing, acknowledgment of achievements, endorsement, legitimacy, approval, advice, and problem solving of the work environment. Employee will feel indebted to respond favorably to the organization in form of positive job attitude and organizational behaviors and also support organizational goals. The results imply that in the long run support of the employee leads to organizational commitment, which is a consequence of perceived support, thus the literature is consistence with the current study.

#### **4.4.1.2 Regression Analysis on the Influence of Perceived Support on Organizational Commitment**

Figure 4.3 shows there was a positive (regression weight = 0.21) and significant (critical ratio=3.782) relationship between perceived support and affective organizational commitment. The relationship between perceived support and Continuance Organizational Commitment is negative (regression weight = -0.14) and significant (critical ratio=-2.462). 4% of the variance ( $R^2=0.04$ ) in the affective organizational commitment is explained by perceived support and 2% of the variance ( $R^2=0.02$ ) in the continuance organizational commitment is explained by perceived support.

This therefore means that some other factors studied contribute 96% of affective organizational commitment and 98% of continuance organizational commitment among the employees in public service in Kenya. According to the descriptive statistics, when employees receive support from the supervisors, coworkers and organizational proved to have an effect on perceived support influencing positively to organizational commitment.



\*\*\*P<0.01, \*\*P<0.05

**Figure 4.3: Influence of Perceived support on Organizational Commitment**

**Table 4.10: Regression Weights: Perceived support**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective Organizational Commitment	<---	Perceived support	.170	.045	3.782	.000
Normative Organizational Commitment	<---	Perceived support	.042	.051	.823	.411
Continuance Organizational Commitment	<---	Perceived support	-.132	.054	-2.462	.014

Table 4.10 shows that affective and normative commitment is significant when regressed against perceived support. Continuance commitment is not. This means that the best predictor of perceived support was normative commitment ( $\beta = .042$ ;  $p < .411$ ) followed by affective commitment ( $\beta = .170$ ;  $p < .000$ ).

These results corroborate what Loi, Hang-Yue and Foley, (2006) stated that organizational commitment is one of the important consequences of perceived organizational support. Employees with high perceived organizational support feel indebtedness to respond favorably to the organization in the form of positive job attitudes and organizational behaviors and also support organizational goals. This implies that access of feedback and guidance of employees by the managers will instill commitment and increase employee performance in the Kenyan civil service.

#### **4.4.2 Access to Opportunity**

##### **4.4.2.1 Descriptive Statistics of Access to Opportunity on Organizational Commitment**

The views of the respondents on access to opportunity were assessed using six statements on five point likert scale. The results are presented in table 4.11.

**Table 4.11: Descriptive statistics for access to opportunity**

	Very small extent	Small extent	Neutral	Larger extent	Very large extent	Mean	SD
The job provides substantial freedom, independence and discretion for employees to schedule work and determine the procedures used in carrying it out	23%	34%	20%	17%	5%	2.48	.869
The job offers opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities	42%	27%	20%	5%	5%	2.05	.952
There is a chance to gain new skills and knowledge on the job	18%	37%	15%	26%	4%	2.60	.865
The job offers chances to grow and be promoted within the organization	9%	30%	29%	27%	5%	2.88	.955
The job offers benefits and rewards for better results	40%	34%	16%	6%	4%	2.00	.970
There are chances for training and career development in the organization	23%	28%	18%	15%	15%	2.70	.871

On the opinion, whether the job provides substantial freedom, independence and discretion for employees to schedule work and determine the procedures used in

carrying it out, a total of 37% were neutral, to a large extent and to a very large extent, 36% to a small extent and 27% to a very small extent. On whether the job, offers opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities a total of 30% were neutral, to a large extent and very large extent and 42% to a very small extent. On whether, employees have a chance to gain new skills and knowledge on the job a total of 48% were neutral. On whether, the job offers chances to grow and be promoted within the organization a total of 61% were neutral, to a large extent and very large extent, 30% to a small extent. Whether there are chances for training and career development in the organization a total of 48% were neutral.

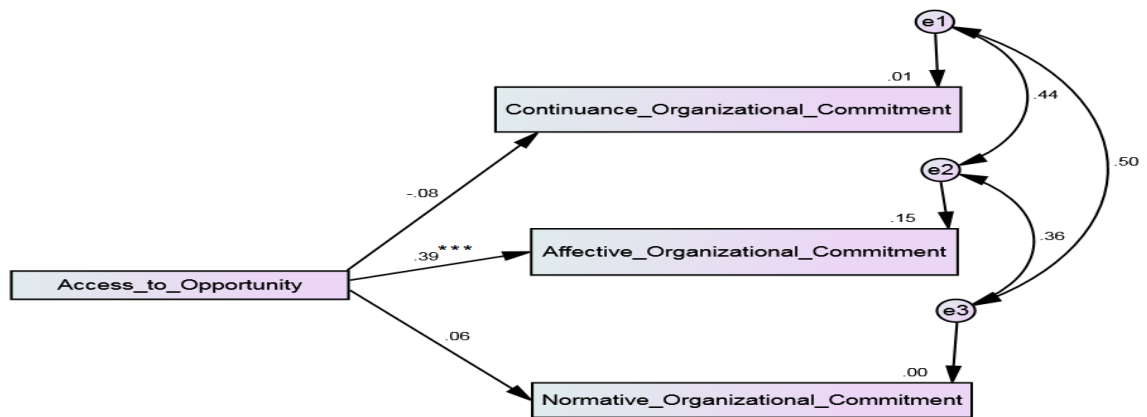
The results support Johns (2005) assertion that career advancement, autonomy and measurability of output related to commitment indicate that the creation of job ladders and job flexibility will maximize commitment and thus minimize absenteeism and turnover. Opportunities within an organization include such privileges such as training, career development, job autonomy, benefits and rewards. They concluded that, those employees who perceive promotion decisions to be fair are likely to be committed to the organization. Michel, Nabel and Adiel (2011) further argued that managers empower subordinates when they delegate assignments to provide learning opportunities and allow employee to share in the satisfaction derived from the achievement. The implication is that access to opportunity positively influence employee in the civil service commitment to the organization.

#### **4.4.2.2 Regression Analysis on the Influence of Access to Opportunity on Organizational Commitment**

Figure 4.4 shows there was a positive (regression weight = 0.39) and significant (critical ratio=7.627) relationship between Access to Opportunity and affective organizational commitment.  $R^2$  (=0.15) indicates that 15% of the variance in the affective organizational commitment is explained by Access to Opportunity. This therefore means



that some other factors contribute 85% of the affective organizational commitment among the employees in public service in Kenya. According to the descriptive statistic, when employee are provided with fair promotion opportunities, training opportunity, challenging work and there is a sense of job autonomy led to a positive relationship between access to opportunity and the facets of organizational commitment.



\*\*\*P<0.01, \*\*P<0.05

**Figure 4. 4: Influence of Access to opportunity on Organizational Commitment**

**Table 4.12: Regression Weights: Access to Opportunity**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective						
Organizational Commitment	<---	Access to Opportunity	.316	.041	7.627	.000
Normative						
Organizational Commitment	<---	Access to Opportunity	.058	.050	1.157	.247
Continuance						
Organizational Commitment	<---	Access to Opportunity	-.076	.053	-1.439	.150

Table 4.22 shows that affective and normative commitments are significant when regressed against access to opportunity. Continuance commitment is not. This means that the best predictor of access to opportunity was affective commitment ( $\beta = .316$ ;  $p < .000$ ) followed by normative commitment ( $\beta = .058$ ;  $p < .247$ ).

The results are in agreement with Neeraj (2011) opinion that employees want to grow in their careers over time. Managers who wish to increase worker satisfaction look past formalities of annual appraisals and establish genuine growth paths for all their employees. The employees feel that organization is providing them opportunities for growth in their careers and hence they feel more satisfied with their jobs. Career development is positioned as a change agent as to bridge old and new realities and reinforce the messages of change needed and educate the employees about ‘what’s in it for them’. Career development is like a catalyst for bringing individual expectations in line with organizational realities. The implication for the employees in the Kenyan civil

service is that, provision of such privileges such as training, career development, job autonomy and benefits and rewards will enhance commitment of the employees.

#### 4.4.3 Access to Information

##### 4.4.3.1 Descriptive Statistics of Access to Information on Organizational Commitment

The views of the respondents on access to information were assessed using six statements on five point likert scale. The results are presented in table 4.13.

**Table 4.13: Descriptive Statistics for Access to Information**

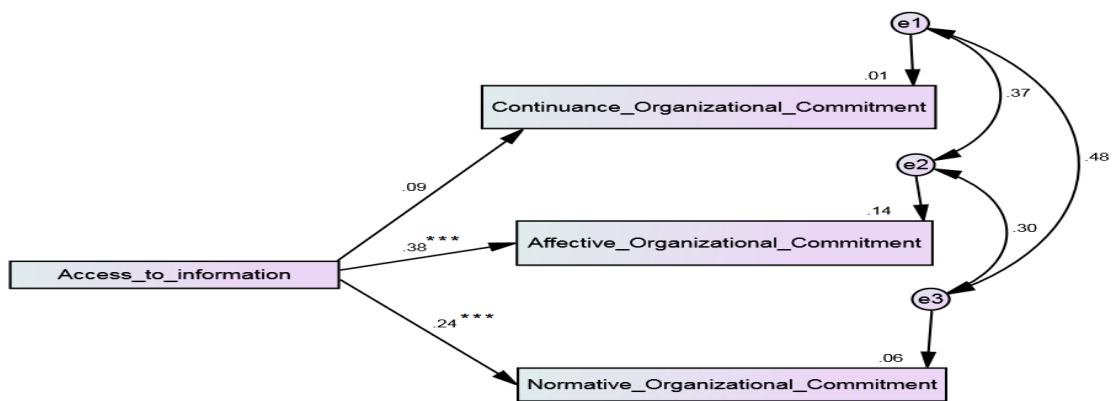
	Very small extent	Small extent	Neutral	Larger extent	Very large extent	Mean	SD
The organization provides employees with knowledge and skills necessary to carry out their job	18%	24%	29%	26%	4%	2.74	1.144
Employees have access to sources of information and shares information with the people with whom they work	17%	26%	21%	29%	7%	2.83	1.223
There is employee participation within the organization such that a large number of subordinates share a degree of decision-making power with their superiors	49%	24%	12%	11%	4%	1.97	1.194
Employees are informed on what they should do, how they should do it and why in line with the organizational goals	10%	34%	17%	34%	5%	2.89	1.124
Information available to the employees are relevant and central to organizational goals and objectives	14%	27%	23%	21%	14%	2.93	1.270
Leaders within the organization communicate goals and common aims of the organization to employees plainly and clearly	27%	36%	20%	11%	6%	2.35	1.166

On the opinion, that the organization provides employees with knowledge and skills necessary to carry out their job, a total of 59% were neutral. On whether employees have access to sources of information and shares information with the people with whom they work with, a total of 57% were neutral, large extent and very large extent. On whether there is employee participation within the organization such that a large number of subordinates share a degree of decision-making power with their superiors a total of 49% to a very small extent. On whether employees are informed on what they should do, how they should do it and in line with the organizational goals a total of 56% were neutral, large extent and very large extent. On whether information available to the employees are relevant and central to organizational goals and objectives a total of 58% were neutral, large extent and very large extent. The results supports Carriere & Bourque, (2009) that access to information is accomplished by providing staff members with information beyond what is required to address specific issues that affect them and their jobs. Further, Cohen and Kirchmeyer (2005) further asserts that support by organizations to their employees to participate in decision making usually plays a very vital role in enhancing employees' affective commitment. The implication to the study is that access to information positively influences employee in the civil service commitment to the organization.

#### **4.4.3.2 Regression Analysis on the Influence of Access to Information on Organizational Commitment**

Figure 4.5 shows there was a positive (regression weight = 0.38) and significant (critical ratio=7.282) relationship between access to information and affective organizational commitment. The relationship between access to information and normative Organizational Commitment is positive (regression weight = 0.24) and significant (critical ratio=4.474). 14% of the variance ( $R^2=0.14$ ) in the affective organizational commitment is explained by access to information and 6% of the variance ( $R^2=0.06$ ) in the normative organizational commitment is explained by access to information. This

therefore means that some other factors contribute 86% of the affective and 94% of normative organizational commitment among the employees in public service in Kenya. According to the descriptive statistics, employees need to be provided with technical skills, participate in decision making process and have information relevant to the organization goals and objectives which enhances access to information leading to organizational commitment.



\*\*\*P<0.01, \*\*P<0.05

**Figure 4. 5: Influence of Access to Information on Organizational Commitment**

**Table 4. 14: Regression Weights: Access to information**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective						
Organizational	<---	Access to information	.303	.042	7.282	.000
Commitment						
Normative						
Organizational	<---	Access to information	.216	.048	4.474	.000
Commitment						
Continuance						
Organizational	<---	Access to information	.085	.053	1.612	.107
Commitment						

Table 4.23 shows that affective, normative and continuance commitment is significant when regressed against access to information. This means that the best predictor of access to information was affective commitment ( $\beta = .303$ ;  $p < .000$ ) followed by normative commitment ( $\beta = .216$ ;  $p < .247$ ) and continuance commitment ( $\beta = .085$ ;  $p < .107$ ).

These results corroborate what Markey and Patmore (2011) found out that there is a very strong positive correlation between affective commitment and employees' access to information and job involvement. Similar results were also proven by Torka (2013) when he found that amongst Dutch metal workers that employee involvement leads to more affective and normative commitment to the department as well as to the organization. Literature on direct participation reveals that direct participation in decision making is related with organizational commitment and organizational commitment is positively related to more favorable outcomes such as effort, coming on

time. This implies that accessing crucial information about the organization to the employees in the civil service will instil a sense of commitment and retention.

#### **4.4.4 Access to Resources**

##### **4.4.4.1 Descriptive Statistics of Access to Resources on Organizational Commitment**

The views of the respondents on access to resources were assessed using six statements on five point likert scale. On whether, the organization avails enough time necessary to accomplish tasks a total of 64% were neutral, to a large extent and to a very large extent. On whether there is enough human resource within the organization to accomplish assigned tasks a total of 64% were neutral, to a large extent and to a very large extent. On the opinion whether employees access temporary help when needed a total of 43% were neutral, to a large extent and to very large extent, 35% to very small extent.

**Table 4.15: Descriptive Statistics for Access to Resources**

	Very small extent	Small extent	Neutral	Larger extent	Very large extent	Mean	SD
The organization avails enough time necessary to accomplish tasks	20%	16%	23%	36%	5%	2.90	.832
Employees have the ability to exert influence in the organization to bring in needed materials	35%	38%	16%	9%	2%	2.07	.939
There is adequate facilities provided within the organization	38%	32%	17%	10%	3%	2.10	.813
Employees with a wide range of skills and knowledge are matched with the right tools to maximize their potential	35%	29%	21%	11%	4%	2.23	.965
There is enough human resource within the organization to accomplish assigned tasks	19%	17%	11%	39%	14%	3.11	.864
Employees access temporary help when needed	35%	21%	21%	20%	2%	2.33	.915

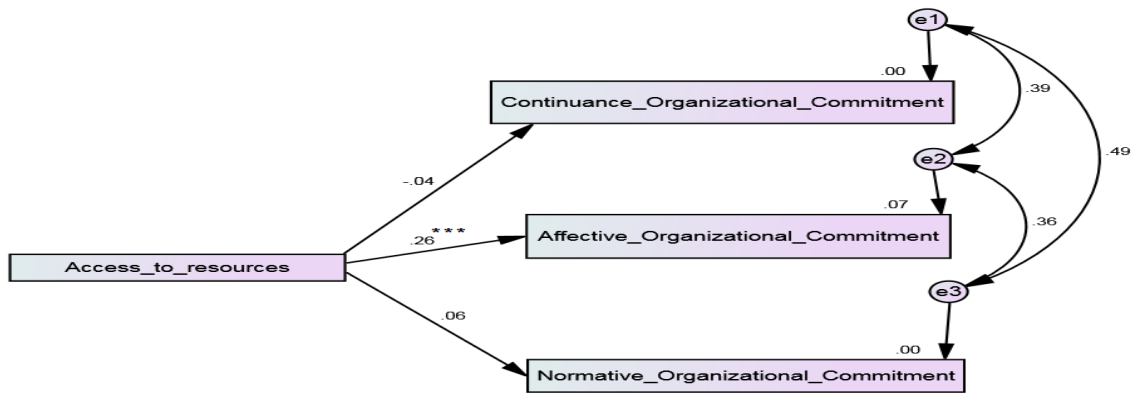
The results complement Demet (2012) description that equipment and tools using modern technology should be provided to employees to further improve their performance and to enhance their motivation. When organizations fail to provide workers with essential equipment, workers may not be able to accomplish their jobs for



reasons beyond their control. The challenge organizations face in providing the necessary tools in the workplace is how to appropriately match individuals with a wide range of skills and knowledge with the right tools to maximize their potential. If this matching is not thoroughly examined, there can be great cost for the individual, the organization, or both. Employees will be committed to perform their tasks better if they have adequate tools and equipment. Provision of modern equipment in the work place will go a long way towards enhancing motivation. This implied that access to resources positively influences employee organizational commitment.

