

**EMPLOYEE EMPOWERMENT AND JOB
PERFORMANCE IN NATIONAL POLYTECHNICS IN
KENYA**

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**Employee Empowerment and Job Performance in National
Polytechnics in Kenya**

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DECLAATION

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

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This thesis has been submitted for examination with our approval as the university supervisors

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DEDICATION

This thesis is dedicated to my late father Mr. Charles Kagucia, my mother Mrs. Hellen Kagucia, my spouse Peter, my children Bernice, Andy and Alex as well as my siblings for their support, encouragement and incessant prayers. Their support and perseverance all through this journey was exceptional. I pray for God's blessings to you all.

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May God's Blessings follow you throughout your lives.

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ABBREVIATIONS AND ACRONYMS

CS	Cabinet Secretary
KCNP	Kenya Coast National Polytechnic
MIOME	Mombasa Institute of Muslim Education
MTI	Mombasa Technical Institute
NEP	North Eastern Province
NP	National Polytechnics
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational, Scientific and Cultural Organisation

DEFINITION OF TERMS

Employee empowerment	This is a process where employees are provided with more authority and autonomy in their operations. Managers develop a clear organizational vision and explicit jobs, provide information and resources needed to achieve it as well as allow employees to practice change and processes improvement (Choi, Goh, Adam & Tan, 2016).
Psychological Empowerment	Psychological empowerment is the intrinsic motivation a person experiences based on their perception of their duties at work. It is the internal processes of empowering employees. Empowerment has its foundation on the social psychological theory which postulates that empowerment is founded in the employees' perceptions (Khan, Malik, & Saleem, 2020).
Relational Empowerment	This refers to delegation of leadership activities to employees. It refers to the administrative practices shown and conveyed to employees by their supervisors and looks at the leaders who work with their groups by providing future direction (Menon, 2001).
Structural Empowerment	Structural empowerment is a process of management where employees participate in organisational decision making as well as access information and resources (Tyagi & Shah, 2018). Structural empowerment is concerned with how subordinates are given power and

responsibility for an assignment (Amor, Xanthopoulou, Calvo, & Vázquez, 2021).

Team Empowerment

Team empowerment is described as mentoring of a group in a workplace, depending on the employees' skills level, information shared regarding the goals to be achieved and their importance to the organization (Lin, Zhang, Zhong, 2022).

Job performance

Job performance refers to how well or poorly employees perform tasks in their jobs (Hordos, 2018).

ABSTRACT

Empowerment has elicited a lot of attention lately as employees' performance has been found wanting. Some studies that examined performance expectations in learning institutions indicated that employee performance has not been satisfactory. The employees' mobility has also increased and organisations have problems attracting, recruiting and retaining talented employees. Organisations have therefore realized the importance of workforce empowerment and enshrined the concept in their policies, although they hardly practice the empowerment or practice just a few elements of empowerment. This study investigated the influence of employee empowerment on job performance in National Polytechnics in Kenya. This study is founded on the Kanter's Structural Organizational Empowerment Theory, Socio-Technical Approach, Social-Structural Empowerment Approaches and Job characteristics theory. Employee empowerment in this study was considered as psychological empowerment, structural empowerment, relational empowerment and team empowerment. Job performance was the dependent variable while job characteristics were considered as the moderating variable. The target population consisted of 2993 staff from the ten National Polytechnics in Kenya. The study employed descriptive research design. The researcher used disproportionate stratified sampling in selecting the respondents. The sample size consisted of 337 respondents. Data was collected by use of questionnaires. Validity was established by pretesting and experts' verification. Inferential and descriptive statistics were used. Regression analysis was employed to establish the influence of employee empowerment on job performance. The questionnaire items were found to be of the required threshold. Qualitative and quantitative analysis were done. Data was presented in frequency tables. The study established that the four dimensions of employee empowerment significantly and positively influence job performance. Relational empowerment had the most contribution to job performance, followed by psychological empowerment, team empowerment and structural empowerment taking the second, third and fourth positions respectively. Job characteristics were found to affect the relation between employee empowerment and job performance. The study would offer literature for further research and contribute to knowledge. It was expected that managers would design programmes of implementing successful empowerment plans upon understanding the influence of each dimension of empowerment. The study concluded that all the empowerment dimensions influence job performance. If psychological, structural, relational and team empowerments are controlled, Job characteristics affect job performance. Both job characteristics and employee empowerment predict job performance. The study recommends that employers and policy makers should focus more on all the dimensions of empowerment as they were found to be effective in job performance. The study recommends that managers and policy makers also focus on the job characteristics in order to achieve high employee job performance. The study's findings would be useful to the staff, the National Polytechnics management boards, the public and the government in policy making.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organizations today are faced with high competition and have challenges trying to improve their productivity and succeed. The Kenyan government has adopted results based management systems; instituted performance contracting; and encouraged ethical behaviour in the public service. Most of these efforts have however, not managed to improved performance in the public institutions. This is partially attributed to a weak human resource management capacity to attract and retain employees. Considerable attention has lately focused on performance of the public sector. In the last two decades. Little attention however, has been given to the constructs of employee empowerment (Cheche, Muathe & Maina, 2017).

Empowerment has been identified as an effective way of promoting performance in an organization as employees are considered as a strategic and the rarest asset in an organization (Abadi & Chegini, 2013; Najdawi, 2020; Hanaysha and Tahir, 2016). In order to succeed, organisations have adopted empowerment management practices (Berraies, Chaher & Yahia, 2014). It is a continuous process that includes sharing knowledge with employees, improving their intellectual capability and decision making autonomy. It embraces delegation of duties, authority and individual responsibility (Verhulst & Boks, 2014).

Empowered employees are hardworking, devoted, dedicated and reliable, contrary to some managers feeling as if they forsake their responsibility to lead and control the organization by empowering employees. Empowerment may have a negative effect, as the employees' work burden and role ambiguity are likely to increase resulting from delegation of authority (Kariuki & Murimi, 2015). This may undermine the employees' performance (Hieu, 2020). Employees can misuse their confidence levels, become arrogant or insubordinate their seniors (Elnaga & Imran, 2014). Some employees consider empowerment as an added responsibility that needs additional efforts. Some are reluctant to take responsibility of

decisions to avoid being blamed for any mistakes that may arise from the decision. While some fear mistakes and getting punished for making decisions without referring to their managers. Some managers fear that they may lose control over employees. Since sharing information means sharing ideas and knowledge, some managers do not trust their employees. Some managers are not certain that their juniors can make correct decisions while some managers are generally resistant to change (Al-Dmour1, Yassine, & Masa'deh, 2018).

Empowerment increases confidence degree and self-reliance. The extra confidence is good as it improves productivity and increases confidence. In some cases, the increased confidence is taken too far and turns into arrogance. An arrogant employee is difficult to handle, can't take instructions properly and can insubordinate (Kumar & Kumar, 2017). Scholars have defined employee empowerment in different ways. Some define it as intrinsic task motivation (e.g., Conger & Kanungo, 1988; Thomas & Velthouse, 1990). It has also been defined as the sharing of resources and information, transfer of power and authority (Kanter, 1977). Employee empowerment is a motivational and provides employees with satisfaction upon their organisations and jobs (Kumar & Kumar, 2017).

Having considered various writers' literature, variables and constructs as well as the Kanter's Structural Organizational Empowerment Theory, Socio-Technical Approach, Social-Structural Empowerment Approaches and Job characteristics theory, this study considered empowerment as psychological empowerment (competence, self-determination, impact and meaningfulness), structural empowerment (access to information, opportunities, resources and support), relational empowerment (delegation of authority and decision making, feedback and accountability for outcomes) and team empowerment (team learning, knowledge sharing and team creativity). Quality of work done, quantity of work done and job knowledge were used to measure job performance. Job characteristics which consisted of skills variety, task identity, autonomy and task significance were considered as the moderating variable.

1.1.1 Global Perspective of Employee Empowerment and Job Performance

A study conducted in Kuwait revealed that empowerment is achieved by acquiring knowledge and self-motivation. Potential capacities to exploit capabilities of employees are brought about by empowerment (Abadi & Chegini, 2013). Another study carried out in Turkey revealed that enterprises that practice empowerment strategies increase their organizational creativity and innovativeness provided that the managers and employees have a common view in regard to the aims and benefits (Celik, Iraz, Cakıci & Celik, 2014). An organization's success is a resultant of spreading a culture of empowerment among employees as shown in a study done in The Kingdom of Bahrain (Ahmad & Atteia, 2016).