#### **4.4.4.2 Regression Analysis on the Influence of Access to Resources on Organizational Commitment**

Figure 4.6 shows there was a positive (regression weight = 0.26) and significant (critical ratio=4.785) relationship between access to Resources and affective organizational commitment. 7% of the variance ( $R^2=0.07$ ) in the affective organizational commitment is explained by access to Resources. This therefore means that some other factors contribute 93% of the affective organizational commitment among the employees in public service in Kenya. According to descriptive statistics, when employee are provided with enough time to accomplish tasks, are provided with adequate work materials, have proper tools and equipment leads to a positive relationship between access to resources and organizational commitment.



\* \*\*P<0.01, \*\*P<0.05

**Figure 4.6: Influence of Access to Resources on Organizational Commitment**

**Table 4.16: Regression Weights: Access to resources**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective Organizational Commitment	<---	Access to resources	.207	.043	4.785	.000
Normative Organizational Commitment	<---	Access to resources	.050	.050	1.018	.309
Continuance Organizational Commitment	<---	Access to resources	-.036	.053	-.679	.497

Table 4.16 shows that affective and normative commitment is significant when regressed against access to resources. Continuance commitment is not. This means that the best predictor of access to resources was affective commitment ( $\beta = .207$ ;  $p < .000$ ) followed by normative commitment ( $\beta = .050$ ;  $p < .309$ ). These results contrast David

and Lauren (2009) findings that the main factors causing job dissatisfaction are inadequate remuneration and poor working conditions. Deficiencies in the working environment such as lack of tools and equipment come second. This means that it is necessary to research further on the role of access to resources on employee's commitment in the civil service in Kenya.

#### **4.4.5 Correlation between Structural Empowerment and Organizational Commitment**

In assessing the influence of structural empowerment on organization commitment, the following hypothesis was tested:

H<sub>1</sub>: Employees' structural empowerment has influence on organizational commitment in Kenya Civil Service.

A Pearson product-moment correlation coefficient was computed to assess the relationship between structural empowerment and organizational commitment in the Civil Service in Kenya.. There was a positive correlation between structural empowerment and aspects of organizational commitment: Affective Organizational Commitment ( $r=0.401$ ,  $n=320$ ,  $p=0.000$ ) and Normative Organizational Commitment ( $r=0.144$ ,  $n=320$ ,  $p=0.010$ ). Therefore, at 95% level of significance, an increase in Structural Empowerment in the Civil Service in Kenya would lead to an increase in affective and normative organizational commitment. However, structural empowerment did not significantly affect continuance organizational commitment ( $r= -0.007$ ,  $n=320$ ,  $p=0.898$ ). This however did not surmount to lack of correlation between structural empowerment and organizational commitment.

Overall there was a positive correlation between structural empowerment and organizational commitment ( $r= 0.428$ ,  $n=320$ ,  $p=000$ ). Therefore at 95% level of significance, a positive increase in structural empowerment would lead to a positive

increase in organizational commitment among employees in the Kenya Civil service. The hypothesis was therefore accepted at 95% level of significance: Employees' structural empowerment has influence on organizational commitment in Kenya Civil Service. The correlation results are summarized in the table below

**Table 4.17: Correlation: Structural Empowerment and Organizational Commitment**

	Affective Organizational Commitment	Continuance Organizational Commitment	Normative Organizational Commitment	Organizational Commitment
Structural	.401**	-0.007	.144*	0.428
Empowermen t	0.000	0.898	0.010	0.000

#### **4.5 Objective 2: Influence of Psychological Empowerment on Organizational Commitment**

The variable structural empowerment is broken down into four sub-variables: Competence Cognition, Impact Cognition, Meaning Cognition and self-determination.

##### **4.5.1 Competence cognition**

##### **4.5.1.1 Descriptive Statistics of Competence Recognition on Organizational Commitment**

Competence cognition was assessed using six statements on five point likert scale. The results are presented in table 4.17.

**Table 4.18: Descriptive Statistics for Meaning Cognition**

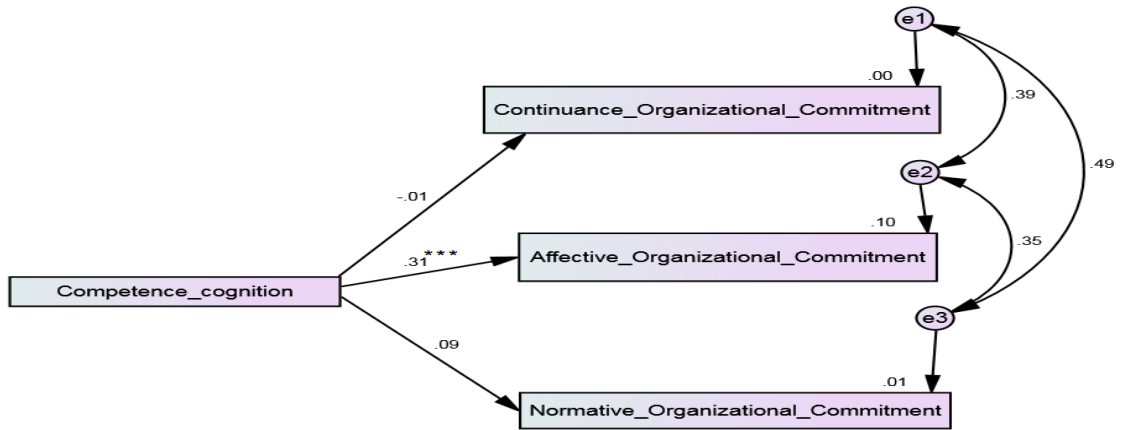
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Employees in my organization are willing to exert more effort and persistence in the face of obstacles	8%	13%	23%	43%	13%	3.40	1.108
I always desire to produce an effect on the environment of my organization	2%	5%	16%	56%	21%	3.88	.864
There is learning in my environment of work that is focused and carried out with persistence	5%	13%	40%	33%	10%	3.29	.971
I have the capacity to interact effectively with the environment surrounding my job and duties	0%	14%	22%	56%	9%	3.59	.840
I am always able to perform the task activities related to my job skillfully	2%	6%	17%	52%	23%	3.89	.888
I have a strong belief in my skills and capability to perform their work better	2%	3%	7%	45%	43%	4.23	.864

On the opinion whether, employees in the organization are willing to exert more effort and persistence in the face of obstacles 56% agreed. Most of the respondents 77% agreed that they always desire to produce an effect on the environment of their organization. On whether, there is learning in the environment of work that is focused and carried out with persistence, 43% agreed. Most of the respondents 75% agreed that they are always able to perform the task activities related to their job skillfully. Most of the respondents 88% agreed they have a strong belief in their skills and capability to perform their work better.

The results complements Krishna (2007), argument that high self-efficacy will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles. However, if employees have low self-efficacy, they will tend to avoid confronting their fears and improve their perceived competencies. In addition, White as cited in Van-eeden (2009), stated that competence refers to an organism's capacity to interact effectively with its environment. Competence is achieved through accomplishments and learning. The results of the study imply that competence cognition positively influences employee commitment to the organization.

#### **4.5.1.1 Regression Analysis on the Influence of Competence Cognition on Organizational Commitment**

Figure 4.7 and table 4.18 shows there was a positive (regression weight = 0.31) and significant (critical ratio=5.824) relationship between competence cognition and affective organizational commitment. 10% of the variance ( $R^2=0.10$ ) in the affective organizational commitment is explained by competence cognition. This therefore means that some other factors contribute 90% of the affective organizational commitment among the employees in public service in Kenya. According to descriptive statistics, when employee believe that they have the skills and capability to perform their work better and have a feeling of efficacy led to a positive relationship between competence cognition and the facets of organizational commitment.



\* \*\*P<0.01, \*\*P<0.05

**Figure 4. 7: Influence of Competence Cognition on Organizational Commitment**

**Table 4.19: Regression Weights: Competence Cognition**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective Organizational Commitment	<---	Competence cognition	.263	.045	5.824	.000
Normative Organizational Commitment	<---	Competence cognition	.084	.053	1.601	.109
Continuance Organizational Commitment	<---	Competence cognition	-.008	.056	-.145	.885

Table 4.25 shows that affective and normative commitment is significant when regressed against competence cognition. Continuance commitment is not. This means that the best predictor of competence cognition was affective commitment ( $\beta = .263$ ;

$p < .000$ ) followed by normative commitment ( $\beta = .084$ ;  $p < .109$ ). These results supports Krishna (2007) statement that high self-efficacy will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles. However, if employees have low self-efficacy, they will tend to avoid confronting their fears and improve their perceived competencies. This implies that instilling a sense of competence cognition among employees will highly instill the ability to belief in their skills and capability to perform their work better.

## 4.5.2 Impact cognition

### 4.5.2.1 Descriptive Statistics of Impact Cognition on Organizational Commitment

Impact cognition was assessed using five statements on five point likert scale.

**Table 4.20: Descriptive statistics for Impact cognition**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I have opportunities to give opinions and suggestions about my operational changes and my work environment	18%	21%	27%	24%	10%	2.86	1.253
Employees in my organization feel that they could perform better and have significant influence in the organization	3%	7%	13%	59%	18%	3.83	.902
I am able to influence organization strategy, administrative or operating outcomes at work	28%	36%	15%	11%	11%	2.40	1.286
I am able to make a difference in my organization	13%	12%	32%	26%	17%	3.23	1.242
I believe that I can influence the system in which I am embedded	15%	14%	24%	32%	15%	3.16	1.277

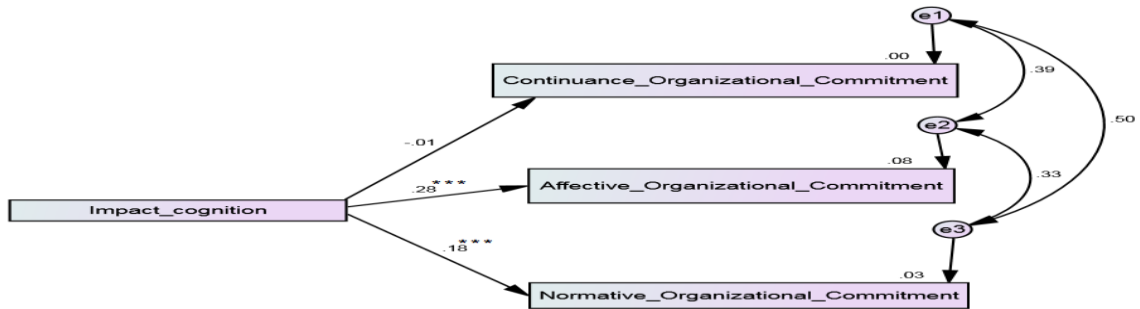
Most of the respondents 77% agreed that employees in their organization feel that they could perform better and have significant influence in the organization. Most of the



respondents 64% disagreed they are able to influence organization strategy, administrative or operating outcomes at work. On the opinion, that the respondents are able to make a difference in their organization 43% agreed. On whether, the respondents believe that they can influence the system in which they are embedded 47% agreed. The findings agreed with Krishna (2007) who stated that managers should provide their subordinates substantial opportunities to give opinions and suggestions about their operational changes in their work environment. In other words, impact is the degree to which employees can influence organization strategy, administrative or operating outcomes at work. The implication of impact cognition for this study is that empowered employees will positively impact on their work outcomes leading to organizational commitment and performance.

#### **4.5.2.2 Regression Analysis on the Influence of Impact Cognition on Organizational Commitment**

Figure 4.8 and table 4.20 shows there was a positive (regression weight = 0.28) and significant (critical ratio=5.111) relationship between impact cognition and affective organizational commitment. The relationship between impact cognition and normative Organizational Commitment is positive (regression weight = 0.18) and significant (critical ratio=3.191). Impact cognition explains 8% of the variance ( $R^2=0.08$ ) in the affective organizational commitment. Impact cognition also explains 3% of the variance ( $R^2=0.03$ ) in the normative organizational commitment. This therefore means that some other factors of affective organizational commitment not studied contribute 92% of affective and 97% of normative organizational commitment among the employees in public service in Kenya. According to the descriptive statistics, when employees believe that they have influence on their immediate work environments, coworkers and the organization as a whole leads to positive relationship between impact cognition and organizational commitment.



\*\*\*P<0.01, \*\*P<0.05

**Figure 4. 8: Influence of Impact Cognition on Organizational Commitment**

**Table 4.21: Regression Weights: Impact cognition**

			Estimate	Standard Error.	Critical Ratio.	P-value
Affective Organizational Commitment	<---	Impact cognition	.218	.043	5.111	.000
Normative Organizational Commitment	<---	Impact cognition	.155	.048	3.191	.001
Continuance Organizational Commitment	<---	Impact cognition	-.012	.052	-.236	.814

Table 4.20 shows that affective and normative commitment is significant when regressed against impact cognition. Continuance commitment is not. This means that the best predictor of impact cognition was affective commitment ( $\beta = .218$ ;  $p < .000$ ) followed by normative commitment ( $\beta = .115$ ;  $p < .001$ ). These results corroborate what Ashforth (1989) argued that a lack of opportunity for impact at work is negatively

related to employee satisfaction and commitment to their duties and hence low productivity. This follows that when impact exists, employees would feel that they could perform better and have significant influence in the organization. Therefore managers need to affirm their employees that they can affect the organization outcome by completing the assigned tasks. Managers should provide their subordinates substantial opportunities to give opinions and suggestions about their operational changes in their work environment. This will have positive impact on their work outcomes. The implication is that inculcation of impact cognition among the employees in the civil service will instill the belief that they can be change-agents in these organizations.

### **4.5.3 Meaning Cognition**

#### **4.5.3.1 Descriptive Statistics of Meaning Cognition on Organizational Commitment**

The responses of the respondents on Meaning Cognition were assessed using eight statements on five point likert scale. The results are illustrated in table 4.22.

On whether, the objective of the tasks assigned to them in their organization is compatible with their value systems 54% agreed. Most of the respondents 43% disagreed, and 40% agreed with the statement that they have the opportunity to be guided by their own ideas and standards in the achievement of their organizational goals. Most of the respondents 74% agreed that they feel and regularly act on behalf of a greater good in their organization. Most of the respondents 60% agreed. Most of the respondents 52% agreed and 28% disagreed that they always engaged in activities that are worth their time, energy and effort in their organization. Most of the respondents 55% agreed to the statement that in their organization, they have an opportunity to pursue a worthy goal. Most of the respondents 59% agreed that employees in their organization feel that their vocation is important and there is genuine in their job.

**Table 4.22: Descriptive Statistics for Meaning Recognition**

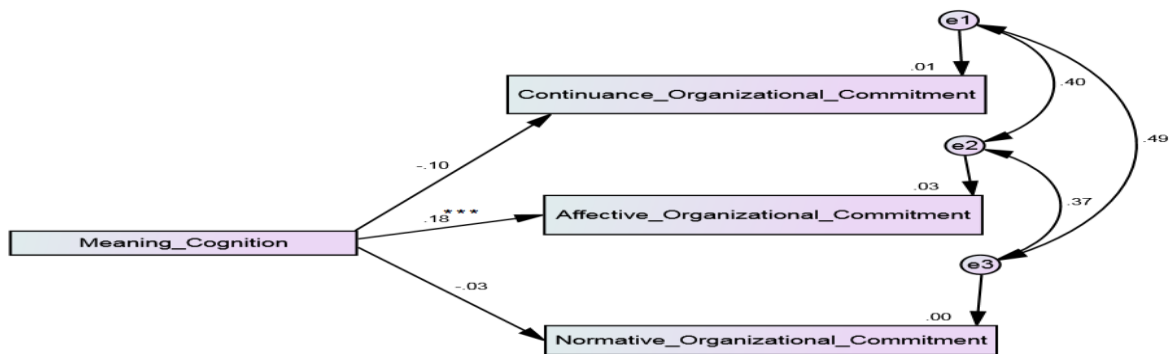
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
The objective of the tasks assigned to me in my organization is compatible with my value systems	13%	10%	23%	47%	7%	3.25	1.142
I have the opportunity to be guided by my own ideas and standards in the achievement of my organizational goals	13%	33%	15%	29%	11%	2.92	1.252
Employees in my organization belief in their sense of judgment, values, work role and behaviors with connection to the work	10%	25%	29%	22%	14%	3.07	1.193
I feel and regularly act on behalf of a greater good in my organization	0%	8%	18%	48%	26%	3.92	.877
We are involved in something that really matters in my organization	6%	14%	21%	43%	17%	3.51	1.102
I am always engaged in activities that are worth my time, energy and effort in my organization	6%	21%	21%	33%	19%	3.38	1.184
In my organization, we have an opportunity to pursue a worthy goal	3%	21%	21%	41%	14%	3.43	1.062
Employees in my organization feel that our vocation is important and there is genuine in our job	4%	15%	21%	43%	16%	3.51	1.067

The results collaborated Pratt and Ashforth (2003) postulation that the individual employees must have a belief in their sense of judgment, values, work role and behaviors with connection to the work or the employee's must has the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose. Organizations have to make sure that the objective of assigned work task is compatible with their employees' value systems, in order to be perceived as meaningful to ensure that employees are motivated and committed to the

organization (Lockwood, 2007). This implies that the results of the current study were in line with literature review that meaning cognition has significance influence on employee organizational commitment.

#### 4.5.3.2 Regression Analysis on the Influence of Meaning Cognition on Organizational Commitment

Figure 4.9 and table 4.22 shows there was a positive (regression weight = 0.18) and significant (critical ratio=3.307) relationship between meaning Cognition and affective organizational commitment. Meaning cognition explains 3% of the variance ( $R^2=0.03$ ) in the affective organizational commitment. This therefore means that some other factors contribute 97% of the affective organizational commitment among the employees in public service in Kenya. According to the descriptive statistics when employees have a sense of intrapersonal rewards, personal identity and integrity that energizes the workers and motivates them leads to appositve relationship between meaning cognition and organizational commitment.



\* \*\*P<0.01, \*\*P<0.05

**Figure 4. 9: Influence of Meaning Cognition on Organizational Commitment**

**Table 4.23: Regression Weights: Meaning Cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Affective						
Organizational Commitment	<---	Meaning Cognition	.151	.046	3.307	.000
Normative						
Organizational Commitment	<---	Meaning Cognition	-.027	.052	-.526	.599
Continuance						
Organizational Commitment	<---	Meaning Cognition	-.096	.054	-1.755	.079

Table 4.23 shows that affective commitment is significant when regressed against meaning cognition. Continuance and normative commitment are not. This means that the best predictor of meaning cognition was affective commitment ( $\beta = .151$ ;  $p < .000$ ). These results corroborate a study by Spreitzer *et al.* (1997) who found out that meaning was related to attributes such as organizational commitment. Additionally, Carless (2004) also found out that the satisfaction employees gain when they find meaning in their work is significantly related to organization commitment. This implies that it is paramount for the various public organizations in Kenya to orient their employees to the goals of these organizations.

#### 4.5.4 Self-determination Cognition

##### 4.5.4.1 Descriptive Statistics of Self-determination on Organizational Commitment

Self-determination cognition was assessed using seven statements on five point likert scale.

Most of the respondents 82% agreed they are more interested in their work and is optimistic even when difficulties arise. Most of the respondents 47% agreed that employees in their organization are always able to complete their work more effectively. Most of the respondents 46% agreed that employees in their organization have the freedom in completing the assigned task such as conducting general functions in the office, administrative work and supervision. On the opinion whether, employee have some control over what they do in their organization 42% agreed and 33% disagreed. Most of the respondents 61% agreed they have some control on how much effort they should put in their work. Most of the respondents 52% agreed that they have some control on when to start and stop their task.

**Table 4.24: Descriptive Statistics for Self-determination Cognition**

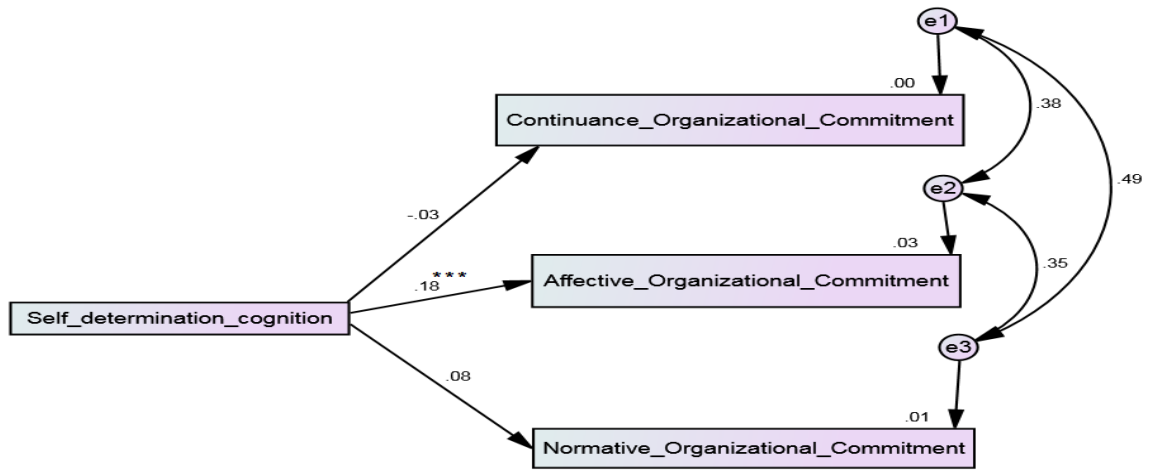
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I am more interested in my work and is optimistic even when difficulties arise	1%	5%	12%	46%	36%	4.10	.891
Employees in my organization are always able to complete their work more effectively	0%	22%	31%	33%	14%	3.38	.981
Employees in my organization have the freedom in completing the assigned task such as conducting general functions in the office, administrative work and supervision	5%	23%	26%	34%	12%	3.25	1.097
I have some control over what I do in my organization	12%	21%	25%	32%	10%	3.08	1.191
I have some control on how much effort I should put in my work	3%	20%	15%	49%	12%	3.48	1.033
I have some control on when to start and stop my task	11%	20%	17%	37%	15%	3.25	1.254
Employees in my organization have sense of freedom or autonomy about how they do their own work	12%	28%	22%	25%	12%	2.96	1.236

The results collaborates Krishna (2007) assertion that for employees to feel a sense of empowerment, they must have a substantial autonomy or power to make decision about their work. When employees believe that they are just following the order from their superior, then they will not feel a sense of empowerment due to the little autonomy and freedom given. The implication for this study is that empowered employees in the public service in Kenya will have some control over what they do, how much effort they put in their work, and when they have a say in when to start and stop their task.

#### **4.5.4.2 Regression Analysis on the Influence of Self-determination on Organizational Commitment**

Figure 4.10 and table 4.24 shows there was a positive (regression weight = 0.18) and significant (critical ratio=3.269) relationship between self-determination Cognition and affective organizational commitment. Self-determination Cognition explains 3% of the variance ( $R^2=0.03$ ) in the affective organizational commitment. This therefore means that some other factors contribute 97% of the affective organizational commitment among the employees in public service in Kenya. According to descriptive statistics, employees feel a greater sense of autonomy when they are free to make independent decisions and take initiative without pressure from the organization resulting to a greater sense of accountability and responsibility positively influences self- determination cognition leading to organizational commitment.





\*  $P < 0.01$ , \*\*  $P < 0.05$

**Figure 4. 10: Influence of Self-determination Cognition on Organizational Commitment**

**Table 4. 25: Regression Weights: Self-determination Cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Affective Organizational Commitment	<---	Self-determination cognition	.146	.045	3.269	.001
Normative Organizational Commitment	<---	Self-determination cognition	.071	.050	1.419	.156
Continuance Organizational Commitment	<---	Self-determination cognition	-.026	.053	-.477	.633

Table 4.25 shows that affective and normative commitment is significant when regressed against self-determination cognition. Continuance commitment is not. This means that the best predictor of self-determination cognition was affective commitment ( $\beta = .146$ ;  $p < .001$ ) followed by normative commitment ( $\beta = .071$ ;  $p < .156$ ). These results

supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.

#### **4.5.5 Correlation between psychological empowerment and organizational commitment**

In assessing the influence of psychological empowerment on organization commitment, the following hypotheses were tested:

H<sub>2</sub>: Employees' psychological empowerment has influence on organizational commitment in Kenya Civil Service.

A Pearson product-moment correlation coefficient was computed to assess the relationship between psychological empowerment and organizational commitment in the Civil Service in Kenya. There was a positive correlation between psychological empowerment and aspects of organizational commitment: Affective Organizational Commitment ( $r=0.200$ ,  $n=320$ ,  $p=0.000$ ). Therefore, at 95% level of significance, an increase in Psychological Empowerment in the Civil Service in Kenya would lead to an increase in affective organizational commitment. However, psychological empowerment did not significantly affect Normative Organizational Commitment ( $r=0.15$ ,  $n=320$ ,  $p=0.794$ ) and continuance organizational commitment ( $r=-0.103$ ,  $n=320$ ,  $p=0.065$ ). This however did not surmount to lack of correlation between psychological empowerment and organizational commitment. Overall there was a positive correlation between psychological empowerment and organizational commitment ( $r=0.214$ ,  $n=320$ ,  $p=0.000$ ). Therefore at 95% level of significance, a positive increase in psychological empowerment would lead to a positive increase in organizational commitment among

employees in the Kenya Civil service. The hypothesis was therefore accepted at 95% level of significance: Employees’ psychological empowerment has influence on organizational commitment in Kenya Civil Service. The correlation results are summarized in the table below

**Table 4.26: Correlation: Psychological Empowerment and Organizational Commitment**

	Affective Organizational Commitment	Continuance Organizational Commitment	Normative Organizational Commitment	Organizational Commitment
Psychological	.200	-.103	.015	.214
Empowermen t	0.000	.065	.794	0.000

#### **4.6 Objective 3: Moderating influence of Procedural Justice**

##### **4.6.1 Descriptive Statistics of Moderating Influence of Procedural Justice**

Perceptions on procedural justice were assessed using eight statements on five point likert scale shown in table 4.27

The results showed that 50% of the respondents agreed that in cases of dispute resolution control of procedures and decision is vested on the participants. Similarly, 41% of the respondents agreed that the organization provides advanced notice for decisions or opportunities for voice while 47% disagreed. On whether, the organization provides adequate information regarding decision making 42% agreed. On the opinion that, fair treatment by management demonstrates respect for the rights and dignity of employees 55% agreed and 46% disagreed. On whether, the organization provides adequate explanations or accounts for every decision made 51% disagreed while 40% agreed. On the opinion whether, the organization is not prone to derogatory judgments,

deception, and invasion of privacy, inconsiderate or abusive actions, public criticism, and coercion 53% disagreed. Finally, 63% agreed that procedures in the organization are aimed at maximizing favorable outcomes.

**Table 4.27: Descriptive Statistics for Procedural Justice**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
In cases of dispute resolution control of procedures and decision is vested on the participants	16%	25%	9%	20%	30%	3.22	1.501
The organization provides advanced notice for decisions or opportunities for voice	20%	27%	12%	12%	29%	3.03	1.538
Decision makers within the organization are neutral and use unbiased procedures	17%	27%	15%	16%	24%	3.02	1.451
The organization provides adequate information regarding decision making	24%	25%	8%	9%	33%	3.00	1.623
Fair treatment by management demonstrates respect for the rights and dignity of employees	14%	22%	9%	13%	42%	3.45	1.546
The organization provides adequate explanations or accounts for every decision made	25%	26%	10%	9%	31%	2.95	1.603
The organization is not prone to derogatory judgments, deception, invasion of privacy, inconsiderate or abusive actions, public criticism, and coercion	21%	32%	9%	12%	27%	2.92	1.529
Procedure in the organizations are aimed at maximizing favorable outcomes	12%	13%	12%	14%	49%	3.74	1.468

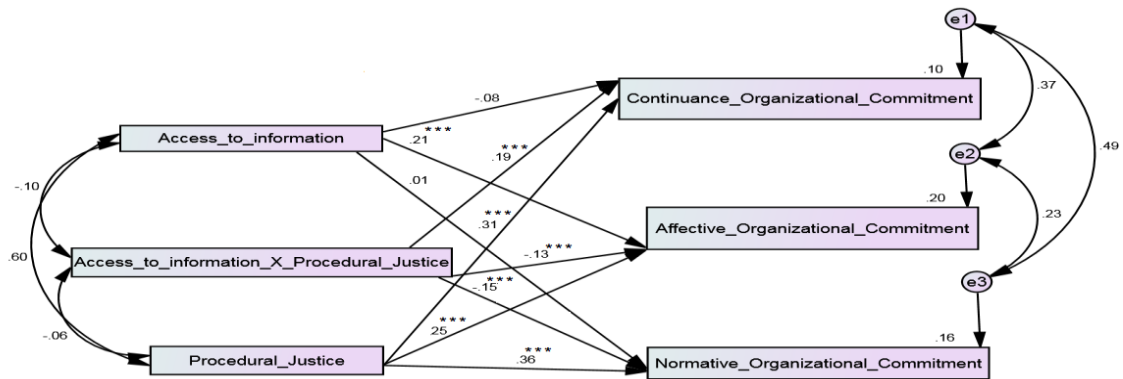
The results support previous studies by Moideenkutty *et al.* (2010) and Imani (2009) who concluded that procedural justice has effect on organizational commitment and structural empowerment. If employees perceive that the decision-making process is fair, they are less likely to form an intention to quit. The finds of the current study collaborates with the literature review. The implication for the current study is that the perception of procedural justice in the public service will motivate employee commitment, retention and performance.

#### **4.6.2 Procedural Justice on the Influence of Structural Empowerment on Organizational Commitment**

##### **4.6.2.1 Access to Information**

The results of figure 4.11 show a presence of significant moderating effect. Access to information \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=-0.155) on Normative Organizational Commitment. Access to information \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=-0.120) on Affective Organizational Commitment and Access to information \* Procedural Justice was found to be significant ( $p < 0.10$ , Beta value=.202) on continuance Organizational Commitment.

The moderating effect of procedural justice explains 6% variance in the Affective Organizational Commitment, above and beyond the variance by Access to information. Also the moderating effect of procedural justice explains 10% variance in the Normative Organizational Commitment., above and beyond the variance by Access to information and the moderating effect of procedural justice explains 9% variance in the continuance Organizational Commitment, above and beyond the variance by Access to information. This therefore means that procedural justice contribute 35% moderating effect between access to information and facets of organizational commitment among the employees in public service in Kenya.



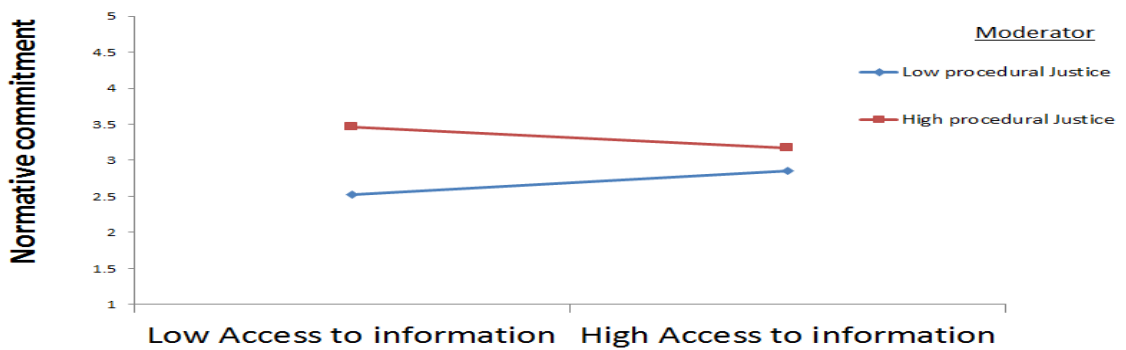
\* \*\*P<0.01, \*\*P<0.05

**Figure 4. 11: Procedural Justice, Access to Information and Organizational Commitment**

Table 4.28 shows that affective and continuance commitment is significant when regressed against access to information and moderated by procedural justice. Normative and affective commitments are not. This means that the best predictor of access to information is continuance commitment ( $\beta = .202$ ;  $p < .000$ ). These results supplement what Thomas and Velthouse (1990) have argued that access to information is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The means to the civil service that; access to information, to employees from superiors in the organizations give employees the freedom in completing their assigned tasks competently.

**Table 4. 28: Regression Weights: Moderation on Access to information**

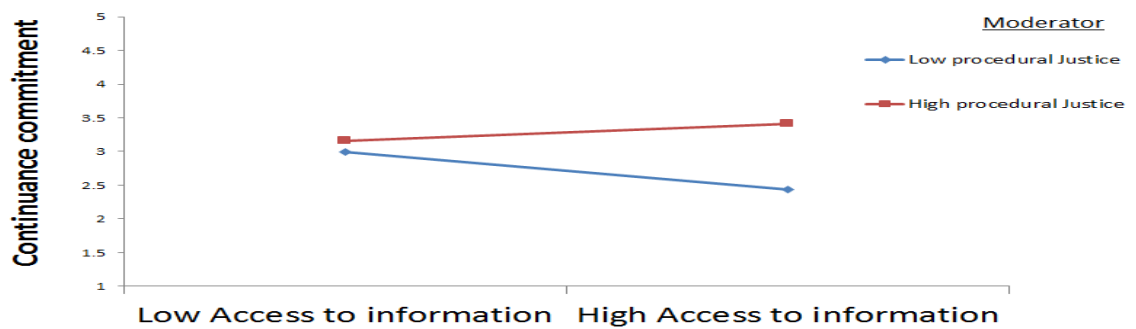
			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.316	.057	5.568	.000
Continuance Organizational Commitment	<---	Procedural Justice	.287	.062	4.614	.000
Continuance Organizational Commitment	<---	Access information to	-.073	.063	-1.158	.247
<b>Normative Organizational Commitment</b>	<---	<b>Access information to Procedural Justice *</b>	<b>-.155</b>	<b>.052</b>	<b>-2.997</b>	<b>.003</b>
Affective Organizational Commitment	<---	Procedural Justice	.198	.050	3.951	.000
<b>Affective Organizational Commitment</b>	<---	<b>Access information to Procedural Justice *</b>	<b>-.120</b>	<b>.046</b>	<b>-2.617</b>	<b>.009</b>
Normative Organizational Commitment	<---	Access information to	.010	.057	.176	.860
Affective Organizational Commitment	<---	Access information to	.172	.051	3.395	.000
<b>Continuance Organizational Commitment</b>	<---	<b>Access information to Procedural Justice *</b>	<b>.202</b>	<b>.057</b>	<b>3.547</b>	<b>.000</b>



**Figure 4.12: Procedural Justice, Normative Organizational Commitment and Access to Information**

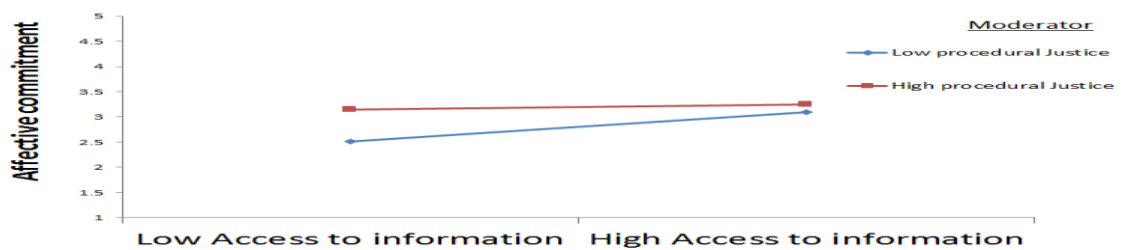
Figure 4.12 indicate that in organizations where procedural justice is high the level of access to information goes up and so does the normative commitment as compared to when procedural justice is low. This means that Low procedural justice decreases access to information and also decreases normative commitment. This means people do not possess the expertise required to function effectively in their work position and hence their normative commitment goes low. These findings agreed with Xiaohui (2007) statement that access to information structures on knowledge and skills enables employees to ‘be in the know’ to carry out one’s job e.g. technical knowledge, expertise and informal information on things happening in the organization.