In Punjab state's private sector, Aryan, Singh and Singh (2016) identified factors affecting empowerment which included communication, consultation, motivation, autonomy and control. They discovered that power of employees to execute their duties had the highest mean, an indicator that power was of most importance to employees of all empowerment factors. It was established that innovative employees easily identify customers' needs in a study conducted in a United States of America based organisation, Creative Boundary Spanners. It is important that supervisors assess not only abilities and skills such as knowledge, but also relevant skills, abilities and creativity. The study revealed that there is an important interface between emotional intelligence and knowledge and that creativity significantly influences performance. A study conducted in in Tehran on nurses in public hospitals realised that promoting employee empowerment plays a major role in eliminating mental stress in the workplace. Changing management styles, involving staff in decision making and developing an organizational culture that is appropriate improves employees' psychological empowerment. A job's significance enables the employee to value the activities and goals they are engaged in (RashidAzar, Alimohammadzadeh, Akhyani, 2018).

Empowered employees are more motivated, have higher productivity, perform better and are better aligned with the organization's objectives (Laschinger, Wong & Grau, 2013). In Germany, institutional arrangements were found to determine power relationships in organisations through empowering all the stakeholders including employees, managers and

shareholders. This is done by increasing or decreasing strategic choices, thus enabling stakeholders to preserve their interests. Employees are likely to support managements in case of crisis in order to ensure continuity of the firm, indicating that empowerment has an impact on their performance (Bhankaraully, 2018).

A study carried out in China revealed that when supervised by a leader who has a high self-awareness, employees tend to share information as well as express their thoughts and feelings. They also highly experience autonomy and improved self-efficacy. They are able to do more for their organizations to achieve their potential (Zhang, Song, Wang & Liu, 2018). Empowerment was established to be a useful instrument for managers in a study done in the Greater Tehran branches of Mehr Eghtesad Bank on the empowerment's influence on self-worth of the employees. It was noted that managers lack sufficient time to guide their employees, as they have to spend most of their time monitoring the environment in and outside the organization leaving everyday jobs to the employees. Employees accomplish their responsibilities only when they knew the organizational goals and had the required knowledge, capability and motivation (Nafari & Vatankhah, 2016).

A study carried out in Botswana revealed that empowerment exists in organisations but it is necessary to nurture and enhance it (Ongori & Shunda, 2008). Empowerment reduces employee turnover, promotes good relationships and enables organisations to face challenges with confidence. A study carried out in Tunisia observed that empowerment can improve performance if well managed by intensifying employees' self-determination and involvement (Berraies, *et al.*, 2014). This agrees with researchers such as (Meyerson & Dewettinck, 2012) who note that empowerment is a result of organizational performance. Empowerment is an organisation's strategy to increase employees' workload and therefore managers should ensure employees view empowerment as an opportunity and not as overload (Ongori & Shunda, 2008).

1.1.2 Kenyan Perspective of Employee Empowerment and Job Performance

In Kenya today, many organizations are engaged in empowerment practices such as training, information sharing, delegating authority, participative decision making, job enrichment, rewarding exceptional contribution and trust. Standard empowering practices for supervisors include high performance targets setting, providing autonomy from bureaucratic constraints, expression of confidence and enabling employees to make decision and set goals. Organisational and job associated factors significantly affect the empowerment and performance relationship. Most employees are in agreement that an information sharing policy provides better empowerment and motivation (Ibua, 2014). A study conducted in Africa Nazarene University, Kenya, discovered that the university has not completely opened up areas that employees need full empowerment in such as provision of newest technology, pay to employees and all decision making aspects (Nyaribo, 2012).

A study conducted at the Kenya Literature Bureau on the effect of employee empowerment on motivation established that employee's opinion was sought occasionally and the employees were least engaged in making major decisions. However, the organisation had a good internal control system and the management made decisions independently. Employee empowerment was found to increase the competitive advantage, employees' self-esteem, quality of goods and services, efficiency and effectiveness, and job autonomy (Mogeni, 2011). Another study seeking to determine the impact of time management tendencies on the relationship between employee empowerment and organizational performance established that the University of Nairobi's management efforts to empower employees had not been effective. Management's commitment to organizational feedback, cooperation, teamwork, support and open communication environment impacted greatly on time management tendencies (Monari, K'obonyo & Andollo, 2012).

1.1.3 National Polytechnics in Kenya

The Kenyan government considers education as a key component in the Vision 2030 social pillar (G O K 2007). Education in Kenya is classified into three distinct levels: University,

TVET, which covers all the vocation and technical training institutions and basic education which covers primary and secondary education (Sessional paper no 1, 2005). A skilled workforce is one of the basic necessities for a country to move towards industrial and economic growth. Technical and Vocational Education and Training (TVET) is key in building the workforce and therefore one of the priorities of the Government's development agenda (TVET, 2018). Having a well skilled workforce is vital in enabling the country to achieve its 'Big Four Agenda' which includes affordable housing, food security, manufacturing and universal healthcare as well as in achieving sustainability, aimed at ensuring equitable, inclusive and quality education as well as promote lifelong learning opportunities for all (UNESCO, 2015). Considerable attention has lately focused on performance of the public sector. In the last two decades. Little attention however, has been given to the constructs of employee empowerment. Guided by this, the study sampled the National Polytechnics from the education sector in the country.

TVET institutions provide opportunities which serve either as after-school or as alternatives to the general education (Nyerere, 2009). Orientation to the work world and the attainment of appropriate capabilities is one of the most important elements of TVET. TVET education is expected to offer equal opportunities to the learners to advance to the highest academic level. The polytechnics employees comprise of specialized tutors, technicians and other non-teaching staff (Kinara, 2014). TVET targets to impart technical and vocational skills expected to reduce poverty, influence cohesion and create employment.

Until 2005, Kenya had four national polytechnics (NPs) which included The Kenya, Mombasa, Eldoret and Kisumu Polytechnics. The first polytechnic in Kenya, The Kenya Polytechnic, began in 1956 as Kenya Technical Institute and was based at the Royal Technical College (RTC) in Nairobi. It was formally opened in 1961, relocated and later renamed the Kenya Polytechnic. Mombasa Polytechnic began in 1948 as Mombasa Institute of Muslim Education (MIOME) with an objective of providing technical education. In 1966, MIOME transformed to Mombasa Technical Institute (MTI) and the Mombasa Polytechnic in 1976. It became the second National Polytechnic in Kenya.

The Eldoret Polytechnic was started in 1985 as the third National Polytechnic with an obligation of promoting and providing quality in Technical, Industrial, Vocational and Entrepreneurship. Kisumu National Polytechnic was started in 1967 as a technical secondary school and was officially opened in 1971. In 1988, it was upgraded to a Technical Training Institute. The institution became a National Polytechnic in 1996, making it the fourth national polytechnic in Kenya. Kenya and Mombasa Polytechnics were upgraded to technical universities in the years 2005 and 2007 respectively leaving Eldoret and Kisumu Polytechnics as the only National Polytechnics. The upgrade was meant to be aligned to Vision 2030 goals, strengthening capabilities in technical skills required in the current knowledge economy (Ouma, 2016), referring to a statement made by the Cabinet Secretary, Ministry of Education.

Only ten out five hundred and forty TVET Institutions in Kenya are of national status and are known as National Polytechnics. The National Polytechnics became ten following the upgrade of eight technical training institutes in 2016 which included Kisii, Kabete, Kitale, North Eastern Province, Meru, Mombasa (renamed Kenya Coast National Polytechnic), Nyeri, and Sigalagala (Ouma, 2016). The upgrading of the eight institutions was aligned to the government's objectives of developing, harmonizing, coordinating and providing effective TVET system with the capability of generating quality employees holding the correct attitudes, values and skills required for the numerous economy sectors success as said by the CS in charge of Ministry of Education (Ouma, 2016).

1.2 Statement of the Problem

Performance in the public sector in Kenya has not been satisfactory (Aluvisia, 2016). Although the Kenyan government has put in place various interventions such as instituting performance contracting and encouraging ethical behaviour in the public service, performance has not improved (Cheche *et al.*, 2017). Researchers are looking for ways that organizations can use to satisfy their customers, retain their employees, enhance productivity and increase employee loyalty (Mainz & Sinai, 2017). Education institutions in Kenya are key in the economic and social development role; they however encounter challenges such as inadequate facilities, inadequate number of staff, low salaries and

funding among others (Nyerere 2006). Education was identified as a key component in the social pillar in the Vision 2030, where the government focuses on eliminating poverty and empowering Kenyans for quality decent livelihoods. (G O K 2007) Although the government of Kenya has organised many programmes such as training and development opportunities aimed at empowering staff, service delivery in TVET institutions has not been satisfactory. This problem is partly attributed to employees in these institutions tending to have lower income and status than employees in higher education or similarly skilled workers in the private sector, making them feel inferior and affecting their performance (Maina, 2016). Some researchers have related job performance to employee empowerment interventions employed. There is therefore a need for more research to be conducted on factors that affect job performance (Fogaça, Rego, Melo, Armond, & Coelho, 2018; Karimiha, 2020). Empowerment is now well-known world-wide since at least 70% of the organizations have implemented a few empowerment initiatives (Lawler et al., 2001). A lot of government and organisations' resources are used to hire and attempting to retain talented and experienced employees. (Ohme & Zacher, 2015). Some researchers have observed negative effects such as stress and costs on the organisations as a result of empowerment (Kariuki & Murimi, 2015). Organisations are unable to implement empowerment fully due to bureaucracy, which encourages dependency, obedience, traditions and rules that outline what and how is to be done, thus suppressing discretions and initiatives (Odero, Egessa, & Oseno, 2019). Studies regarding empowerment have mainly been done in developed countries while only a few have been done in the developing countries. Although education is one of the major sectors anticipated to lead the country towards accomplishing its goals, few studies have been carried out in Kenya's public and education sectors, (Hanaysha, 2016; Kenya Vision 2030, 2010; Kariuki & Murimi, 2015). Studies conducted regarding empowerment focus on one or two dimensions of empowerment. This study looks at the four dimensions to obtain an all rounded view of the influence of employee empowerment on job performance.