**Figure 4.13: Procedural Justice, Continuance Organizational Commitment and Access to Information**

Figure 4.13 indicate that in organizations where procedural justice is high the level of access to information goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases access to information and also decreases continuance commitment. This means people do not possess the technical knowledge necessary to perform their work effectively and hence their continuance commitment goes low. These findings agreed with Xiaohui (2007) statement that employees with access to information structures foster high group morale, provide opportunities for subordinates, behave in a less rigid, directive, and authoritative manner and their actions are seen as enabling rather than hindering.



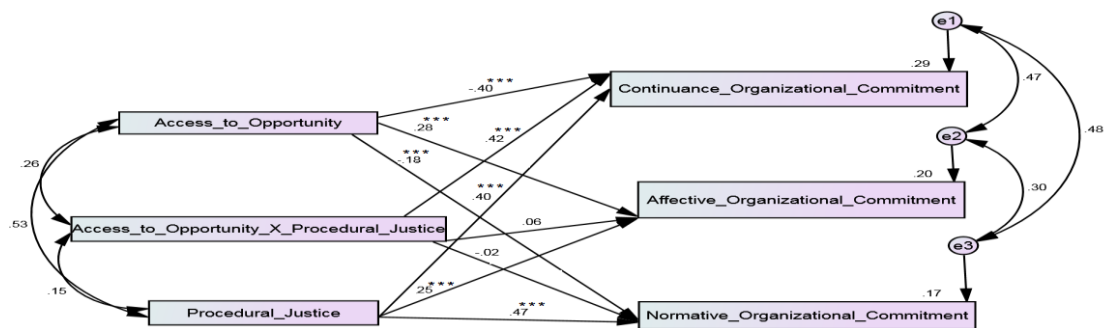
**Figure 4.14: Procedural Justice, Affective Organizational Commitment and Access to Information**

Figure 4.14 shows that in organizations where procedural justice is high the level of access to information goes up and so does the affective commitment as compared to

when procedural justice is low. This means that low procedural justice decreases access to information and also decreases affective commitment. This means people do not have information on the organization goals and hence their affective commitment goes low. These findings support Carriere and Bourque (2009) statement that access to information equips employees with information required to address specific issues that affect them and their jobs.

#### 4.6.2.2 Access to Opportunity

The results show a presence of significant moderating effect. Access to opportunity \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.435) on continuance Organizational Commitment. The moderating effect of procedural justice explains 29% variance in the continuance Organizational Commitment, above and beyond the variance by Access to opportunity. This therefore means that when there is fairness in access to opportunities in the organization employees perceive high procedural justice leading to continuance organizational commitment among the employees in public service in Kenya.

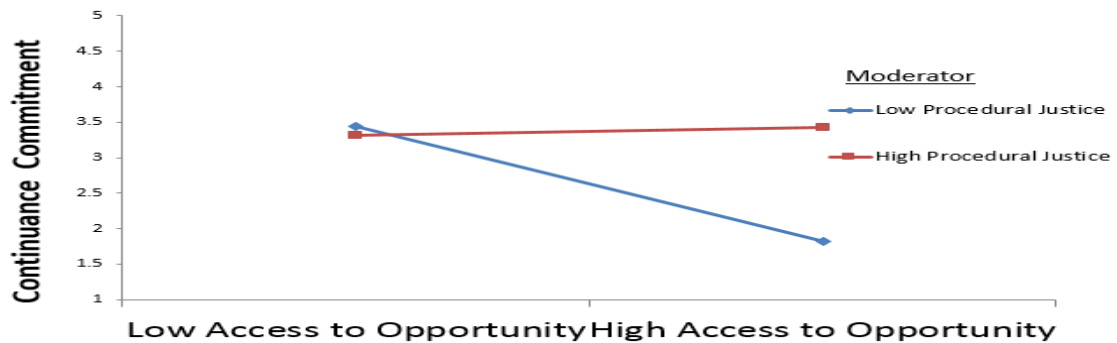


\* \*\*P<0.01, \*\*P<0.05

**Figure 4.15: Procedural Justice on Access to Opportunity and Organizational Commitment**

**Table 4.29: Regression Weights: Moderation on Access to Opportunity**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.418	.053	7.843	.000
Continuance Organizational Commitment	<---	Procedural Justice	.373	.052	7.166	.000
Continuance Organizational Commitment	<---	Access to Opportunity	-.378	.054	-7.019	.000
<b>Normative Organizational Commitment</b>	<---	<b>Access to Opportunity * Procedural Justice</b>	<b>-.023</b>	<b>.051</b>	<b>-.446</b>	<b>.655</b>
Affective Organizational Commitment	<---	Procedural Justice	.198	.047	4.218	.000
<b>Affective Organizational Commitment</b>	<---	<b>Access to Opportunity * Procedural Justice</b>	<b>-.050</b>	<b>.045</b>	<b>-1.101</b>	<b>.271</b>
Normative Organizational Commitment	<---	Access to Opportunity	-.161	.055	-2.913	.004
Affective Organizational Commitment	<---	Access to Opportunity	.222	.049	4.567	.000
<b>Continuance Organizational Commitment</b>	<---	<b>Access to Opportunity * Procedural Justice</b>	<b>.435</b>	<b>.050</b>	<b>8.669</b>	<b>.000</b>



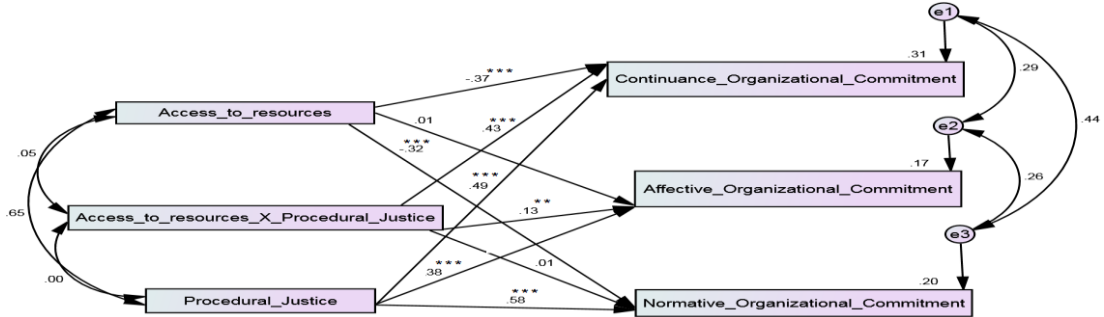
**Figure 4.16: Procedural Justice Moderates the Relationship between Access to Opportunity and Continuance Commitment**

Figure 4.16 shows that in organizations where procedural justice is high the level of access to opportunity goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases access to opportunity and also decreases continuance commitment. This means people have no growth and mobility in the organization in the organization and hence their continuance commitment goes low. These findings are in line with research done by Lambert, Hogan and Jiang (2008) which found that employees want to grow in their careers over time. Managers who wish to increase worker satisfaction look past formalities of annual appraisals and establish genuine growth paths for all their employees.

#### 4.6.2.3 Access to Resources

The results show a presence of significant moderating effect. Access to resources\* Procedural Justice was found to be significant ( $p < 0.05$ , Beta value=.104) on Affective Organizational Commitment. Access to resources \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.397) on continuance Organizational Commitment. The moderating effect of procedural justice explains 5% variance in the Affective Organizational Commitment, above and beyond the variance by Access to resources. Also the moderating effect of procedural justice explains 29% variance in the

continuance Organizational Commitment, above and beyond the variance by Access to resources. According to (Moideenkutty et.al 2010), when employees lack fairness in the organization procedures can substantially contribute to various attitudinal, emotional and behavioral outcomes leading lack of motivation and organizational commitment.

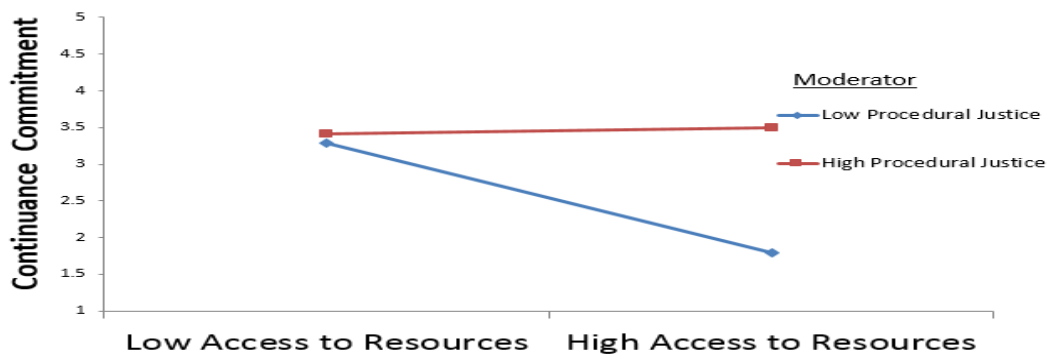


\* \*\*P<0.01, \*\*\*P<0.05

**Figure 4.17: Procedural Justice on Access to Resources and Organizational Commitment**

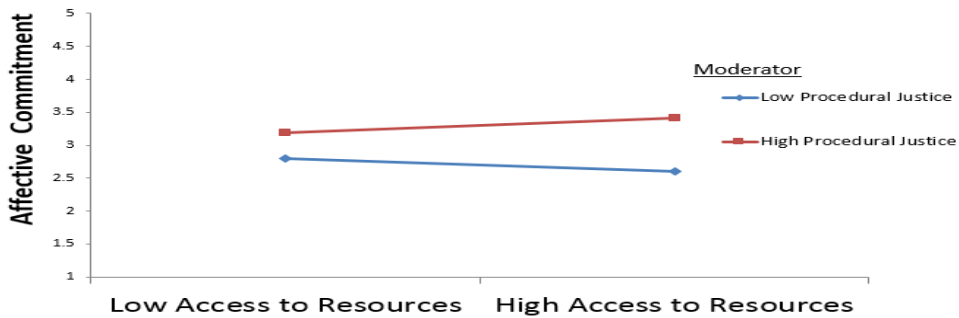
**Table 4.30: Regression Weights: Moderation on Access to resources**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.512	.058	8.824	.000
Continuance Organizational Commitment	<---	Procedural Justice	.457	.057	8.024	.000
Continuance Organizational Commitment	<---	Access resources to	-.351	.057	-6.128	.000
Normative Organizational Commitment	<---	Access resources to * Procedural Justice	.011	.044	.255	.798
Affective Organizational Commitment	<---	Procedural Justice	.304	.053	5.706	.000
Affective Organizational Commitment	<---	Access resources to * Procedural Justice	.104	.040	2.576	.010
Normative Organizational Commitment	<---	Access resources to	-.282	.058	-4.833	.000
Affective Organizational Commitment	<---	Access resources to	.005	.054	.088	.930
Continuance Organizational Commitment	<---	Access resources to * Procedural Justice	.397	.043	9.182	.000



**Figure 4.18: Procedural Justice on Continuance Organizational Commitment and Access to Resources**

Figure 4.18 shows that in organizations where procedural justice is high the level of access to resources goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases access to resources and also decreases continuance commitment. This means people have the ability to exert influence in the organization and hence their continuance commitment goes low. These findings are in line with David and Lauren (2009) finding that the main factors causing job dissatisfaction are inadequate remuneration and poor working conditions, including deficiencies in the working environment such as lack of tools and equipment.



**Figure 4.19: Procedural Justice on Affective Organizational Commitment and Access to Resources**

Figure 4.19 shows that in organizations where procedural justice is high the level of access to resources goes up and so does the affective commitment as compared to when procedural justice is low. This means that low procedural justice decreases access to resources and also decreases affective commitment. This means people cannot access resources in the organization and hence their affective commitment goes low. These findings are in line with research done by David and Lauren (2009) that the provision of inadequate equipment and adverse working conditions has been shown to affect employee commitment and intention to stay with the organization as well as levels of job satisfaction.

#### 4.6.2.4 Perceived Support

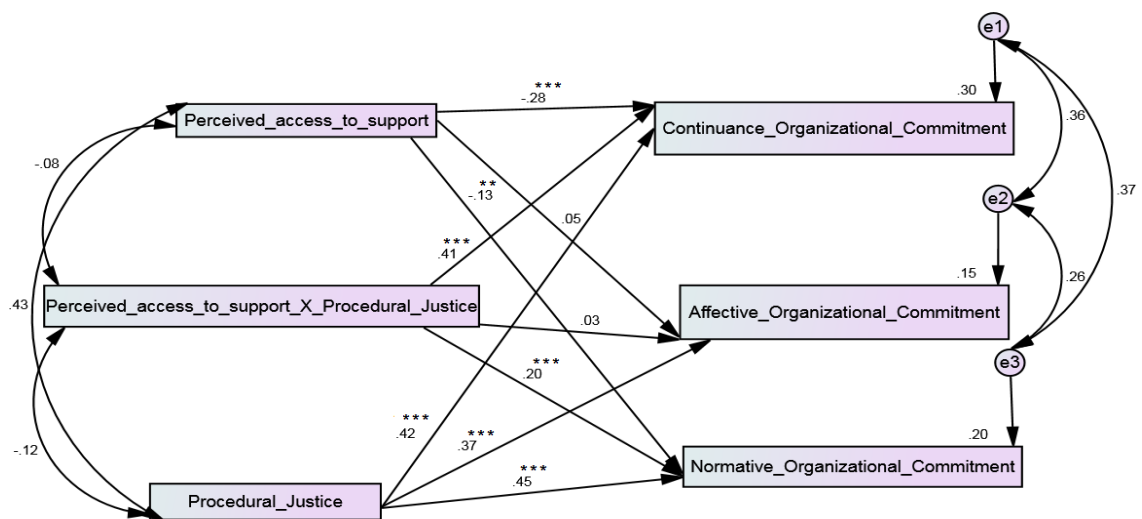
The results show a presence of significant moderating effect. Perceived support\* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.188) on Normative Organizational Commitment. Perceived support\* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.403) on continuance Organizational Commitment.

The moderating effect of procedural justice explains 26% variance in the Normative Organizational Commitment, above and beyond the variance by Perceived support. Also



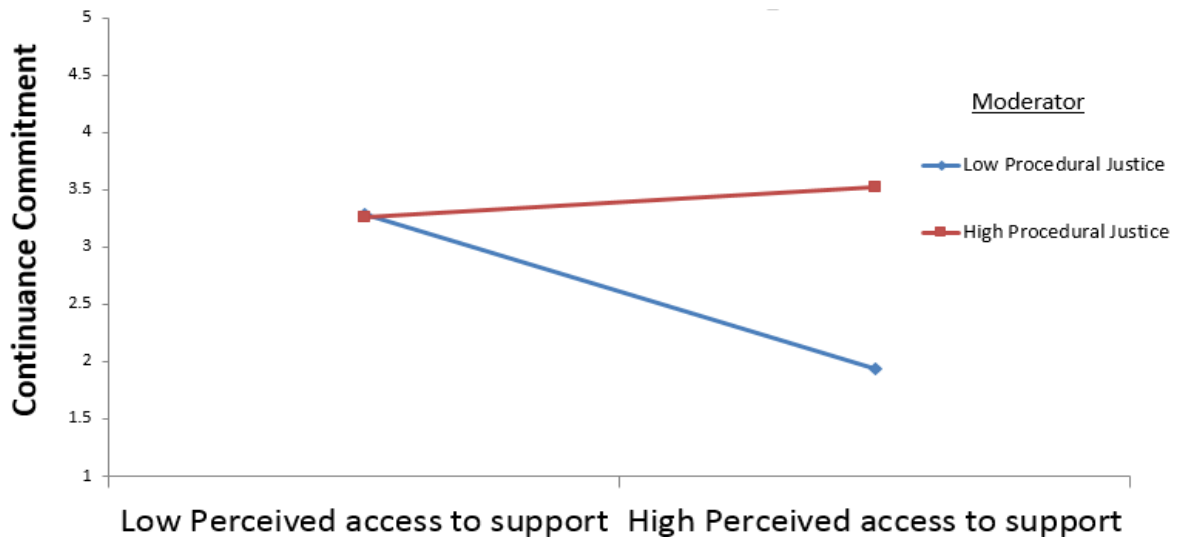
the moderating effect of procedural justice explains 18% variance in the continuance Organizational Commitment, above and beyond the variance by Perceived support.

This therefore means that factors of procedural justice contribute 44% of the normative and continuance organizational commitment among the employees in public service in Kenya. This indicates that when employee receive support from the supervisors, coworkers and the organization and perceive high level of procedural justice leads to organizational commitment.



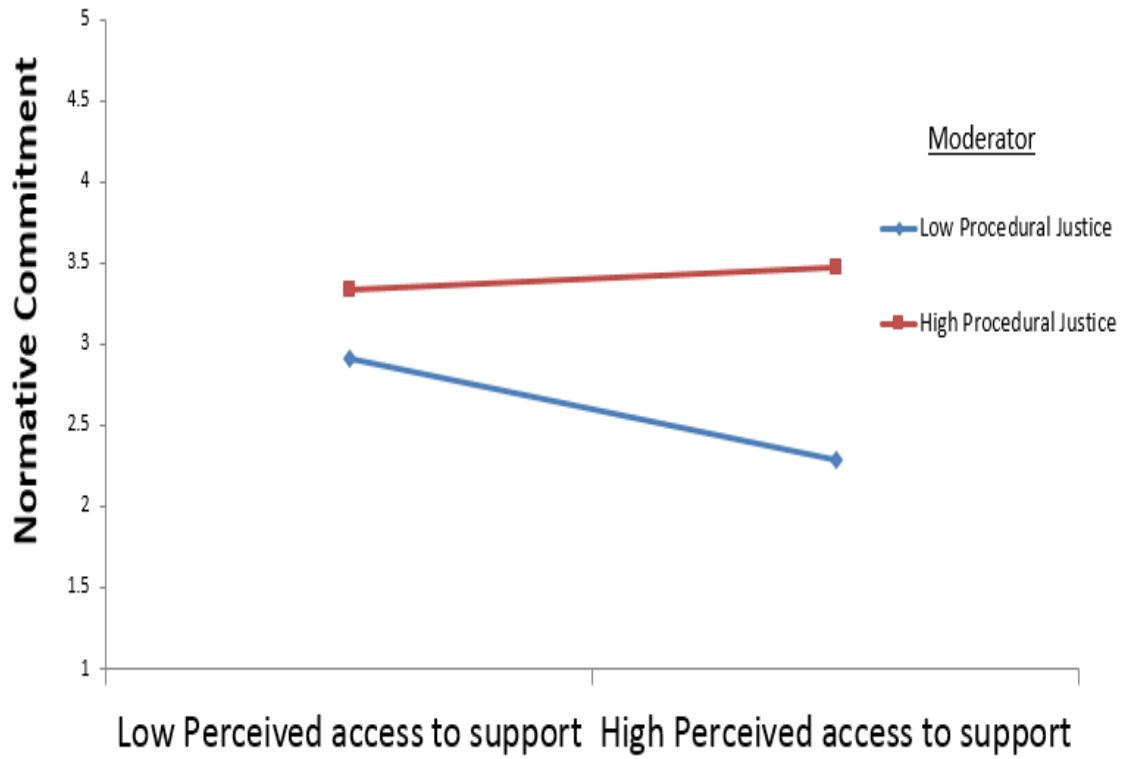
**\*\*\*P<0.01, \*\*P<0.05**

**Figure 4.20: Procedural Justice on Perceived Support and Organizational Commitment**



**Figure 4.21:Procedural Justice on Continuance Organizational Commitment and Perceived support**

Figure 4.21 shows that in organizations where procedural justice is high the level of perceived support goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases perceived support and also decreases continuance commitment. This means people cannot acquire feedback and guidance received from superiors in the organization and hence their continuance commitment goes low. These findings are in line with research done by Eisenberger, *et al.* (2004) that stated that organizational support develops by meeting employees’ socio-emotional needs and showing readiness to reward employees’ extra efforts and to give help that would be needed by employees to do their jobs better.



**Figure 4.22: Procedural Justice on Normative Organizational Commitment and Perceived Support**

Figure 4.22 shows that in organizations where procedural justice is high the level of perceived support goes up and so does the normative commitment as compared to when procedural justice is low. This means that low procedural justice decreases perceived support and also decreases normative commitment. This means people lack support and guidance in the organization and hence their normative commitment goes low. These findings are in line with Fuller, Barnett, Hester and Relyea (2003) who state that perceived organizational support increases affective commitment by contributing to the satisfaction of the employees' socio-emotional needs such as esteem, approval and affiliation.

Table 4.31 shows that affective and normative commitment is significant when regressed against self-determination cognition. Continuance commitment is not. This means that the best predictor of self-determination cognition was affective commitment ( $\beta = .403$ ;  $p < .000$ ) followed by normative commitment ( $\beta = .188$ ;  $p < .000$ ) and continuance commitment ( $\beta = .028$ ;  $p < .522$ ). These results supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.

**Table 4.31: Regression Weights: Moderation on Perceived support**

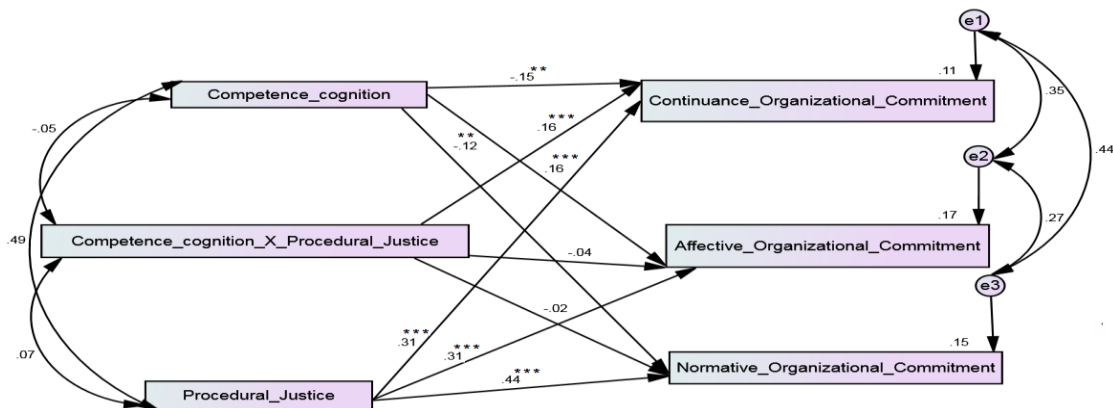
			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.401	.049	8.147	.000
Continuance Organizational Commitment	<---	Procedural Justice	.390	.049	8.018	.000
Continuance Organizational Commitment	<---	Perceived support	-.271	.050	-5.413	.000
Normative Organizational Commitment	<---	Perceived support	-.120	.051	-2.362	.018
Affective Organizational Commitment	<---	Perceived support	.043	.047	.922	.357
Continuance Organizational Commitment	<---	Perceived support * Procedural Justice	.403	.046	8.789	.000
Affective Organizational Commitment	<---	Procedural Justice	.293	.046	6.422	.000
Normative Organizational Commitment	<---	Perceived support * Procedural Justice	.188	.046	4.036	.000
Affective Organizational Commitment	<---	Perceived support * Procedural Justice	.028	.043	.640	.522

### 4.6.3 Procedural Justice on the Influence of Psychological Empowerment on Organizational Commitment

#### 4.6.3.1 Competence Cognition

The results show a presence of significant moderating effect. Competence cognition\* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.148) on continuance Organizational Commitment.

The moderating effect of procedural justice explains 11% variance in the continuance Organizational Commitment, above and beyond the variance by Competence cognition.



\*  $P < 0.01$ , \*\*  $P < 0.05$

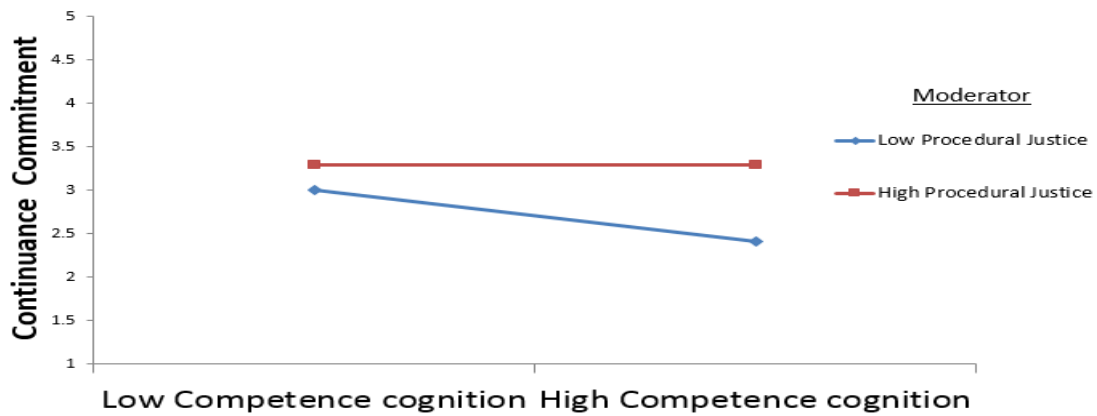
**Figure 4.23: Procedural Justice on Competence Cognition and Organizational Commitment**

Table 4.32 shows that continuance commitment is significant when regressed against competence cognition and moderated by procedural justice. Normative and affective commitments are not. This means that the best predictor of competence cognition was continuance commitment ( $\beta = .148$ ;  $p < .003$ ). These results supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of

autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.

**Table 4.32: Regression Weights: Moderation on Competence cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.385	.052	7.348	.000
Continuance Organizational Commitment	<---	Procedural Justice	.292	.057	5.129	.000
Normative Organizational Commitment	<---	Competence cognition	-.152	.061	-2.507	.012
Affective Organizational Commitment	<---	Competence cognition	.132	.050	2.658	.008
Continuance Organizational Commitment	<---	Competence cognition * Procedural Justice	.148	.049	3.009	.003
Affective Organizational Commitment	<---	Procedural Justice	.249	.047	5.328	.000
Normative Organizational Commitment	<---	Competence cognition * Procedural Justice	-.018	.045	-.401	.688
Affective Organizational Commitment	<---	Competence cognition * Procedural Justice	-.028	.040	-.705	.481



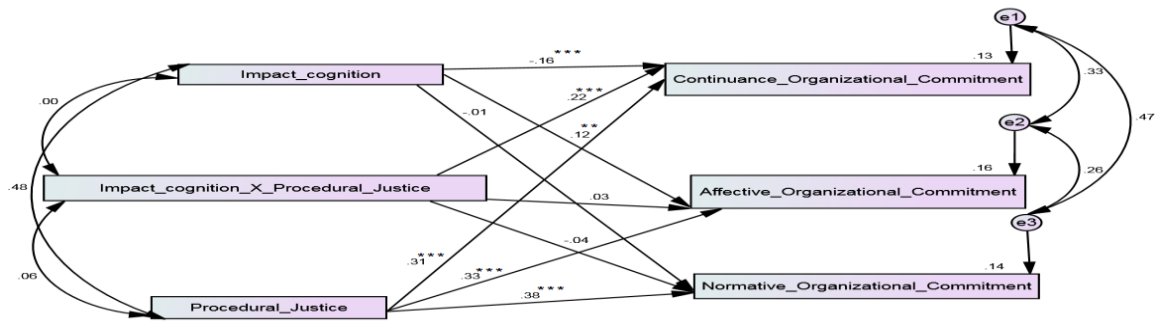
**Figure 4.24: Procedural Justice on Continuance Organizational Commitment and Competence cognition.**

Figure 4.24 shows that in organizations where procedural justice is high the level of competence cognition goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases competence cognition and also decreases continuance commitment. This means people cannot believe in their skills in the organization and hence their normative commitment goes low. These findings support Krishna (2007) argument that high self-efficacy among employees will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles.

#### **4.6.3.2 Impact Cognition**

The results show a presence of significant moderating effect. Impact cognition\* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.189) on continuance Organizational Commitment. The moderating effect of procedural justice explains 13% variance in the continuance Organizational Commitment, above and beyond the variance by Impact cognition.





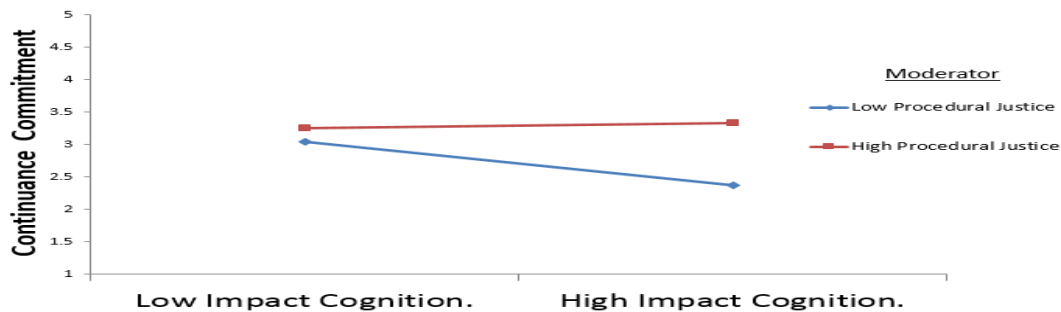
\* \*\*P<0.01, \*\*P<0.05

**Figure 4.25: Procedural Justice on Impact Cognition and Organizational Commitment.**

Table 4.33 shows that continuance and affective commitments are significant when regressed against impact cognition and moderated by procedural justice. Normative commitment is not. This means that the best predictor of impact cognition was continuance commitment ( $\beta = .189$ ;  $p < .000$ ) followed by affective commitment ( $\beta = .024$ ;  $p < .516$ ). These results supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.

**Table 4.33: Regression Weights: Moderation on Impact Cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.336	.052	6.416	.000
Continuance Organizational Commitment	<---	Procedural Justice	.293	.056	5.269	.000
Continuance Organizational Commitment	<---	Impact cognition	-.152	.055	-2.739	.006
Normative Organizational Commitment	<---	Impact cognition	-.006	.052	-.109	.913
Affective Organizational Commitment	<---	Impact cognition	.094	.046	2.020	.043
Continuance Organizational Commitment	<---	Impact cognition Procedural Justice	* .189	.044	4.300	.000
Affective Organizational Commitment	<---	Procedural Justice	.261	.047	5.594	.000
Normative Organizational Commitment	<---	Impact cognition Procedural Justice	* -.035	.041	-.851	.395
Affective Organizational Commitment	<---	Impact cognition Procedural Justice	* .024	.037	.650	.516



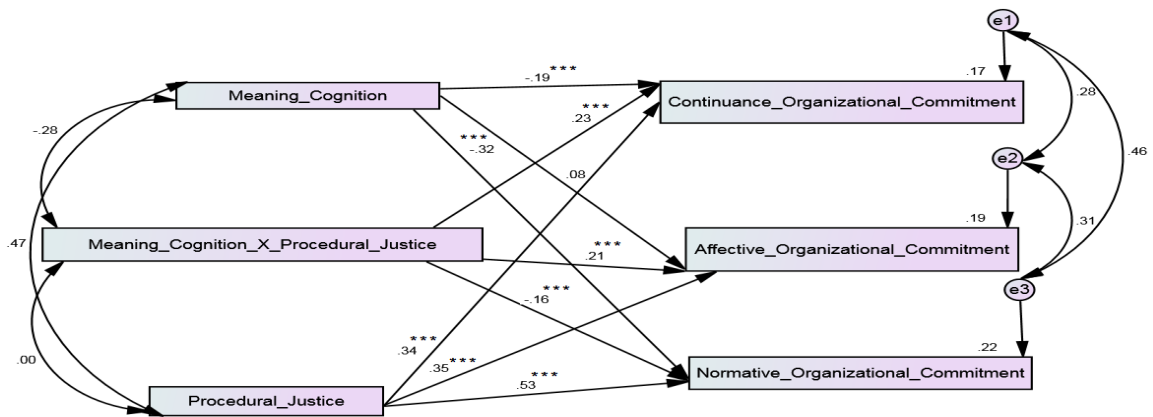
**Figure 4.26:Procedural Justice on Continuance Organizational Commitment and Impact Cognition**

From Figure 4.26 it is evident that procedural justice moderates the relationship between impact cognition and continuance commitment. Low levels of procedural justice lead to decreased impact cognition as compared to when there is high procedural justice when impact cognition increases and so does the level of continuance commitment. This means that procedural justice moderates the relationship between impact cognition and continuance commitment. Employees are likely to make a difference where there is high procedural justice as they make more meaning of the strategies of the organization unlike when procedural justice is low. These findings corroborate Ashforth (1989) argument that lack of impact cognition at work is negatively related to employee satisfaction and commitment to their duties and hence low productivity.

#### **4.6.3.3 Meaning Cognition**

The results show a presence of significant moderating effect. Meaning Cognition \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=-0.132) on Normative Organizational Commitment. Meaning Cognition \* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.164) on Affective Organizational Commitment and Meaning Cognition \* Procedural Justice was found to be significant ( $p < 0.10$ , Beta value=.210) on continuance Organizational Commitment. The moderating effect of procedural justice explains 16 % variance in the Affective Organizational

Commitment, above and beyond the variance by Meaning Cognition. Also the moderating effect of procedural justice explains 22 % variance in the Normative Organizational Commitment., above and beyond the variance by Meaning Cognition and the moderating effect of procedural justice explains 16 % variance in the continuance Organizational Commitment, above and beyond the variance by Meaning Cognition.