1.3 Research Objectives

This study's general and specific objectives were as follows:

1.3.1 General Objective

To establish the influence of employee empowerment on job performance in National Polytechnics in Kenya.

1.3.2 Specific Objectives

- i. To establish the influence of psychological empowerment on job performance in National Polytechnics in Kenya.
- ii. To determine the influence of structural empowerment on job performance in National Polytechnics in Kenya.
- iii. To find out the influence of relational empowerment on job performance in National Polytechnics in Kenya.
- iv. To determine the influence of team empowerment on job performance in National Polytechnics in Kenya.
- v. To establish the moderating effect of job characteristics on the relationship between employee empowerment and job performance in National Polytechnics in Kenya.

1.4 Research Hypotheses

The study's null hypotheses were as follows:

H₀₁ Psychological empowerment has no significant influence on job performance in National Polytechnics in Kenya.

H₀₂ Structural empowerment has no significant influence on job performance in the National Polytechnics in Kenya.

H₀₃ Relational empowerment has no significant influence on job performance in National Polytechnics in Kenya.

H₀₄ Team empowerment has no significant influence on job performance in National Polytechnics in Kenya.

H₀₅ Job characteristics have no significant moderating effect on the relationship between employee empowerment and job performance in National Polytechnics in Kenya.

1.5 Significance of the Study

While some researchers have observed positive effects of empowerment to employee performance, others have identified its negative effects (Kariuki & Murimi, 2015). It is important to conduct a study in order to identify the correct position. The studies available on empowerment considered one or two aspects of empowerment while this study focused on the four dimensions, giving a wholesome analysis. National polytechnics were sampled out of the various education oriented entities. There were few available studies conducted in the the education sector in relation to the empowerment although the education sector is a key pillar in the government that requires a lot of attention.

The study would complement the available literature for future researchers. The findings would be used by the government, management boards of the Kenya National Polytechnics and the education sector as a whole in understanding how empowerment and employee performance relate. Since various dimensions of empowerment were considered in this study, managers would know which dimensions to prioritize or to zero in in policy formulation as they strive to achieve empowerment. The National Polytechnics would be enlightened on the empowerment dimensions to invest in for better results. The study would also indicate whether job characteristics impact on the relationship between empowerment and the employee performance. Employees would be enlightened on the contribution of organisations' empowerment strategies on their performance.

1.6 Scope of the Study

The study concentrated on the staff in the NPs in Kenya which included Eldoret, Kisii, Kabete, Kisumu, Kitale, North Eastern Province, Meru, KCNP, Nyeri and Sigalagala National Polytechnics. The NPs were sampled from the education sector in the country. This was informed by the fact that the Kenyan government considers education as a key component in the Vision 2030 social pillar. TVET faces a number of challenges including

poor perception that brand the sector as a choice of last resort for those who fail to meet the examination marks required to join university education (Kinara, 2014).

A report on the evaluation performance contracts of ministries, state corporations and tertiary institutions for the financial year 2019/2020 analysis pointed out that the performance for NPs had declined compared to that of the previous financial year (Public service performance management and monitoring unit, 2020). Irungu, Nambuswa & Simiyu, (2016), in their study conducted at Kitale National Polytechnic, indicated that employee performance in public institutions was wanting. Ominde (2014) indicated that Kisumu National Polytechnic employees' performance was not satisfactory. Considering the mentioned studies, carrying out the research in the National Polytechnics would establish whether the employee empowerment strategies in place affect employee's job performance. A period of four years was considered thus the study covered the years 2016 to 2019. The period was considered appropriate since eight of the National Polytechnics were upgraded to national level in 2016.

1.7 Limitations of the Study

The limitations encountered during the study were as follows:

The national polytechnics are geographically spread in the country. This caused some challenge in data collection for the researcher. This limitation was however handled by engaging research assistants to collect data as well as and assigning each one of them institutions that were in same / nearby regions. The Institutions' managers were concerned about their institutions' confidentiality and were therefore not quick to give consent to the researcher to get in touch with the respondents. The researcher assured them of confidentiality and availed the documents from NACOSTI and was then allowed to carry out the study. This enabled the purpose of the study to be made known to the respondents thus encouraging them to respond.

National polytechnics' employees had a challenge answering the questionnaires due to their busy schedules, causing delays in filling in the questionnaires. A drop and pick method was adopted, allowing the respondents adequate time to answer the questionnaires. The

researcher and her research assistants had therefore to visit the institutions severally, picking the completed questionnaires.

Some employees who felt that they were not empowered and that the study would not impact on their lives directly gave a negative reception to the researcher. To address this, an assurance was given to respondents that the research findings were to be shared with the policy makers for consideration. This assurance made some of them to soften and cooperate with the researcher. Some of the staff however declined to respond and their decisions were respected by thanking them and not bothering them further.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the theoretical and empirical review with the focus being on empowerment and its constructs (psychological, structural, relational and team empowerment) and its influence on employee performance. Critiquing existing literature, summary of reviewed literature and research gaps were also focused on.

2.2 Theoretical Literature Review

This study was founded on the Kanter's Structural Organizational Empowerment Theory (Kanter, 1977), Socio-Technical Approach (Herzberg, 1968), Social-Structural Empowerment Approaches (Spreitzer & Doneson, 2009) and Job characteristics theory (Hackman & Oldham, 1976, 1980). These theories were considered relevant to the study as they had considered some variable indicators adopted in this study.

2.2.1 Kanter's Structural Theory of Empowerment

Kanter's Structural Theory of Organizational Empowerment discusses workplace issues which include turnover among others. It states that empowerment is as a result of availability or lack of power, which then leads to the psychological empowerment aspects. Kanter's theory positions that power is derived from both informal and formal sources. Kanter (1977) asserts that the setting of organisational work is a significant link between employees' conducts and attitude in organizations and that power and opportunity access explain the employees' attitudes and actions. Employees exhibit different characteristics based on whether opportunity and power as well as other structural provisions are available or not (Kanter, 1993, Hasan, 2020). Power structure refers to one's position and ability to marshal and access support, information and resources in the organization to get a job done effectively. Opportunity refers to development, mobility and ability to enhance knowledge as well as skills (Kanter, 1977).

Structural empowerment sources embraced access to organizational opportunities, resources, support and information (Orgambídez-Ramos & Borrego-Alés, 2014). Access to resources is the ability to obtain vital provisions, monies and human resource needed to meet the goals of an organization. Support includes direction and feedback that supervisors, peers and subordinates give to enhance efficiency. Information refers to access to facts, understanding and the proficiency required to perform one's job (Orgambídez-Ramos & Borrego-Alés, 2014). Access to structures of empowerment depends on the amount of informal and one's formal power. Formal power results from tasks that encourage the creativity, prominence and flexibility. Social networks result to informal power, establishing ways of communicating and exchanging information with subordinates, peers, working groups and sponsors (Laschinger *et al.*, 2013). High levels of informal and formal power enable employees to access opportunity and complete their work.

When positive relationships are encouraged among managers, co-workers and juniors, the resultant associations confer informal power (Orgambídez-Ramos & Borrego-Alés 2014). Power is the capability to organize resources in order to have tasks completed (Kanter, 1993). Kanter's theory considers employees' opinion on the work conditions. Structural empowerment precedes job satisfaction and organizational commitment. Structural empowerment and job satisfaction have a strong correlation (Wong & Laschinger, 2013; Hasan, 2020).

Where positive relations among subordinates, peers and superiors are embraced, the associations provide informal power which enables employees to acquire resources, support and information. Development of greater job satisfaction results from guidance and feedback from the managers. Kanter's theory considers the structural empowerment aspect, comprising of access to information, support, opportunity and resources. It states that empowerment is as a result of availability or lack of power, which then leads to the psychological empowerment aspects. This theory informed the psychological, structural and relational empowerment indicators in this study.

2.2.2 The Socio-Technical Approach

The Socio-Technical Approach (Herzberg, 1968) on job enrichment is one of the theories in which empowerment is instituted. The social technical approach emphasizes the central importance of focusing on both technology and organisation at the same time when creating techno-organisational systems. Empowerment is associated with more innovation and a responsible behaviour. Empowerment is considered as a leadership approach that empowers employees as a main element in organizational and managerial effectiveness (Kanter, 1979).