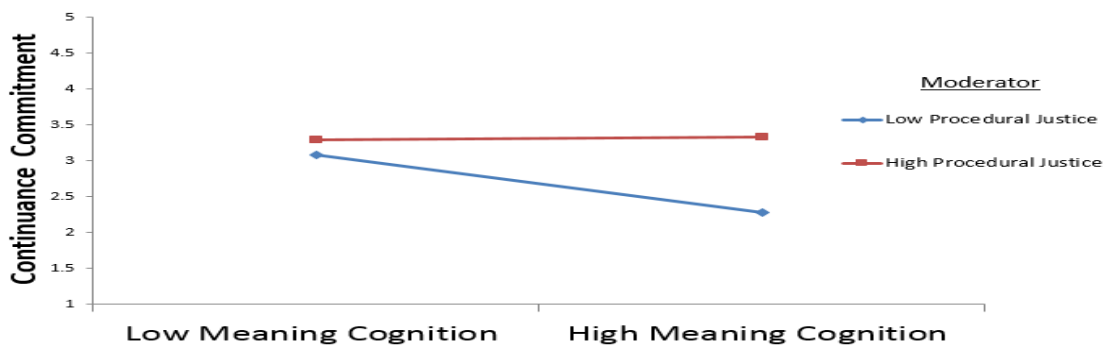
\*\*\*P<0.01,\*\*P<0.05

**Figure 4.27: Procedural Justice on Meaning Cognition and Organizational Commitment.**

**Table 4.33: Regression Weights: moderation on meaning cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative Organizational Commitment	<---	Procedural Justice	.465	.050	9.251	.000
Continuance Organizational Commitment	<---	Procedural Justice	.318	.055	5.801	.000
Continuance Organizational Commitment	<---	Meaning Cognition	-.189	.060	-3.167	.002
Normative Organizational Commitment	<---	Meaning Cognition	-.297	.055	-5.431	.000
Affective Organizational Commitment	<---	Meaning Cognition	.064	.050	1.269	.204
Continuance Organizational Commitment	<---	Meaning Cognition X Procedural Justice	.210	.048	4.351	.000
Affective Organizational Commitment	<---	Procedural Justice	.278	.046	6.045	.000
Normative Organizational Commitment	<---	Meaning Cognition X Procedural Justice	-.132	.044	-2.974	.003
Affective Organizational Commitment	<---	Meaning Cognition X Procedural Justice	.164	.041	4.043	.000

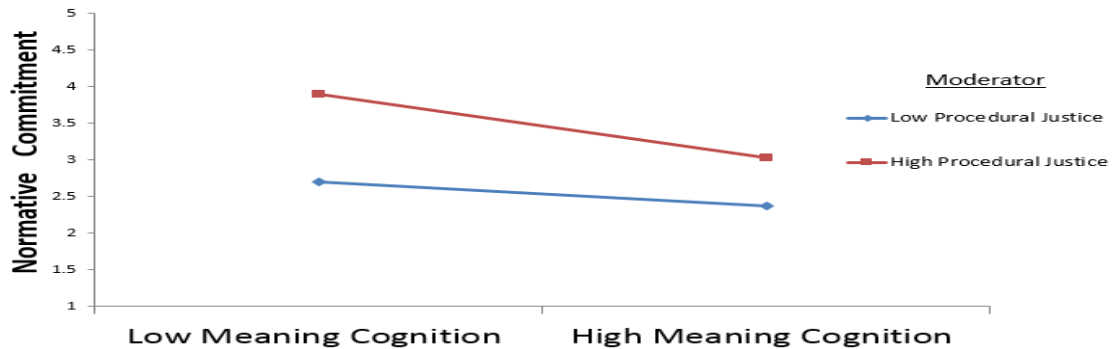
Table 4.34 shows that continuance and affective commitments are significant when regressed against meaning cognition. Normative commitment is not. This means that the best predictor of meaning cognition was continuance commitment ( $\beta = .210$ ;  $p < .000$ ) followed by affective commitment ( $\beta = .164$ ;  $p < .000$ ). These results supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.



**Figure 4.28: Procedural Justice on Continuance Organizational Commitment and Meaning cognition**

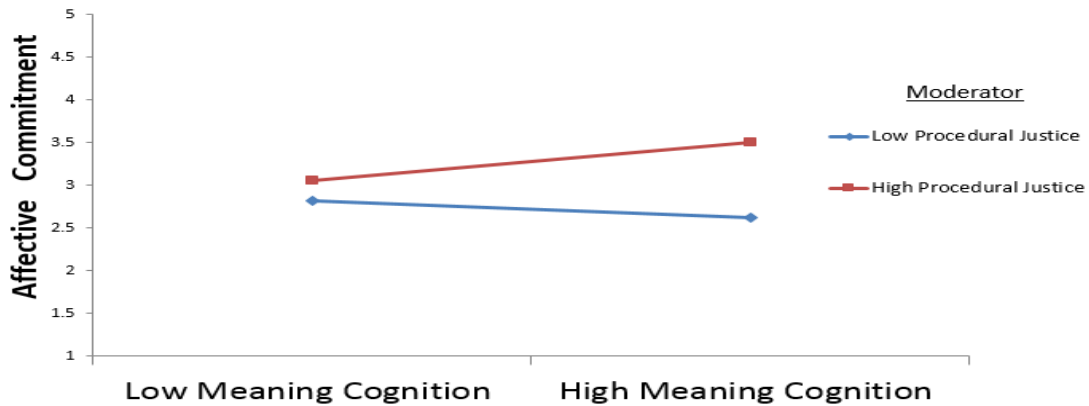
From Figure 4.28 it is evident that procedural justice moderates the relationship between cognition and continuance commitment. Low levels of procedural justice lead to decreased meaning cognition as compared to when there is high procedural justice when meaning cognition increases and so does the level of continuance commitment. This means that procedural justice moderates the relationship between meaning cognition and continuance commitment. Employees are likely to stay on where there is high procedural justice as they make more meaning of the procedures and processes of the organization unlike when procedural justice is low. These findings corroborate Pratt and Ashforth

(2003) postulation that the individual employees must have a belief in their sense of judgment, values, work role and behaviors with connection to the work or the employee's must has the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose.



**Figure 4.29: Procedural Justice on Normative Organizational Commitment and Meaning Cognition**

Figure 4.29 shows that in organizations where procedural justice is high the level of meaning cognition goes up and so does the normative commitment as compared to when procedural justice is low. This means that low procedural justice decreases meaning cognition and also decreases normative commitment. This means people cannot interpret goal or purpose in the organization and hence their normative commitment goes low. These findings are in line with research done by Pratt and Ashforth (2003) who postulated that the employees must have the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose. Procedural Justice strengthens the negative relationship between normative organizational commitment and meaning cognition.



**Figure 4.30: Procedural Justice on Affective Organizational Commitment and Meaning Cognition**

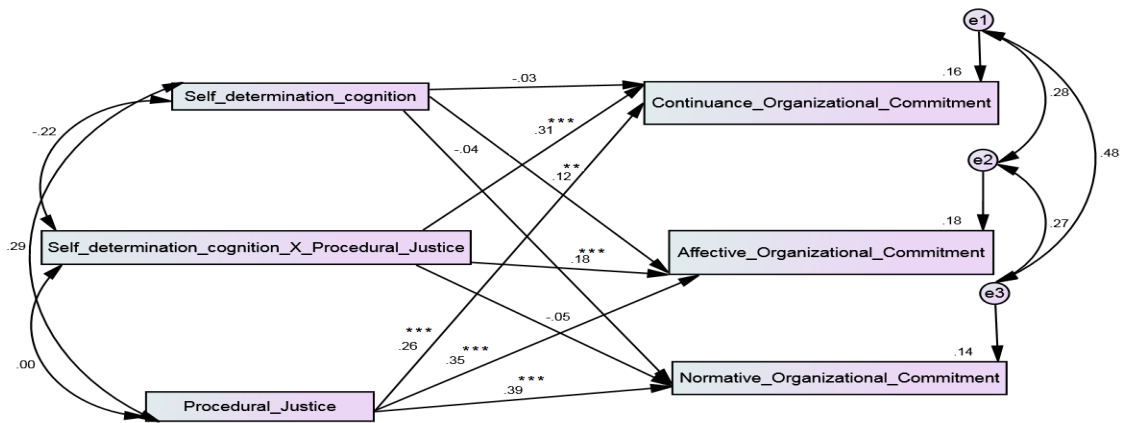
Figure 4.30 shows that in organizations where procedural justice is high the level of meaning cognition goes up and so does the affective commitment as compared to when procedural justice is low. This means that low procedural justice decreases meaning cognition and also decreases affective commitment. This means people cannot get a sense of purpose in their work and organization and hence their affective commitment goes low. These findings complements Lockwood (2007) assertion that organizations have to make sure that the objective of assigned work task is compatible with their employees' value systems, in order to be perceived as meaningful to ensure that employees are motivated and committed to the organization.

#### **4.6.3.4 Self-determination cognition**

The results show a presence of significant moderating effect. Self-determination cognition\* Procedural Justice was found to be significant ( $p < 0.01$ , Beta value=.140) on Affective Organizational Commitment and Self-determination cognition\* Procedural Justice was found to be significant ( $p < 0.10$ , Beta value=.280) on continuance Organizational Commitment. The moderating effect of procedural justice explains 15 % variance in the Affective Organizational Commitment, above and beyond the variance by Self-determination cognition. Also the moderating effect of procedural justice



explains 16 % variance in the continuance Organizational Commitment, above and beyond the variance by Self-determination cognition.



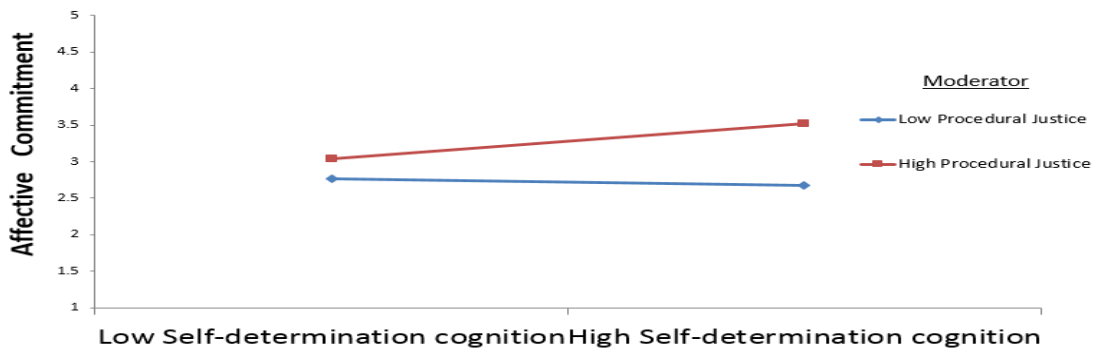
\*\*\*P<0.01, \*\*P<0.05

**Figure 4.31: Procedural Justice on Self-determination Cognition and Organizational Commitment.**

Table 4.35 shows that continuance and affective commitments are significant when regressed against self-determination cognition. Normative commitment is not. This means that the best predictor of self-determination cognition was continuance commitment ( $\beta = .283$ ;  $p < .000$ ) followed by affective commitment ( $\beta = .140$ ;  $p < .000$ ). These results supplement what Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization commitment and job satisfaction. The meaning to the civil service is that self-determination cognition of employees by the superiors in these organizations will give employees the freedom in completing the assigned tasks competently.

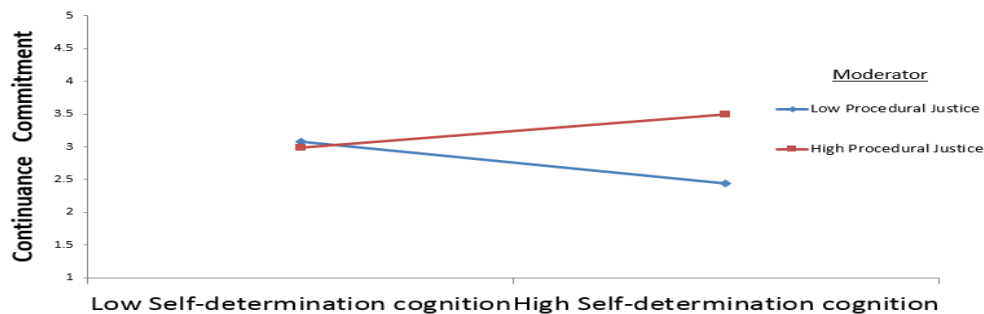
**Table 4.34: Regression Weights: moderation on self-determination cognition**

			Estimate	Standard Error.	Critical Ratio	P-value
Normative						
Organizational Commitment	<---	Procedural Justice	.342	.048	7.138	.000
Continuance						
Organizational Commitment	<---	Procedural Justice	.241	.050	4.794	.000
Normative						
Organizational Commitment	<---	Self-determination cognition	-.032	.053	-.606	.545
Affective						
Organizational Commitment	<---	Self-determination cognition	.096	.044	2.174	.030
Continuance						
Organizational Commitment	<---	Self-determination cognition	X .283	.048	5.843	.000
Affective						
Organizational Commitment	<---	Procedural Justice	.280	.042	6.644	.000
Normative						
Organizational Commitment	<---	Self-determination cognition	X -.046	.046	-.991	.322
Affective						
Organizational Commitment	<---	Self-determination cognition	X .140	.041	3.452	.000
		Procedural Justice				



**Figure 4.32: Procedural Justice on Affective Organizational Commitment and Self-determination Cognition**

Figure 4.32 shows that in organizations where procedural justice is high the level of self-determination cognition goes up and so does the affective commitment as compared to when procedural justice is low. This means that low procedural justice decreases self-determination cognition and also decreases affective commitment. This means people cannot possess a sense of freedom or autonomy in the organization and hence their affective commitment goes low. These findings collaborates Humborstad and Perry (2011) argument that when self-determination is offered to employees, they can then complete their work more effectively.



**Figure 4.33: Procedural Justice on Continuance Organizational Commitment and Self-determination Cognition**

Figure 4.33 shows that in organizations where procedural justice is high the level of self-determination cognition goes up and so does the continuance commitment as compared to when procedural justice is low. This means that low procedural justice decreases self-determination cognition and also decreases continuance commitment. This means people have no sense of empowerment in the organization and hence their continuance commitment goes low. These findings are in line with Li *et al.* (2006) who posit that that when employees have more self-determination about how to complete their work, they have higher work motivation and finish the task more effectively.

#### 4.6.4 Correlation between Procedural Justice and Organizational Commitment

In assessing the influence of procedural justice on organization commitment, the following hypotheses were tested:

H<sub>3</sub>: Procedural justice has moderating effect on the relationship between structural empowerment, psychological empowerment and organizational commitment.

A Pearson product-moment correlation coefficient was computed to assess the relationship between procedural justice and organizational commitment in the Civil Service in Kenya.. There was a positive correlation between procedural justice and

aspects of organizational commitment: Affective Organizational Commitment ( $r=0.386$ ,  $n=320$ ,  $p=0.000$ ), Normative Organizational Commitment ( $r=0.374$ ,  $n=320$ ,  $p=0.000$ ) and Continuance Organizational Commitment ( $r=0.249$ ,  $n=320$ ,  $p=0.000$ ). Therefore, at 95% level of significance, an increase in procedural justice in the Civil Service in Kenya would lead to an increase in affective and normative organizational commitment. Overall there was a positive correlation between procedural justice and organizational commitment ( $r= 0.441$ ,  $n=320$ ,  $p=0.000$ ). Therefore at 95% level of significance, a positive increase in procedural justice would lead to a positive increase in organizational commitment among employees in the Kenya Civil service. Therefore the hypothesis was accepted at 95% level of significance: Procedural justice has moderating effect on the relationship between structural empowerment, psychological empowerment and organizational commitment. The correlation results are summarized in the table below

**Table 4. 35: Correlation: Procedural Justice and Organizational Commitment**

	Affective Organizational Commitment	Continuance Organizational Commitment	Normative Organizational Commitment	Organi zationa l Comm itment
Procedural Justice	.386 0.000	.249 0.000	.374 0.000	.441 0.000

## 4.7 Organizational Commitment

### 4.7.1 Affective Organizational Commitment

Affective organizational commitment was assessed using seven statements on five point likert scale. Most of the respondents 76% agreed they would be very happy to spend the rest of their career with their organization. Most of the respondents 73% agreed their

organization has a great deal of personal meaning for them. Most of the respondents 81% agreed that they do feel like “part of the family” at their organization. Most of the respondents 69% agreed to feel “emotionally attached” to their organization. Most of the respondents 64% agreed to really feeling as if their organization’s problems are their own and 29% disagreed. Most of the respondents 54% agreed that are planning to work at their present job for as long as possible. Slightly over half of the respondents 51% agreed that under no circumstance would they leave their present job and 39 disagreed.

**Table 4.36: Descriptive Statistics for Affective Organizational Commitment**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I would be very happy to spend the rest of my career with this organization	7%	14%	4%	15%	61%	4.10	1.334
This organization has a great deal of personal meaning for me	4%	5%	18%	15%	58%	4.17	1.137
I do feel like “part of the family” at my organization	9%	4%	6%	22%	59%	4.17	1.269
I do feel “emotionally attached” to this organization	9%	15%	7%	16%	53%	3.88	1.424
I really feel as if this organization’s problems are my own	15%	20%	11%	9%	46%	3.51	1.562
I plan to work at my present job for as long as possible	14%	15%	8%	13%	51%	3.72	1.531
Under no circumstance would I leave my present job	21%	18%	11%	17%	34%	3.25	1.572

The findings agreed with Mayer and Allen (1991) statement that employees of an organization with a strong sense of affective commitment to the employing organization will remain a member of that organization because they want to. This commitment is characterized by the degree to which an individual identifies with, is involved in, and enjoys membership in an organization. The implication for this study is that work experiences that satisfy employees' need to feel comfortable in the public service in Kenya contribute to their feelings of competence in the work role.

#### 4.7.2 Continuance Organizational Commitment

Continuance organizational commitment was assessed using six statements on five point likert scale.

**Table 4.37: Descriptive Statistics for Continuance Organizational Commitment**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Right now, staying with my organization is a matter of necessity as much as desire	3%	10%	8%	22%	57%	4.20	1.122
It would be very hard for me to leave my organization right now, even if I wanted to	10%	21%	11%	12%	46%	3.64	1.478
Too much of my life would be disrupted if I decided I wanted to leave my organization right now	12%	12%	5%	14%	57%	3.93	1.468
If I had not already put so much of myself into this organization, I might consider working elsewhere	11%	13%	7%	20%	49%	3.84	1.427
I feel that I have too few options to consider leaving this organization	12%	10%	8%	14%	55%	3.91	1.454

Most of the respondents 79% agreed that right now, staying with their organization is a matter of necessity as much as desire. Most of the respondents 58% agreed that it would be very hard for them to leave their organization right now, even if they wanted to. Most of the respondents 71% agreed that too much of their life would be disrupted if they decided they wanted to leave their organization right then. Most of the respondents 69%

agreed that if they had not already put so much of themselves into their organization, they might consider working elsewhere. Most of the respondents 69% agreed to feeling that they have too few options to consider leaving their organization. Most of the respondents 74% agreed one of the few negative consequences of leaving their organization would be the scarcity of available alternatives.

The findings support Meyer and Allen statement that the commitment of employees in an organization is usually dictated by the costs that the employee associates with leaving the organization and perceived lack of alternatives. This implies that commitment of employees in the public service is solely dependent on the type of commitment attached to the work environment and organization in general.

#### **4.7.3 Normative Organizational Commitment**

The respondents were requested to assess Normative Organizational Commitment using six statements on five point likert scale.



**Table 4.38: Descriptive Statistics for Normative Organizational Commitment**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I would not leave my organization right now because I have an obligation to the people in it	23%	28%	10%	12%	27%	2.93	1.554
This organization deserves my loyalty	4%	17%	4%	9%	66%	4.18	1.293
I would feel guilty if I left this organization now	21%	35%	6%	15%	24%	2.85	1.508
Even if it were to my advantage, I do not feel it would be the right time to leave this organization	18%	22%	9%	8%	42%	3.35	1.620
I feel an obligation to remain with current employer	15%	20%	16%	17%	32%	3.32	1.469
I owe a great deal to my organization	9%	14%	11%	8%	58%	3.92	1.437

Half of the respondents 42% strongly agreed that even if it were to their advantage, they do not feel it would be the right time to leave their organization. Most of the respondents 32% agreed that they feel an obligation to remain with current employer. However, most of the respondents 58% agreed that they owe a great deal to their organization. The findings collaborates Meyer and Allen (1997) affirmation that employees commitment on the other hand, is directly related to the perceived obligation to remain with the organization. Organizational commitment is related to internalized pressures to act in

ways that comport with organizational goals and interests. This implies that the public service in Kenya should empower employees to ensure that they are committed and have a feeling of moral need to stay in the organization.

#### 4.8 Regression Analysis to Assess the Relationship between Variables

Multivariate linear regression analysis was employed to predict Organizational Commitment from the joint contribution of Structural Empowerment and Psychological Empowerment. Similarly the regression analysis was repeated with the moderating effect of Procedural Justice. Model summary shows the coefficient of determination ( $R^2$ ) which tells us the percentage of the variation in Organizational Commitment explained by the model. From the results of the table below, the regression model containing Structural Empowerment and Psychological Empowerment as the predictor variables explains 46.2% of the variation in Organizational Commitment. Adding the moderating effect of Procedural Justice to the model improved the amount variation in Organizational Commitment that can be explained by the model from 46.2% to 61.0%. The size of Durbin Watson statistic which depends on the number of predictors and number of observation, as conservative rule of thumb, values less than 1 or greater than 3 are definitely cause for concern. Durbin-Watson value of 1.851 indicates that the model did not suffer significantly from autocorrelation.

**Table 4.39: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.699 <sup>a</sup>	.489	.462	.45144	
2	.781 <sup>b</sup>	.610	.582	.02779	1.851

a. Predictors: (Constant), Psychological Empowerment, Structural Empowerment

b. Predictors: (Constant), Psychological Empowerment, Structural Empowerment, Procedural Justice

c. Dependent Variable: Organizational Commitment

The table below displays ANOVA results that test the significance of the  $R^2$  for the model. An F statistics of 10.652 and 12.369 with a p-value less than the conventional 5% indicates that both models were significant at 95% confidence level.

**Table 4.40: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.965	2	8.483	10.652	.000 <sup>a</sup>
	Residual	274.726	345	.796		
	Total	291.691	347			
2	Regression	28.400	3	9.467	12.369	.000 <sup>b</sup>
	Residual	263.291	344	.765		
	Total	291.691	347			

a. Predictors: (Constant), Psychological Empowerment, Structural Empowerment

b. Predictors: (Constant), Psychological Empowerment, Structural Empowerment, Procedural Justice

c. Dependent Variable: Organizational Commitment

Table 4.42 displays the coefficient of the regression models of Organizational Commitment on Structural Empowerment and Psychological Empowerment and Procedural Justice. Regression coefficients (B) represent the mean change in the response variable for one unit of change in the predictor variable while holding other predictors in the model constant. The standard error is an estimate of the standard deviation of the coefficient, the amount it varies across cases. It can be thought of as a measure of the precision with which the regression coefficient is measured. If a coefficient is large compared to its standard error, then it is probably different from 0. The t statistic is the coefficient divided by its standard error.

In the first model, the findings confirm that there is a statistically significant influence of

Structural Empowerment on Organizational Commitment. This implies that unit increase in Structural Empowerment leads to an increase Organizational Commitment as demonstrated by the equation below.

$$\text{Organizational Commitment} = 2.857 + .290 \text{ Structural Empowerment}$$

**model 1**

In the second model, after adding the moderating variable, Procedural Justice, both the Structural Empowerment and Organizational Commitment became statistically significant influences of Organizational Commitment. This implies that unit increase in either independent variable leads to an increase Organizational Commitment as demonstrated by the equation below.

$$\text{Organizational Commitment} = 2.860 + .425 \text{ Structural Empowerment} + .211 \text{ Psychological Empowerment} + 1.96 \text{ Procedural Justice}$$

**model 2**

**Table 4.41: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	2.857	.257		11.136	.000		
	Structural Empowerment	.290	.084	.226	3.437	.001	.630	1.587
	Psychological Empowerment	.033	.093	.023	.354	.724	.630	1.587
2	(Constant)	2.860	.252		11.369	.000		
	Structural Empowerment	.425	.067	.504	6.325	.000	.480	2.082
	Psychological Empowerment	.211	.069	.124	3.058	.008	.514	1.944
	Procedural Justice	.196	.051	.254	3.865	.000	.609	1.641

a. Dependent Variable: Organizational Commitment

While previous correlation analysis on the relationship between indicated a positive relationship between psychological empowerment and organizational commitment ( $r=0.214$ ,  $n=320$ ,  $p=0.000$ ), the combined regression model does not prove this to be true. Psychological empowerment was found not to be a significant predictor of organizational commitment ( $B=0.03$ ,  $p=0.784 > 0.05$ ). However in the second model that included procedural justice, the combined model found psychological empowerment to be significant predictor of organizational commitment ( $B=0.211$ ,  $p=0.008 < 0.05$ ). The results of the study indicate that when employees perceive existence of procedural justice in the organization, then they are able to find meaning in their work, have a strong belief in their skills and capability to perform their work better, feel that they have influence on the decisions that relate to their jobs, and have sense of freedom or autonomy about how they do their own work leading to high levels of organizational commitment. This further confirms the hypothesis that Procedural justice has moderating effect on the relationship between structural empowerment, psychological empowerment and organizational commitment.

#### 4.9 Correlation Analysis

**Table 4.43: Correlation Matrix with Independent and Dependent Variable**

		<b>Correlations</b>		
		Organizational commitment	Structural Empowerment	Psychological Empowerment
Organizational commitment	Pearson Correlation	1	.273**	.064
	Sig. (2-tailed)		.000	.233
	N	348	348	348
Structural Empowerment	Pearson Correlation	.273**	1	.424**
	Sig. (2-tailed)	.000		.000
	N	348	348	348
Psychological Empowerment	Pearson Correlation	.064	.424**	1
	Sig. (2-tailed)	.233	.000	
	N	348	348	348

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The influence of Structural empowerment on Organizational Commitment was positive and significant ( $r=0.273$ ,  $p=0.000<0.05$ ). The influence of Psychological empowerment on Organizational Commitment was positive and insignificant ( $r=0.064$ ,  $p=0.233>0.05$ ). This indicates that Structural Empowerment has great influence on organizational commitment.

**Table 4.44: Correlation Matrix with the Moderator.**

		<b>Correlations</b>			
		Organizational commitment	Structural Empowerment *Procedural Justice	Psychological Empowerment* Procedural Justice	Procedural Justice
Organizational commitment	Pearson	1	.329**	.253**	.321**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	348	348	348	348
Structural Empowerment *Procedural Justice	Pearson	.329**	1	.388**	.348**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	348	348	348	348
Psychological Empowerment* Procedural Justice	Pearson	.253**	.388**	1	.952**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	348	348	348	348
Procedural Justice	Pearson	.321**	.348**	.952**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	348	348	348	348

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The influence of Structural Empowerment \*Procedural Justice on Organizational Commitment was positive and significant ( $r=0.329$ ,  $p=0.000<0.05$ ). Procedural justice increased the influence from  $r=0.273$  to  $r=0.329$ .

The influence of Psychological Empowerment\* Procedural Justice on Organizational Commitment was positive and significant ( $r=0.253$ ,  $p=0.000<0.05$ ). Without the moderator the influence was insignificant ( $r=0.064$ ,  $p=0.233>0.05$ ) but significant when Procedural justice was included ( $r=0.253$ ,  $p=0.000<0.05$ ). This indicated that the moderator had a positive influence on the independent variables and dependent variable.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study sought to establish the influence of employee empowerment on organizational commitment in Kenya Civil Service. Quantitative Data collected was used to determine hypothesized relationship between independent variables and the dependent variables. The finds were analyzed and discussed with reference to the literature reviewed. In view of the above, this chapter gives the summaries of the major findings, draws conclusions, and makes recommendations and suggestion for further research.

#### **5.2 Summary of findings**

##### **5.2.1 Influence of employees' structural empowerment on organizational commitment**

The finding on influence of employee structural empowerment on organizational commitment plays a key role in determining employee commitment to the organization the work for. The factor loading of all the items under structural empowerment indicated that the measures used were internally consistent and reliable. Majority of the respondents were to a larger extent and very large extent agreed with the questionnaire items. To understand structural empowerment the following variables were used; perceived support, access to opportunity, access to information and access to resources.

Structural empowerment on perceived support plays a significant role on determining employee commitment to the organization. Perceived support was assessed using; organizational support, supervisors support and coworkers support. The findings showed that coworkers and supervisors support contributed significantly to perceived support influencing organizational commitment while organizational support was found not to



significantly predict organizational commitment. The hypothesis that perceived support positively influences employee commitment was accepted.

Structural empowerment on access to opportunity plays a significant role on determining employee commitment to the organization. Access to opportunity was assessed using; promotion, chances to learn and grow and a sense of challenge. The findings showed that the job offers opportunity for employees to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities. It was also found that employees have a chance to grow and be promoted within organization. This proved that access to opportunity positively influences organizational commitment, the hypothesis was accepted.

The finding on access to information showed that employee access to information significantly influences their commitment to the organization. Access to information was assessed using; data on goals and objectives, participation in decision making and required knowledge and skills. The findings indicated that these factors contributed significantly on access to information, leading to employee empowerment and hence positively enhancing organizational commitment. The hypothesis on access to information positively influencing organizational commitment was accepted.

The findings on influence of employee access to resources on organizational commitment showed that access to resources have a significance influences on organizational commitment. Access to resources was assessed through the following factor; time, material, equipments and human resources. It was found that time and human resource contribute significantly on employee access to resources positively influencing organizational commitment, since employees have enough time to accomplish their tasks and that there is enough human resources within the organization to accomplish assigned tasks. Thus the hypothesis that access to resources positively influences employee organizational commitment was accepted.

There was a positive and significant relationship between Perceived support and affective organizational commitment. The relationship between Perceived support and Continuance Organizational Commitment was negative and significant. There was a positive and significant relationship between Access to Opportunity and affective organizational commitment.

There was a positive and significant relationship between Access to information and affective organizational commitment. The relationship between Access to information and normative Organizational Commitment was positive and significant. There was a positive and significant relationship between Access to Resources and affective organizational commitment.

### **5.2.2 Influence of employees' psychological empowerment on organizational commitment**

The factor loading of all the items under psychological empowerment indicated that the measures used were internally consistent and reliable. Majority of the respondents strongly agreed and agreed with the questionnaire items. The factors considered on influence of employee psychological empowerment on organizational commitment were; meaning cognition, competence cognition, self-determination cognition and impact cognition

The finding on meaning cognition showed that, employees who have meaning cognition significantly influence their commitment to the organization. Meaning cognition was assessed through; sense of purpose, congruence of personal beliefs and organizational values. The findings showed that the two factors contributed significantly to meaning cognition positively influencing employee empowerment that enhances organizational commitment. The hypothesis that meaning cognition positively influences organizational commitment was accepted.

The findings on competence cognition showed that there is significance influence on employee competence cognition on organizational commitment. Competence cognition was assessed through; self-efficacy and capacity to perform skillfully. The findings indicated that the two factors contributed significantly to meaning cognition positively influencing employee empowerment that enhances organizational commitment. For example, majority of the employee strongly agreed that they belief in their skills and capacity to perform their work better. The hypothesis that meaning cognition positively influences organizational commitment was accepted.

The findings on self-determination cognition showed that there is significance influence on employee self-determination cognition on organizational commitment. Self-determination cognition was assessed using factors such as; autonomy on work initiation and continuity, sense of accountability and responsibility. The findings indicated that the factors contributed significantly to self-determination cognition positively influencing employee empowerment that enhances organizational commitment. For example, majority of the employee strongly agreed that they have control over what they do in organization. The hypothesis that self-determination cognition positively influences organizational commitment was accepted.

The findings on impact cognition showed that there is significance influence on employee impact cognition on organizational commitment. Impact cognition was assessed using factors such as; ability to make a difference and degree to which organization listens to employee ideas. For example, majority of the employee agreed that they could perform better and have significance influence in the organization. The hypothesis that impact cognition positively influences organizational commitment was accepted.

There was a positive and significant relationship between Competence cognition and affective organizational commitment. There was a positive and significant relationship between Impact cognition and affective organizational commitment. The relationship

between Impact cognition and normative Organizational Commitment is positive and significant.

There was a positive and significant relationship between Meaning Cognition and affective organizational commitment. There was a positive and significant relationship between Self-determination Cognition and affective organizational commitment.

### **5.2.3 Moderating effect of procedural justice on the influence between structural empowerment, psychological empowerment and organizational commitment**

Half of the respondents agreed that in cases of dispute resolution control of procedures and decision is vested on the participants. Most of the respondents disagreed that the organization provides advanced notice for decisions or opportunities for voice. Most of the respondents disagreed that decision makers within the organization are neutral and use unbiased procedures. Most of the respondents disagreed that the organization provides adequate information regarding decision making. Fair treatment by management demonstrates respect for the rights and dignity of employees was supported by most of the respondents. Most of the respondents disagreed that the organization provides adequate explanations or accounts for every decision made. Most of the respondents disagreed on the statement that the organization is not prone to derogatory judgments, deception, and invasion of privacy, inconsiderate or abusive actions, public criticism, and coercion. Most of the respondents agreed that procedures in the organizations are aimed at maximizing favorable outcomes.

SEM results showed presence of significant moderating effect of Procedural Justice on the relationship between. Access to information and aspects of Organizational Commitment, Access to information \* Procedural Justice was found to be significant on Normative Organizational Commitment. Access to information \* Procedural Justice was found to be significant on Affective Organizational Commitment and Access to

information \* Procedural Justice was found to be significant on continuance Organizational Commitment.

Access to opportunity \* procedural justice was found to be significant on continuance organizational commitment. Access to resources\* procedural justice was found to be significant on affective organizational commitment. Access to resources \* procedural justice was found to be significant on continuance organizational commitment. Perceived support\* procedural justice was found to be significant on normative organizational commitment. Perceived support\* procedural justice was found to be significant on continuance organizational commitment. Competence cognition\* procedural justice was found to be significant on continuance organizational commitment. Impact cognition\* procedural justice was found to be significant on continuance organizational commitment.

Meaning cognition \* procedural justice was found to be significant on normative organizational commitment. Meaning cognition \* procedural justice was found to be on affective organizational commitment and meaning cognition \* procedural justice was found to be significant on continuance organizational commitment. Self-determination cognition\* procedural justice was found to be significant on affective organizational commitment and self-determination cognition\* procedural justice was found to be significant on continuance organizational commitment. The result of this study showed a significance moderating effect of procedural justice on the relationship between employee empowerment and organizational commitment.