A socio-technical system comprises of employees who adhere to processes, work towards goals, use technology as well as share certain traditions and customs. This approach provides benefits such as commitment, improved knowledge and scrutiny of how the system works, comprehensive understanding of how to improve the system and availability of reliable and valid data (Savaget, Geissdoerfer, Kharrazi, & Evans, 2019). Socio-technical theory states that performance in organisations can be improved only when the ‘social’ and ‘technical’ aspects are considered as interdependent parts of a system. This approach is based on the premise that organisations consist of three parts: social system (people), technical system (tools, techniques and knowledge) and environment (suppliers, customers, stakeholders).

According to previous studies, socio-technical structures shape employee attitudes and behaviour by involving them in individual, teams and organizational tasks considering the environmental, cultural and organizational limits (Tuuli & Rowlinson, 2007). Sociotechnical approach offers diverse means of realizing shared success based on planning organizations in which, the relations between technical and socio elements that lead to their efficiency and wellbeing, without failure of new technology to meet the designer and users’ anticipations. The Socio-Technical Approach was found relevant to this study as it considered the social aspect, which informed the relational empowerment and team empowerment in this study. The technical aspect in this study is the approach and resources.

2.2.3 Social-Structural Empowerment Approaches

Theoretical models are used to express empowerment such as the critical and multidimensional approaches, psychological empowerment, as well as social-structural empowerment approaches (Spreitzer & Doneson, 2009; Tuuli & Rowlinson, 2007). Social-Structural Empowerment Approaches consider presence of power and how it is shared among supervisors and their subordinates. Social-structural empowerment concerns itself with presence or absence of power to access resources and information. It is connected to the increase in performance of an individual or team and includes social political support, positive leadership, high yielding management practices and work design features (Spreitzer & Doneson, 2009). Social-structural empowerment, which looks at power and lack of it in accessing information and resources, is associated with enrichment in individual and team performance (Tuuli & Rowlinson, 2009).

Social structural view underscores the need to amend policies, structures and practices of an organisation to high involvement practices from the top down structure. The theory emphasizes employee involvement by increasing delegation of responsibility in the organisation's hierarchy. Participation in change interventions is critical for empowerment mediations. Employees become more empowered when they are given more information, knowledge, reward and power. Empowerment represents a moral hazard for managers (Spreitzer & Doneson, 2005). Social-Structural Empowerment Approaches consider presence of power and how it is shared among supervisors and their subordinates. The approaches have contributed to the relational, psychological and team dimensions of empowerment in this study.

2.2.4 Job Characteristics Theory

The Job Characteristics Theory describes factors that lead to job satisfaction (Hackman & Oldham, 1976, 1980). The job characteristics model suggests that certain personal and work related outcomes are affected by five core job dimensions namely task identity, feedback, autonomy, task significance and skill variety. This theory stipulates the task situations that employees are expected to thrive in. The main components of the job

characteristics theory used to predict job satisfaction include skill variety, task identity, feedback, task significance and autonomy. Skill variety that tells the talents and skills a job requires and indicates whether employees do various things or they do repetitive tasks; task identity which tells whether there is a clear beginning, middle and culmination of a certain assignment (Hackman & Oldham, 1976, 1980).

Task identity tells whether a worker knows what they are supposed to do and when they have effectively accomplished the task, task significance which tells whether the job impacts significantly and shows how a job influences other people's lives, either at the organizational world level. Autonomy describes the amount of freedom available to finish their tasks while job feedback offers individual's information about their performance (Mukul, Rayhan, Hoque, Islam, 2014). When present, the core characteristics of empowerment result to three psychological states which include finding the job that one does as generally meaningful, valuable or significant using a set of values the person finds acceptable; having a personal accountability and responsibility for work outcomes and consciousness of results, where an employee understands how they perform their work (Hackman & Oldham, 1976; 1980).

This theory evidences that job autonomy, variety and feedback influence job performance positively (Katsikea, Theodosiou, Perdikis, Nick & Kehagias, 2011). For required outcomes to be realised, an employee must achieve the psychological states. If the psychological states are not achieved, outcomes such as satisfaction and motivation weaken (Ali, Said, Yunus, Kader, Latif & Munap, 2014). Action principles founded on the core characteristics need to be undertaken in order to empower employees. The principles are natural work units which increase task significance and task identity, combination of tasks to increase skill variety and task identity, client relationships with the users to increase feedback and skill variety, loading, delegation of duties and responsibilities previously performed by managers, to allow employees be part of the decision making persons (Katsikea *et al.*, 2011).

The theory states that inner motivation brought about by good performance is the most important product variable and that poor performance leads to unhappy feelings. Other

outcomes include work efficiency, fulfillment, growth, reduced turnover and quality work performance. The theory submits that negative feelings come from poor performance while positive feelings arise from good performance (Mukul *et al.*, 2014). Errors made by employees and the rate of absenteeism in a given period are used to measure quality work performance (Ali *et al.*, 2013). Job Characteristics Theory was considered relevant to this study as it describes aspects such as autonomy, feedback and delegation of duties which are the indicators of the relational empowerment and indicators of the moderating variable of this study, which include task identity, skill variety and task significance.

2.3 Conceptual Framework

A conceptual framework is a tool used to facilitate the understanding of a relation between variables and the real-world (Zackoff, Real, Klein, Abramson, & Gusic, 2019). The independent variable of this study is employee empowerment, whose constructs include psychological, structural, relational and team empowerment. The constructs are borrowed from various writers such as (Gong, Wu, Huang, Yan & Luo, 2020; Hanafi & Ibrahim 2018; Spreitzer, 1995; Osei & Ackah, 2015) who looked at empowerment elements as access to developmental opportunities, resources, information and support at work. Amor, *et al.*, (2021) considered staff empowerment in terms of reward system, access to information, autonomy to work within organizational boundaries, sharing of information and use of self-managed teams instead of hierarchy as the constructs. Task performance is considered as an understanding between a supervisor and their subordinate to accomplish a particular task (Pradhan & Jena, 2017). Rafida & Rahman, (2021) considered psychological empowerment as meaningful, competence, self-determination and impact.

Empowerment elements include accountability, responsibility, information, creativity, skills, independence, knowledge, innovation, power and decision-making (Abraiz *et al.*, 2012). Structural empowerment is considered as individual / team characteristic, work design, leadership and organisational support. They also considered feedback, task complexity, work design, workload and how teams structure their task. Psychological empowerment has been looked at as competence, choice, being effective, significant and trust (Orgambidez-Ramos & Borrego-Alés 2012). Maina (2016) conducted a study on

influence of empowerment on organizational commitment in Kenya civil service with psychological and structural empowerment as the constructs. Ngari, (2018) considered job characteristics as accountability, responsibility, information, creativity, skills, independence, knowledge, innovation, power and decision-making.

The independent variable in this study was employee empowerment whose constructs include: psychological empowerment (self-determination, meaningfulness, impact / effectiveness and competence); structural empowerment (access to opportunities, resources, support and information); relational empowerment (authority and decision making delegation, feedback and accountability for outcomes); and team empowerment (team learning, knowledge sharing and team creativity). Employee performance, the dependent variable in the study, was considered as quality of work done, quantity of work done and job knowledge. The moderating variable in this study was job characteristics considered as skill variety, task identity and task significance, as shown in figure 2.1.