### **5.3 Conclusion**

Results of the study showed significant influence of employees' structural empowerment on organizational commitment in Kenya Civil Service. The aspects of structural empowerment showed relationship with organizational commitment. There was a positive relationship between perceived support and organizational commitment

meaning employees are committed to their organizations when they perceive to have organizational support, supervisors support and coworkers support. Access to opportunities also related positively with organizational commitment indicating that employees in the Civil Service in Kenya are committed to their organization when they are provided with fair promotion opportunities, training opportunities, challenging work and there is a sense of job autonomy. Another aspect of structural empowerment, access to information, had a positive relationship with organizational commitment drawing a conclusion that employees in the Civil Service in Kenya are committed to their organizations when they are provided with the technical skills and expertise to accomplish jobs, understanding organization polices, participation in decision making process, and, employees have information relevant and central to organization goals and objectives. Finally, access to organizational resources had a positive relationship with organizational commitment indicating that employees are committed when they have enough time to accomplish tasks, are provided with adequate work materials, have proper tools and equipment and there is enough human resource to accomplish tasks.

The study also concluded that there was a significant influence of employees' psychological empowerment on organizational commitment. This is drawn from the relationship of the aspects of psychological empowerment (meaning cognition, competence cognition, impact cognition and self-determination) with organizational commitment. All the aspects of psychological empowerment showed a positive relationship with organizational commitment. Therefore in organizations where employees find meaning in their work, have a strong belief in their skills and capability to perform their work better, have influence on the decisions that relate to their jobs, and have sense of freedom or autonomy about how they do their own work register high levels of organizational commitment. However psychological empowerment is largely related to affective organizational commitment and not other aspects of organizational commitment. Apart from impact cognition that showed a significant relationship with continuance organizational commitment, all other aspects of psychological

empowerment only had significant relationship with affective organizational commitment.

The moderating effect of procedural justice on the relationship between structural empowerment, psychological empowerment and organizational commitment in Kenya Civil Service was reported significant among most aspects of organizational commitment. Therefore in organizations where employees feel that they are treated unfairly, they tend to experience feelings of anger, outrage, frustration, and a desire for retribution leading to lack of commitment in the organization. Procedural justice should be emphasized in the Kenya Public Sector to enhance organizational commitment.

#### **5.4 Recommendations**

The study recommends the following;

The public organization should come up with measures on how to reward increased work effort, giving help that is needed to employee to do their jobs better, provide emotional support by listening and caring about employee work-life demands, provide substantial freedom, independence and discretion for employees to schedule work and determine the procedures used in carrying it out.

Organizations should offer employees opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities. Leaders within the organization should communicate goals and common aims of the organization to employees plainly and clearly. Employees should have the ability to exert influence in the organization to bring in needed materials and those with a wide range of skills and knowledge should be matched with the right tools to maximize their potential.

Employees should have the opportunity to be guided by their own ideas and standards in the achievement of their organizational goals. Employee in the organization should be

encouraged to belief in their sense of judgment, values, work role and behaviors with connection to the work. Employee should have sense of freedom or autonomy about how they do their own work and be able to influence organization strategy, administrative or operating outcomes at work. Thus, leading to employee's psychological empowerment that significantly influences organizational commitment.

### **5.5 Areas of further research**

This study has some limitations. It confined its focus to four institutions in Kenya Civil Service on selected organizations in education sector. Hence, future research should examine influences of employee empowerment on organizational commitment in several organizations in Kenya Civil Service in other sector.

Whereas this research has relied on quantitative approaches to examine influences of employee empowerment on organizational commitment, an in-depth analysis of individual responses in relation to demographic factors would generate useful inductive information and provide a richer understanding of the influences of employee empowerment on organizational commitment.

Based on the theoretical models adopted in this study, there was minimal focus of the role of procedural justice on organizational commitment. This study has identified procedural justice as a major determinant of organizational commitment. This is a starting point for further studies in this area in developing countries. The aim should be to further confirm this assertion by carrying out similar studies in other developing nations.

The conceptual framework developed and applied by this study provides a comprehensive relationship between empowerment and organizational commitment and the moderating effect of procedural justice. This is an area that has not been previously



investigated and therefore can be positively confirmed that the conceptual framework is a solid model that provides a foundation for this research and others to come.

The study focused on the public sector and not the private sector. However within creased competition and as the economy turns into a knowledge based economy, focus is on employee retention, satisfaction and commitment. Independent of the sector, employee turnover is a problem especially when commitment is low. Further studies should therefore focus on ascertaining organizational commitment in the private sector as well, that will be able to inform human resource management policies in the private sector as well.

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## **APPENDICES**

### **APPENDIX 1: INTRODUCTION LETTER**

#### **INTRODUCTION**

I am Mary Wanjiku Maina, a student at Jomo Kenyatta University of Agriculture and Technology pursuing a degree of doctor of philosophy. I'm carrying out a study to establish and better understand the influence of employee empowerment on organizational commitment in Kenya civil service.

Kindly respond to the following questions as honestly as possible. All information collected in this study is purely for academic purposes and will be treated with confidentiality. Your answers will be grouped with the answers of other people like you and will not make any reference to your names. You are free to participate only if you wish. Thank you for your cooperation.

## APPENDIX 2: QUESTIONNAIRES

### SECTION A: DEMOGRAPHIC INFORMATION (Tick where appropriate)

#### 1. Gender

1. Male

2. Female

#### 2. Age Bracket

16 – 24      [   ]      25 – 34      [   ]

35 – 44      [   ]      45 – 54      [   ]

55+      [   ]

#### 3. Level of management

Middle level management      [   ]

Supervisor [   ]

Operatives [   ]



4. Which organization are you currently working for

Kenya Institute of Curriculum Development (KICD) [  ]

Teachers Service Commission (TSC) [  ]

Kenya National Examination Council (KNEC) [  ]

Higher Education Loans Board (HELB) [  ]

**SECTION B: ASSESSMENT OF THE LEVEL OF ACCESS TO STRUCTURAL EMPOWERMENT (Laschinger, 2004) (Tick where appropriate)**

In a 5-point likert scale of 1-very small extent, 2-small extent, 3-neither small nor large extent (Neutral), 4-to a larger extent, and 5-to a very large extent, rate the following statements on the level of structural empowerment you are accessed to in your organization.

## Perceived support

5. To what level can you rate the following statement on your level of perception on support in your current job?					
	Very small extent	Small extent	Neutral	To a larger extent	To a very large extent
a) I receive feedback and guidance from superiors, peers, and subordinates					
b) The work environment acknowledges employees achievements and success.					
c) Coworkers provide helpful hints or problem solving advice					
d) The organization rewards increased work effort and give help that is needed by employees to do their jobs better					
e) Coworkers value other employees' contribution and care about their well-being.					
f) The organization provide emotional support by listening to them and caring about their work-life demands					
g) Supervisors reacts to employee's work-life demands on a daily basis or as it is needed					
h) Supervisors rearrange work days in a manner that focusses in enhancing employees' effectiveness on the job and off the job					

## Access to opportunity

6. To what level can you rate the following statement on your level of access to opportunity in your current job?					
	Very small extent	Small extent	Neutral	To a larger extent	To a very large extent
a) The job provides substantial freedom, independence and discretion for employees to schedule work and determine the procedures used in carrying it out					
b) The job offers opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities					
c) The chance to gain new skills and knowledge on the job.					
d) The job offers chances to grow and be promoted within the organization					
e) The job offers benefits and rewards for better results					
f) There are chances for training and career development in the organization					

**Access to information**

<b>7. To what level can you rate the following statement on your level of access to information in your current job?</b>					
	<b>Very small extent</b>	<b>Small extent</b>	<b>Neutral</b>	<b>To a larger extent</b>	<b>To a very large extent</b>
a) The organization provides employees with knowledge and skills necessary to carry out their job					
b) Employees have access to sources of information and shares information with the people with whom they work					
c) There is employee participation within the organization such that a large number of subordinates share a degree of decision-making power with their superiors.					
d) Employees are informed on what they should do, how they should do it and why in line with the organizational goals.					
e) Leaders within the organization communicate goals and common aims of the organization to employees plainly and clearly					
f) Information available to the employees are relevant and central to organizational goals and objectives					

**Access to resources**

<b>8. To what extent do you agree with the following statements on access to resources in your current job?</b>					
	<b>Very small extent</b>	<b>Small extent</b>	<b>Neutral</b>	<b>To a larger extent</b>	<b>To a very large extent</b>
a) The organization avails enough time necessary to accomplish tasks.					
b) Employees have the ability to exert influence in the organization to bring in needed materials.					
c) There is adequate facilities provided within the organization					
d) Employees with a wide range of skills and knowledge are matched with the right tools to maximize their potential					
e) There is enough human resource within the organization to accomplish assigned tasks					
f) Employees access temporary help when needed.					

9. In your own opinion, what are some of the measures that can be undertaken to improve structural empowerment

in your organization?

.....

.....

.....

.....

10. In your own opinion what is the influence of structural empowerment to your commitment and consequently performance at your place of work?

.....

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.....

.....

**SECTION C: ASSESSMENT ON THE LEVEL OF PSYCHOLOGICAL EMPOWERMENT**

In a 5-point likert scale of 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5- strongly Agree, rate the following statements on your level of psychological empowerment in your organization.

## Meaning Cognition

11. To what level can you rate the following statement on your meaning cognition in your current job?					
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a) The objective of the tasks assigned to me in my organization is compatible with my value systems					
b) I have the opportunity to be guided by my own ideas and standards in the achievement of my organizational goals.					
c) Employees in my organization believe in their sense of judgment, values, work role and behaviors with connection to the work					
d) I feel and regularly act on behalf of a greater good in my organization					
e) We are involved in something that really matters in my organization					
f) I am always engaged in activities that are worth my time, energy and effort in my organization					
g) In my organization, we have an opportunity to pursue a worthy goal					
h) Employees in my organization feel that our vocation is important and there is genuine in our job					

## Competence cognition

12. To what level can you rate the following statement on your competence cognition in your current job?					
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a) Employees in my organization are willing to exert more effort and persistence in the face of obstacles					
b) I always desire to produce an effect on the environment of my organization					
c) There is learning in my environment of work that is focused and carried out with persistence					
d) I have the capacity to interact effectively with the environment surrounding my job and duties.					
e) I am always able to perform the task activities related to my job skillfully					
f) I have a strong belief in my skills and capability to perform their work better					



### Self-determination cognition

13. To what level can you rate the following statement on your self-determination cognition in your current job?					
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a) I am more interested in my work and is optimistic even when difficulties arise					
b) Employees in my organization are always able to complete their work more effectively.					
c) Employees in my organization have the freedom in completing the assigned task such as conducting general functions in the office, administrative work and supervision					
d) I have some control over what I do in my organization					
e) I have some control on how much effort I should put in my work					
f) I have some control on when to start and stop my task					
g) Employees in my organization have sense of freedom or autonomy about how they do their own work					

## Impact cognition

14. To what level can you rate the following statement on your impact cognition in your current job?					
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a) I have opportunities to give opinions and suggestions about my operational changes and my work environment					
b) Employees in my organization feel that they could perform better and have significant influence in the organization.					
c) I am able to influence organization strategy, administrative or operating outcomes at work					
d) I am able to make a difference in my organization					
e) I believe that I can influence the system in which I am embedded					

15. In your own opinion, what are some of the measures that can be undertaken to improve psychological empowerment in your organization?

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16. In your own opinion what is the influence of psychological empowerment to your commitment and consequently performance at your place of work?

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**SECTION D: PERCEPTIONS ON PROCEDURAL JUSTICE(Tick where appropriate)**

The list below provides statements that are related to existence of procedural justice within the organization. In your own perceptions about the organization you are currently working, please indicate the degree of your agreement or disagreement with each of the statement. Please select the response.

<b>17. To what level can you rate the following statement on your level of procedural justice in your job?</b>							
	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Neutral</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
a) In cases of dispute resolution control of procedures and decision is vested on the participants							
b) The organisation provides advanced notice for decisions or opportunities for voice.							
c) Decision makers within the organisation are neutral and use unbiased procedures							
d) The organization provides adequate information regarding decision making							
e) Fair treatment by management demonstrates respect for the rights and dignity of employees							
f) The organisation provides adequate explanations or accounts for every decision made							
g) The organisation is not prone to derogatory judgments, deception, invasion of privacy, inconsiderate or abusive actions, public criticism, and coercion.							
h) Procedure in the organisations are aimed at maximising favourable outcomes							

18. In your own opinion, what are some of the measures that can be undertaken to improve procedural justice in your organization?

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19. In your own opinion what is the influence of procedural justice to your empowerment and commitment and consequently performance at your place of work?

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**SECTION E: ORGANIZATIONAL COMMITMENT** (Tick where appropriate)

List below is a series of statements that represent individuals' feeling about the organization. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement. Please select the response that most closely indicates how you feel about each statement.

**Affective Organizational Commitment**

20. To what level can you rate the following statement on your level of affective organizational commitment in your job?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Neutral</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
a) I would be very happy to spend the rest of my career with this organization							
b) This organization has a great deal of personal meaning for me.							
c) I do feel like “part of the family” at my organization.							
d) I do feel “emotionally attached” to this organization.							
e) I really feel as if this organization’s problems are my own							
f) I plan to work at my present job for as long as possible.							
g) Under no circumstance would I leave my present job.							

**Continuance Organizational Commitment**

<b>21. To what level can you rate the following statement on your level of continuance organizational commitment in your job?</b>							
	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Neutral</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
a) Right now, staying with my organization is a matter of necessity as much as desire.							
b) It would be very hard for me to leave my organization right now, even if I wanted to.							
c) Too much of my life would be disrupted if I decided I wanted to leave my organization right now.							
d) If I had not already put so much of myself into this organization, I might consider working elsewhere.							
e) I feel that I have too few options to consider leaving this organization							
f) One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.							

**Normative Organizational Commitment**



<b>22. To what level can you rate the following statement on your level of normative organizational commitment in your job?</b>							
	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Neutral</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
g) I would not leave my organization right now because I have an obligation to the people in it.							
h) This organization deserves my loyalty.							
i) I would feel guilty if I left this organization now.							
j) Even if it were to my advantage, I do not feel it would be the right time to leave this organization.							
k) I feel an obligation to remain with current employer							
l) I owe a great deal to my organization.							

23. In your own opinion, what are some of the measures that can be undertaken to improve organizational commitment in your organization?

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24. In your own opinion what is the influence of organizational commitment to your performance and in discharging your duties at your place of work?

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### APPENDIX 3: Factor Analysis

Hypothesis	test	Results (at 5% level of significance)			
		COC	NOC	AOC	OC
H1: (a)	SEM	Accepted	Rejected	Accepted	
H1: (b)	SEM	Rejected	Rejected	Accepted	
H1: (c)	SEM	Rejected	Accepted	Accepted	
H1: (d)	SEM	Rejected	Rejected	Accepted	
H <sub>1</sub> :	Correlation, Regression				Accepted
H2: (a)	SEM	Rejected	Rejected	Accepted	
H2: (b)	SEM	Rejected	Accepted	Accepted	
H2: (c)	SEM	Rejected	Rejected	Accepted	
H2: (d)	SEM	Rejected	Rejected	Accepted	
H <sub>2</sub> :	Correlation, Regression				Accepted
H <sub>3</sub>	Correlation, Regression				Accepted

**Key**

COC - Continuance Organizational Commitment

NOC - Normative Organizational Commitment

AOC - Affective Organizational Commitment

OC - Organizational Commitment

H<sub>1</sub>: Employees' structural empowerment has influence on organizational commitment in Kenya Civil Service.

H1: (a) There is a positive relationship between perceived support and organizational commitment where employees perceive to have organizational support, supervisors support and coworkers support.

H1: (b) There is a positive relationship between access to opportunity and organizational commitment when employees are provided with fair promotion opportunities, training opportunities, challenging work and there is a sense of job autonomy.

H1: (c) There is a positive relationship between access to information and organizational commitment where employee are provided with the technical skills and expertise to accomplish jobs, understanding organization polices, participation in decision making process, and, employees have information relevant and central to organization goals and objectives.

H1: (d) There is a positive relationship between access to resources and organizational commitment where employees have enough time to accomplish tasks, are provided with adequate work materials, have proper tools and equipment and there is enough human resource to accomplish tasks.

H<sub>2</sub>: Employees' psychological empowerment has influence on organizational commitment in Kenya Civil Service.

H2: (a) There is a positive relationship between meaning cognition and organizational commitment where employees have sense of intrapersonal reward, personal identity and integrity that energizes the workers and motivates them to do their best.

H2: (b) There is a positive relationship between competence cognition and organizational commitment when the employees believe that they have the skills and capability to perform their work better, they have a desire to produce an effect on the organization and when they have feelings of efficacy.

H2: (c) There is a positive relationship between self-determination cognition and organizational commitment since the employees feel a greater sense of autonomy because they feel they are free to make independent decisions and take on initiative without pressure from the organization, resulting in a greater sense of accountability and responsibility

H2: (d) There is a positive relationship between impact cognition and organizational commitment where people feel they have important influence on their immediate work environments, co-workers and the organization as a whole hence committed in delivering organizational objectives.

H<sub>3</sub>: Procedural justice has moderating effect on the relationship between structural empowerment, psychological empowerment and organizational commitment.