EMPLOYEE EMPOWERMENT

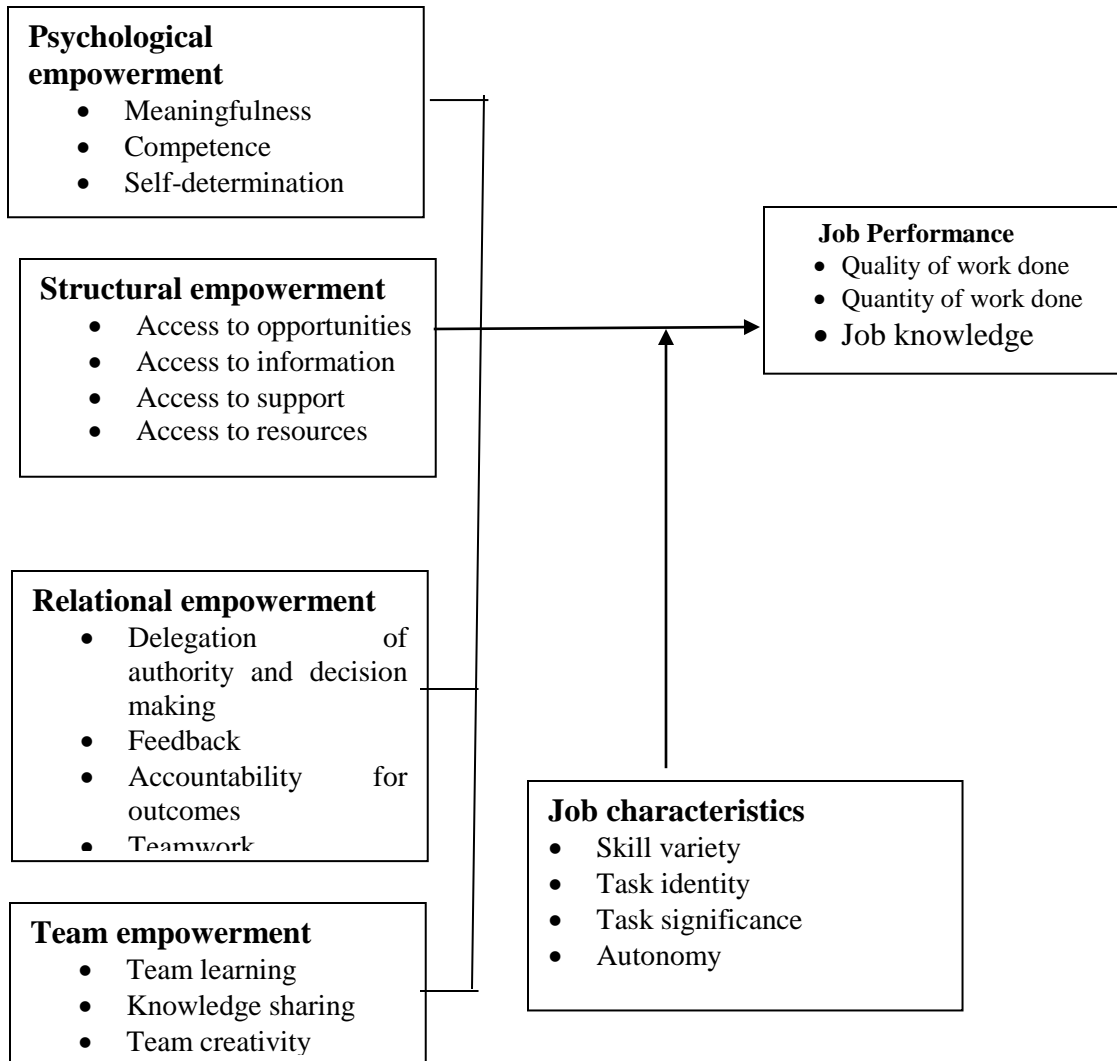


Figure 2.1: Conceptual Framework

2.3.1 Psychological empowerment

Psychological empowerment is considered as the sense of control and ability, to achieve organizational objectives. It refers to personal initiative, controlling work operations and making decisions. Psychological empowerment is considered as the degree to which employees feel that their work is meaningful they have self-determination, are impactful and are competent. Empowered employees are highly satisfied in their jobs and psychological empowerment has a positive impact on job performance (Ayoub & Al-Akhras, 2018). Tetik (2016) indicated that empowerment has a positive relation with job performance.

Psychological empowerment is defined as the motivation and as an individual's perception of their own usefulness compared to that of other employees with the assistance of informal and formal techniques used to improve effectiveness (Conger, Kanungo & Menon, 2000). It is also defined as the motivational orientation to individual's work and feeling of being in control of their work. It is defined in four dimensions which include meaning, impact, Competence and self-determination (Jordan, *et al.*, 2016).

An individual who feels that they have a low impact behave like they are depressed and an unable to see opportunities. Low competence is an indicator to an avoidance behavior while those that experience meaninglessness exhibit indifference (Altemh, 2021). Low self-determination results to less initiative. Psychological empowerment is a state of improved intrinsic motivation. Organizations are progressively using empowerment as a management technique to promote employee engagement and performance (Boamah & Laschinger, 2015).

Organizations need be contented with all features of work for them to have effective employees and the employees should be committed to their organizations. Organizations need to care for employees' psychological part of empowerment (Jordan, Miglic & Maric, 2016). Psychological empowerment has a big influence on employees' professional development and well-being. Psychological empowerment increases an individual's view concerning their own success and efficiency. It is a course of solidifying an individual's

sense of effectiveness amidst other members of the organization (Conger & Kanungo, 1988). One of the crucial factors of organization's success is empowerment. Empowerment is defined as individual's external or internal process of feeling enabled (Marianna, Bynum & Strzelecka (2017). It is the relationships between structural precursors and resultant psychological condition.

Empowerment is seen as a set of a managers' behaviour and administration practices which contain delegation of responsibility and authority to an employee. Psychological empowerment is contemplated as the psychological state of employees as a result of the empowering practices employed at work. This is a new method of encouraging employees and has gained a lot of managers' attention. (Jordan, *et al.*, 2016). Meaning is the value an employee assigns to their job guided by their standards, values and beliefs.it also depends on the organizational, task or work requirements (Spreitzer, 1995). Those who find their work as important are probable to have a high level of commitment and are likely to more often to participate in various organizational activities (Marianna, *et al.* 2017). They are also more focused on their tasks. Employees who don't find meaning in their work are often less ready to participate in the organizational events. Such employees put in more effort understand challenges search for solutions by using information obtained from various sources (Jordan, *et al.*, 2016).

Competence involves the employee's beliefs on their ability to complete their tasks (Spreitzer, 1995). Employees' appreciate their competence if they are sure of their abilities to complete all their job related tasks successfully (Khalil, 2021). It is the individual's insight about the essential capabilities to manage different situations at work (Tan & Wu, 2021). Competence is the individuals' opinion about self-efficacy and employees will be more committed able to finish specified tasks thus they become more effective. They will have more self-initiative, determined, and will expression greater efforts to handle challenging situations. Self-determination is considered as employee's feeling of autonomy to make own decision concerning the job tasks, without constant supervision (Spreitzer, 1995).Employees with high sense of self-determination are more creative, flexible, persistent and have superior self-control. With a high sense of self-determination, employees respond well in demanding situations (Jordan, *et al.*, 2016).

Impact is the level of employee's influence over outcomes in their organization (Spreitzer, 1995). It also involves influence in units and the ability to influence others to listen to one's ideas. It is the control over one's behaviour and work environment. Employees with low sense of impact are less determined to meet their goals (Taylor, 2013). Empowered employees do not wait for instructions but they actively change their work environment, resulting to more efficiency. Empowered employees feel influential and important in the organization, and therefore have a greater commitment sense. Researchers have indicated that empowered employees are loyal to their organization (Jordan, *et al.*, 2016).

2.3.2 Structural Empowerment

Structural empowerment refers to the presence of structures that allow persons to achieve their goals by accessing opportunities, relevant information, support and resources (Kanter, 1977). Since structural empowerment concerns structures, it is relevant to investigate whether their role in job performance. Structural empowerment refers to aspects of work environment that enable goal accomplishment. Irrespective of the occupational context they work in (Amor, *et al.*, 2021). Structural empowerment refers to workplace conditions and policies that facilitate access to support, resources, information, and opportunities (Kanter, 1977). Having access to information regarding organizational aims, values, policies and decisions is also vital. Support involves receiving feedback and assistance from the management, subordinates and colleagues. Resources refer to acquiring the tools and equipment when needed as well as time indispensable to conduct one's tasks, thus helping to achieve organizational objectives (Kanter, 1977).

The constant improvement of employees is necessary for an organization to effectively have productive outcomes since rapidly changing environment affects organizational coping capacities. Employee empowerment is one of the significant aspects that boost the organizations capabilities and performance (Ornelas & Maroco, 2015). Opportunities for development as well as learning include access to new skills, more challenging work and knowledge that enable professional growth. The empowerment concept has been incorporated into the organizational policies successfully in order to empower the employees. It helps employees to effectively complete the job's tasks, distribution of

power, creation of knowledge, access to information and resources as well as the required training (Spreitzer, 1995). Employee empowerment enriches employees' optimization, productivity, efficacy, performance and organizational commitment (Khalil, 2021).

An organizational structure has a significant role in implementation of empowerment programs. Bureaucratic structures are known to limit initiatives, organizational commitment as well as employees' satisfaction (Conger & Kanungo, 1998). Empowerment concept is still evolving in organizational development. Scholars explore empowerment in different management contexts including motivational aspects, customer relations, effectiveness of job satisfaction, enrichment of jobs and presence of conflicts (Khalil, 2021). Trends in industries and the social norms create different experiences and meanings of empowerment (Mitchell, 2016). Most organizations are currently exposed to unanticipated crises as well as exceptional changes, which can have consequences for unprepared organizations. Rapid change normally outdates organizational systems, tools and frameworks as they do not change at the same pace as their environment (Mack & Anshuman, 2016). This implies that the environment is more turbulent at a higher rate. Organizational resilience is the capacity of an organization to foresee, evade, and correct the surprises in the environment thus providing critical resource for organizations and individuals faced with adversity. Research has shown that individuals as well as teams exhibit resilience through, self-efficacy, faith and respect between individuals (Berg, Blanc, & Romme 2021).

Previous studies indicate that enabling employees to partake in decision-making enables employees to quickly respond to changes in the environment. Resilient organizations avail more resources to enable employees to make decisions (Taylor, Dollard, Clark, Dormann, & Bakker, 2019). Accordingly majority of organizations do not enable their employees to identify tactical and strategic problems and provide solutions. Allowing employees to contribute in decision making and taking responsibility is part of structural empowerment in where an employee obtains a substantial quantity of inspiration, which includes regular opportunities to contribute in tactical and strategic issues (Berg, *et al.*, 2021).

Structural empowerment is a significant job resource that denotes the level of accessibility to growth opportunities, information and resources for effective job execution. With a high level of structural empowerment, employees access organizational resources easily and avoid significant negative job performance consequences (Kang & Han, 2021). Structural empowerment aims at the delegating authority and responsibility. Structural empowerment involve the initiatives and practices that include power sharing, decision-making and control of resources while ensuring that every employee contributes to the decision-making processes (Romme, 2016). Structural empowerment involves formal and informal empowerment. Formal empowerment process indicates that an employee has considerable freedom of choice in how to perform their jobs and exhibit flexibility in their work (Kanter, 1993; Berg, *et al.*, 2021).

Informal empowerment comes from social connections and good communication channels between employees in the organization. Enabling employees to contribute in decision-making formally empowers them. Informal empowerment processes determine how formal empowerment is used. The two empowerment processes create a self-perpetuating process (Berg, *et al.*, 2021).

Structural empowerment to arise from formal and informal empowerment processes by expanding the concept of empowerment to include job implementation and directly or indirectly engaging in policy-making at different levels. Empowerment implies employee engagement at strategic levels. Formal employees empowerment does not only refers to the employees owning and performing their jobs in a flexible and unrestricted manner but also includes democratic hierarchies in which employees can directly or indirectly contribute in decision-making at numerous levels (Romme, 1999).

2.3.3 Relational empowerment

Relational empowerment includes delegation, which creates a special relationship between managers and subordinate. It is a process, which enables superiors to share responsibility with their subordinates (Ukil, 2016).. Delegation is considered as a process that allows transfer of authority to an employee from a superior. The subordinates are enabled to use

resources, make commitments, and take action in relation to assigned responsibilities. It is seen as assigning responsibility and formal authority to a subordinate to enable them achieve certain activities (Maria, 2019). They emphasize that delegation of authority is essential in ensuring efficient functioning of an organization, since managers cannot individually accomplish all tasks or wholly supervise all activities that take place in an organization.

There are three major implicit factors when a superiors delegate tasks to subordinates. These factors include responsibility assignment, authority delegation and accountability creation. This implies that one has to delegate the three. Effective delegation enables managers to reduce time spent on specific activities and direct their energies to solving strategic issues (Sev, 2021). Describes authority as the right to give orders and make decisions. It is the right to take action or make decisions meant to be made by managers. It is not only carrying out specific duties as per the detailed instructions, but also legitimizes power exercise in an organization (Maria, 2019). She says that one of the principles of delegation is that authority given to a staff must be to commensurate to the responsibility assigned for effective delegation. It should be sufficient to enable accomplishment of the expected goals. Responsibility is an obligation given to an employee by a supervisor to carry out certain assignments or make decisions and accept probable reprimands for inadequacies. When employees are given responsibilities it is anticipated that they should have matching authority to discharge the activities as failing to balance authority and responsibility heads to inefficiency. Lack of authority denies employees necessary cooperation. The expectation that employees accept blame or praise for results attained in performing the assigned tasks is referred to as accountability (Sev, 2021).

The combining of information, power, knowledge and resources formulate empowerment (Ukil, 2016). Knowledge sharing is sharing of suitable information, concepts and knowledge concerning employees work (Yasoithai *et al.*, 2015). Management is expected to receive work feedback from the employees. The feedback enables a supervisor to determine whether tasks are properly performed and whether work is being done effectively. Accountability runs from bottom to the top. Maria, (2019) upholds that though authority can be delegated and responsibility assigned, accountability to a supervisor

cannot be delegated. Someone who delegates is still accountable fully to their seniors. Relational empowerment has provoked interest among researchers in management (Maina, Gachunga, & Kabare, 2016). It is the individual's perception about organizational values that employees' contribute to their well-being. It is referred to as the extent to which an employee to believe that their organization values the contributions they make about their well-being. When managers demonstrate actively good behaviors on the job, they engage in the support dimension and role modeling. Supervisors shape employees' views about their organizational support (Maina, *et al*, 2016).

Organizations are combinations of people striving to achieve a common purpose and they consider supervisors' actions as actions by the organizations. Supervisors have an influence on employees since they bridge the relations between the managers and employees. Coworkers affect employees' attitudes and views through various means which include giving task related assistance, information provided and support. These attitudes have an effect on the employees' job performance. Relational dynamics of empowerment provide a bridge between the beliefs and feelings that measures of empowerment have captured (Marianna, *et al*, 2017). This involves the analysis of the processes of interpersonal systems. It is through these networks that small interaction translates to big ones and provides feedback. The relational component of empowerment is capable of enhancing the networks thus weakening the chances for critiquing empowerment (Marianna, *et al*,2017).

Autonomy is the level to which the job provides to employees discretion, independence and freedom in determining the procedures to be used and scheduling the work" (Hackman & Oldham, 1975). Relational empowerment comprises of relationships between superiors and their subordinates. It is not only beneficial to the less experienced employees, but can also facilitates growth and development for the experienced and forges greater group solidarity (Marianna, *et al*,2017). Due to the increase in information technology, there is reduced need for employees to report to work directly. To enable employees manage several roles, autonomy is important. Employees are experiencing better autonomy in on-the-job decision-making in recent years. Global competition and flatter organizational hierarchies have diffused decision-making authority making lower-level employees have more control and responsibility compared to the previous decades (Wegman, *et al.*, 2018).

2.3.4 Team empowerment

Team empowerment has been identified as an effective way of promoting performance in an organization as staff are considered strategic and the scarcest resource in an organization (Abadi & Chegini, 2013). Organizations are generally dependent on teams. Some activities need to be completed yet they are too complex and confusing to be completed by individuals, making it is necessary to work together to achieve the goals and to complete (Shah, Khattak & Shah, 2020). Teams organize themselves around a leader instead of reporting to them, and are able to make changes to their projects or products at will. In order to succeed, organisations have adopted empowerment management practices (Berraies, Chaher & Yahia, 2014).

Empowered employees work hard, are dedicated, reliable, and devoted. This disagrees with a number of managers who think that they desert their responsibilities to control and lead the organization by empowering employees (Barton & Barton, 2011). Team-based structures and improved service based jobs are expected to cause improved interpersonal collaborations with colleagues and customers. With trends toward flat organizational hierarchies, fewer employees perform heavier workloads compared to previous years, requiring a more diverse skill set for effective (Wegman et al, 2018). Empowerment may have a negative effect as the employees' work burden and role ambiguity are likely to increase resulting from delegation of authority (Kariuki & Murimi, 2015). This may undermine the employees' performance (Cheong, Spain, Yammarinoc & Yun, 2016). Employees can misuse their confidence levels, become arrogant or insubordinate their seniors (Elnaga & Imran, 2014).

Employees need to work in teams. Teamwork as an important factor, affects organizations' reputation and profit While this study considered team empowerment as team learning and knowledge sharing, quality of work done and job knowledge were used to measure employee performance. Creativity has for the past three decades focused on the individual levels, although teams are the important in creating new knowledge (Shah, *et al*, 2020). The capability of organizations to learn it relies on how well their teams can learn. Working organizational teams operate in a vibrant and indeterminate environment and work together

with each other both in the organization and externally with various actors. Staff must be able to constantly learn and adapt themselves in order to achieve desired goals (Lehmann-Willebrock, 2017). Team learning takes place when a team is formed either for a short-term or long-term purpose. This characterizes a continuous process of acquisition, sharing and combination of knowledge between team members which in turn improves team's outcomes. Team learning represents the interaction between and within all levels of employees in an organization. Team learning is considered as an important process through which team members develop and sustain their performance results, as well as adapt to changes in environs (Lazarević, 2018).

Knowledge transfer and knowledge sharing are key in a team. It is the passing that which is adequate and is shared for retrieval and reuse of individual and organisational knowledge (Gehrke & Hasan, 2020). A key aspect of knowledge is the sharing process to areas that it is required and useful. Knowledge sharing is based on the willingness to share knowledge, supposed value of the knowledge and the existence and authenticity of sharing or transmission path, the willingness (Gehrke & Hasan, 2020). Creativity has become indispensable economic resource for organizations as they constantly flourish in the competitive environment, organizations need to release their employees' inherent potential of creativity as employees' inventive ideas are the building blocks for organizational innovation. There is a substantial evidence suggesting that employee creativity contributes greatly to an organization is innovation and survival (Joo, *et al.*, 2012).

2.3.5 Job characteristics

Task identity is the mark to which a job requires the completion and an identifiable piece of work. This implies doing a job from commencement to the end with a noticeable outcome (Hackman & Oldham, 1975). Changes such as globalization, alteration from manufacture to service, and technological progressions are proposed to increase task identity. Bureaucracy in organizations has progressively reorganized to slimmer orders and formerly distinct jobs amalgamated into fluid roles at work. Joining several tasks to create one complete task yields to an increased perception of ownership and task identity (Wegman, Hoffman, Carter, Twenge & Guenole, 2018).

Task significance is the level to which their employee's and the society's lives are influenced by their jobs. It is how well an employee understands their duty towards achieving the mission of the organisation. Task significance is the level to which other person's lives both in the organization and outside are touched by one's work. Scholars have not yet established a clear link between task significance and job performance although task significance is aimed at enabling employees to find more meaning in their work as well as increase their job performance (Mukul *et al.*, 2014). Task significance is the degree to which a job impacts on the work and other people's lives either in the external environment or the internal environment. The shift to knowledge-based work and service from manufacturing and the demand for better interactions and interdependence at work have resulted to an increase in task significance (Mukul *et al.*, 2014). The improvement of the service based economy resulted to more interaction between consumers and service providers, with the employees increasingly experiencing an impact of their work to others people (Wegman, *et al.*, 2018).

Task significance is the level that an employee's job impacts on their own lives and the society. It is the extent to which an employee understands their role in achieving the overall mission of their organisation (Lunenburg, 2013). Autonomy is the level to which an employee gets independence and liberty to decide how work is to be performed. Although employees work within the rules of an organization, there is need for freedom to conduct tasks without supervision. Autonomy is considered very important to people in the workplace (Mukul *et al.*, 2014, Zaraket, (2018). Working in teams yields an increase in perceptions of task significance due to flatter organizational structures. It is presumed that lower level employees have greater decision making authority and the perception that their work is more important (Wegman, *et al.*, 2018).

Skill variety is the level that a job requires a diverse combination of activities to do the work, including the use of various employee skills and talents (Hackman & Oldham, 1975). Founded on the advent of the knowledge economy and development of employees' roles in order to be competitive, an increase in skill variety is anticipated (Wegman, *et al.*, 2018). Employees' self-efficacy in practicing autonomy leads to the need for independence and motivation. Experienced employees are likely to believe that they can effectively take

advantage of task autonomy. Employees have less self-efficacy for new tasks and are likely to prefer further as opposed to autonomy (Hadi & Adil, 2010). The job characteristics model predicts that employees are likely to be highly motivated and have improved performance depending on the features entailed in a job. The employees will be more satisfied with the work and will have reduced turnover and absenteeism (Hadi & Adil, 2010).

Feedback is the point to which work activities that job results requires for employee to obtain clear information regarding how effective their performance is (Hackman & Oldham, 1975). New ways of tracking progress have emerged due to technological advancement which allows one to obtain feedback. Technology also allows for immediate tracking and reporting of employees' performance, thus enabling feedback (Wegman, *et al.*, 2018).

2.3.6 Job performance

Empowerment is explained as an administration model that shapes self-management and participative decision making (Alazzaz & Whyte, 2015). Organization's knowledge sharing, rewards systems together with the dimensions, can enable employees to improve organizational effectiveness and performance (Potnuru, Sahoo, & Sharma, 2019). Structural insights contain practices and structures that enable power and authority delegation from the top of the organization to the bottom. Concluded that psychological empowerment replicates employee's individual subjective capability of self-determination and competence, in their organizational role. Job performance is the expected outcome in an organization's value and the employee task-related ability. it relies on internal as well as external factors known as system factors (Lewis, Brown & Sutton, 2019).

Employee empowerment is necessary in an environment where organizations have to deal with globalization which requires innovation and creativity that rely on empowering employees (Shah, Khattak, Zolin, & Shah, 2019). Managers should ensure that they communicate with employees to be sure that employees are know the requirements of their organizations (Okumu *et al.*, 2018). Management should emphasis integration of

communication activities in all levels in the hierarchy to ensure proper dissemination of organizational strategies (Baird, Su, & Munir, 2018).

Outcomes in organizations are associated to employee empowerment by scholars through enhancing work satisfaction, minimizing job-related strain, and reducing employee turnover (Lewis, Brown, & Sutton, 2019). Performance is the achievement of specific tasks considered against standards predetermined, completeness, cost as well as speed. It means how well employees can perform assigned tasks. Based on skills, work results and processes used, job performance is the amount of work that can be done by an employee considering both the quantity and quality (Kundu, *et al.*, 2019). Employee performance is of a major concern worldwide as performance its productivity is not very encouraging. Job productivity is affected by human resources management practices. Managers can involve employees in decision-making (Nayak, Sahoo, & Mohanty, 2018). Employees that are considered as high performers regularly get promoted in their organizations as compared to low performing employees. Satisfied employees are motivated and work hard. Employees are considered as the most important assets in organizations. Job performance can be determined by how well outcomes meet the expectations (Korir, & Ndegwa, 2020).

Performance is the output of a job or within a given period. Dimensions of performance are considered in three ways which are work behavior, work results and individualities related to their work (Daramola, 2019). Job performance relates to the ability of the employees to meet their work related goals, meet expectations and attain job targets as well as accomplish standards that set by their organizations (Vokshi, 2020). It is also considered as the extent to which employees contribute to organizations which include work quantity, work quality, time utilization and cooperation (Daramola, 2019). An increase in job's resources has a positive relation to work performance since they improve person-job fit thus facilitating. The division of performance into task performance and relationship performance indicates that performance dimension influences job performance (Ryu, (2020).

Job performance is crucial to organisations as it improves the quality of good and services provided to customers. Organisations with high performing individuals are able to compete

well both locally and globally (Kundu, *et al.*, 2019). Employees that perform well in their organisation are able to prevent as well as solve problems while assisting the organisation in producing goods and delivering services. Since employees are agents of their organisation, organisations should pay close attention to them and thus improve their performance (Daramola, 2019). An employee's poor job performance causes dissatisfaction and is considered as a failure. Job Performance is a concept is a changing process. Researcher indicated that job training, work commitment, autonomy positive attitude, job security, personality, job design and supportive leadership have positive relations with high job performance. Positive attitudes such as accountability and responsiveness and were related to high job performance and crucial elements that should be focused on. Factors such as job satisfaction strengthens an employee job performance, while poor work environment, high work overload, and stress negatively affect job performance at organisational, team and individual levels (Ryu. (2020)). .

Several indicators are used to measure the employees' job performance. Other indicators include efficiency, productivity, profitability, effectiveness and quality (Kundu, *et al.*, 2019). Managers, being responsible for organizations' performance, set objectives that must be met periodically and each employee's goals in relation to objectives set for the organization. This ensures that employees adequately provide high quality products and services. Job knowledge is considered as the understanding of the responsibilities in a job and the capacity to be well-informed of variations of job functions (Aldaihani, 2019). The job knowledge of employees in an organization is a human resource asset of immense value and contributes significantly to job performance.

2.4 Empirical Review

A study carried out in China revealed that when supervised by a leader who has a high self-awareness, employees have a tendency to share information and reveal their thoughts and feelings. They are able to do more for their organizations to attain their potential (Zhang *et al.*, 2018; Hieu, 2020). It was noted that managers lack sufficient time to guide their employees, as they have to spend most of their time monitoring the environment inside and outside the organization, leaving everyday jobs to the employees although empowerment

was established to be a useful instrument for managers. This was established in a study done in the Greater Tehran branches of Mehr Eghtesad Bank on empowerment's influence on employees' self-worth (Nafari & Vatankhah, 2016).

A study in Tehran indicated that empowered staff are self-regulating and self-controlling. They were found to take responsibility easily and have a positive view towards others, themselves, as well as the environment. They view their colleagues as partners and not rivals. They look for solutions when there are conflicts or problems at the workplace. With empowerment, employee turnover reduces and good relations are promoted. This agrees with (Meyerson & Dewettinck, 2012; Sara, Crystal, & Timmy H. 2022) research, who noted that empowerment is a result of organizational performance. Empowerment is explained as the psychological approach which considers improvement of the feelings of employees and situational approach, also known as relational approach and looks at passing power from management to employees through decision making involvement. Resource sharing does not address empowerment fully in employees' perspective since it is only part of circumstances that empower employees and situational approach (Amor, *et al*, 2021). Empowerment enhances responsibilities and motivates employees in their work; improves quality of their services, levels of satisfaction, employees' productivity and loyalty.

Employee empowerment leads to improved performance and enhances the quality of services offered (Heshi *et al.*, 2013). In their study carried out in Malaysia examining the relationship between job characteristics and job satisfaction among managers. Ali *et al.*, (2012) concluded that autonomy, feedback, task identity, task significance and skill variety dimensions of the job characteristics model contributed to managers' satisfaction. Only job characteristics were considered in this study without reference to empowerment. The job characteristics were only considered against job satisfaction and the study does not indicate whether the job characteristics affect performance. The study population consisted only of managers without reference to the employees. It is therefore important that employees' perception is also checked so that an inclusive conclusion can be made. Elnaga and Imran (2014) note there are some disadvantages associated with empowerment which include: employees misusing the newly attained power, superiors not being agreeable to share power with employees that they despise, supervisors fear of positions and privileges loss,

lack of teamwork from employees that are individual success focused without appreciating team success. Other disadvantages include ignorance by some employees on how to make good decisions, time wasting in groups or committees which can deter job accomplishment (Daramola, 2019). Some employees are likely to resist or be disinterested in empowerment.

2.4.1 Employee Empowerment and Job Performance

Empowerment is a way of improving employees' feeling of self-effectiveness (Kariuki & Murimi, 2015). Empowerment is a multilevel concept concerned with processes and outcomes of individual participation that include understandings and opinions of the structural situations in relation to methods and the distribution of economic and political power in the organization.

Empowerment is well expressed by use of theoretical models and approaches comprising of psychological empowerment, social-structural empowerment approaches, multi-dimensional and critical approaches (Tuuli & Rowlinson, 2007). Empowerment is multiple dimensional comprising of psychological and situational perspectives (Fernandez & Moldogaziev, 2011). Empowered employees share ideas and serve as their organizations' ambassadors, are reliable, dedicated and dependable. They are more proactive, have a feeling of belonging to their organization and easily embrace change. Empowered employees have a sense of increased accountability, responsibility and ownership for their work (Spreitzer & Doneson, 2005).

Empowering employees decreases organizational costs in terms of operational costs, employee turnover and retention costs and brings about increased productivity (Narmadha, 2015). Researchers however warn that in the absence of careful management, empowerment initiatives can easily be neglected, due to the fact that more responsibilities and little guidance are given to employees. Delegation of authority, performance based resources and recommendation systems have the most powerful effect on the performance of employees (Chiang & Hsieh, 2012). Organizational support and psychological empowerment are the most important factors that affect employee performance (Taktaz, Shabaani, Kheyri & Rahemipoor, 2012).

Empowerment is necessary in maintaining and improving organizational efficiency and effectiveness. Empowerment translates to improved loyalty for the organization, increases initiative and creativity of employees making them more committed to their work and increases job satisfaction (Abadi & Chegini, 2013). They say that empowerment state show employees can decide on matters of small or large magnitude without consulting their bosses or managers depending on the amount of power organisations invest in their employees (Ramesh & Kumar, 2014).

Empowerment makes existing employees experience a feeling of being in charge of their job activities which include feeling competent, self-determined, finding personal meaning and effectiveness to employees individually and collectively. Empowerment and its implementation influence employees' performance (Meyerson & Dewettinck, 2012). They stated that resources based on performance, autonomy and delegation of authority are very influential on the performance of employees. Employees work with more competence and passion when involved in making choices and decision. A meaningful and positive relation exists amongst employee empowerment, organizational creativity and innovativeness (Celik *et al.*, 2014). Organizations that employ empowerment practices such as open communication and creativity have more productive employees. It is necessary to set up empowerment systems in accordance to the organisational goals (Aryan *et al.*, 2016).

As organizations seek to fully exploit their employees' potential, they encounter some disadvantages related to the employees' empowerment such as slowing down of decision making when many people are involved, as feedback and inputs are received from various quarters. A lot of time is consumed in verification of information's accuracy (Elnaga *et al.*, 2014). Empowerment of employees is a managers' obligation, as they should not expect the job to be done to their satisfaction if their employees are not wholly empowered. When a job is missing any of the constituents of empowerment, employees are frustrated, only perform the jobs for which they were hired and don't wish to go to the same work every day. Managers ought to consider and include aspects of empowerment in their daily supervision and as they guide the employees they are responsible for (Aryan *et al.*, 2016).

Empowerment forms a part of a manager's function, but it does not necessarily achieve sustainability (Verhulst & Boks, 2014). Development of a positive attitude in the employees regarding their roles and contribution to the organization can impact on the demonstration of an empowered behaviour. Employees' empowerment plays a key role in increasing the organisations' performance (Elnaga & Imran, 2014). Researchers suggest different ways of improving the working environment such as creating an independent environment and follow principles of employee participation in an organization (Berraies, *et al.*, 2014).

Managers with little clarity about their roles are less self-assertive, have no initiative and have high anticipations. They consider themselves able to influence the results and their work environment (Jha, 2011). Superiors are sometimes afraid of delegating power and responsibility although empowerment requires that they delegate some of their control to their subordinates. Some managers fear that their performance may be questioned if the job is not properly done, while some are threatened by reduction of their power and honorable status through empowerment programs (Elnaga & Imran, 2014). Empowerment programs fail to succeed when the center of attention is on power and not sharing resources, information and knowledge. This causes serious consequences for the organizations (Coulthard, 2014).

Employees fail to have attachment and a sense of belonging to their organizations due to meaningless jobs, insignificant authority, poor salary structure and non-involvement in organizational decision-making, which influence the overall satisfaction of employees (Berraies *et al.*, 2014). Empowered employees are motivated by gaining authority which helps them to improve their status and recognitions. The employees are able to do their best and think positively as they work. Empowerment is seen from three perspectives which are the employees perspective comprising of open communication, willingness and ability to work in teams, employers perspective which focuses on influence through context, create a feeling of inclusivity, developing an atmosphere of inclusion across all levels of the organisations necessary to create a vision and clarify goals and equip people for success and the organisational perspective looks at organisations' decentralization, information sharing and teams development (Ramesh & Kumar 2014).

Empowerment improves employees' self-confidence and allegiance in addition to enhancing customer satisfaction (Aryan *et al.*, 2016). Perspectives, participation in making decision, training, coaching, communication and resources have a definite relationship with empowerment. Empowerment comes with many advantages for the organisations such as improved teamwork and communication, quick responses to customers, employees' participation in own goals creation; improved employee contribution; better reverence among employees; reduced absenteeism; better productivity; more satisfying work; reduced conflicts among employees and decreased company costs due to reduced middle management positions (Elnaga & Imran, 2014).

There are factors that hinder employee performance which include lack of trust and confidence among employees; organisational hierarchy; inadequate skills in employees; differences between organizational and individual expectations; improper managers and employees' attitudes; and also wrong managerial and leadership styles (Ganjinia, Gilaninia, & Sharami, 2013). Managers should seek for employees' ideas since they have great ideas on how costs can be reduced and productivity improved. When employees are confident that they will be listened to, that their input will be valued and acted upon, they will be free to share ideas to the advantage of both the employers and employees (Ramesh & Kumar, 2014).

2.4.2 Psychological Empowerment and Job Performance

The psychological viewpoint is motivational and defined as an inner thinking state described by improved motivation and self-efficacy (Thomas & Velthouse, 1990). This is an extension of Conger and Kanungo (1988)'s model which recognized four cognitive mechanisms namely choice, competence, meaningfulness and impact. Empowerment has four sentiments which are meaning (finding one's work to be significant). Choi *et al.*, (2016) suggested the model with self-esteem, information, resources access and being in control dimensions models, competence (expertise and mastery), impact (worth of one's work) and self-determination (independence) (Saif & Saleh, 2013).

Some researchers envisaged empowerment as a function of elements which comprise of authority, decision-making autonomy, resources availability and independence in the work performance philosophies, observed competence that reveals role-understanding, to enable skillful accomplishment of tasks and handling role-related non-routine circumstances. The objective internalization aspect comprising of the revitalizing assets of a well-intentioned cause obtained from the organization's management (Martine, Coun, Robert, Blomme & Jaap, 2021). Psychological empowerment pays attentions to motivation rather than management practices which upsurge employees' levels of authority (Saif & Saleh, 2013). In order to improve employee commitment, minimize stress increase productivity and profitability in the workplace, new ways of building psychological relations with employees are being sought. Employee commitment is said to reflect a psychological effect which describes relations between organizations and their employees and determines their decision to stay or leave their organization (Mukanzi, Gachunga, Ngugi & Kihoro, 2014).

Employers support interventions in empowerment although they have not fully implemented them (Tuuli & Rowlinson, 2007). Psychological empowerment is the mental aspects of practices through which organizations, individuals and societies cultivate consciousness of their surroundings, build social networks and get in charge of their lives (Taktaz *et al.*, 2012). Empowerment has frequently been used and practiced by scholars and politicians as well as various professionals and cultures. When employees increase their self-efficacy in addition to their capabilities, skills, perseverance and willingness to overcome obstacles and to succeed, they feel empowered (Tahiti & Javari, 2011). Choice in psychological empowerment is also known as self-determination. An employee's control of task performance is related to the choice opinion. Choice is associated with reduced isolation at work, higher efficiency level, job satisfaction; increased job involvement increased creativity and reduced stress (Khan *et al.*, 2020).

It is important for employees to recognize opportunities to make choices. Choice is described in three components: the opportunity to choose, how individuals use the opportunity to choose and the ability to obtain desired results from their choices (Abadi & Chegini, 2013). Empowered people easily trust and are optimistic of being treated fairly. They believe that their supervisors will treat them impartially (Taktaz *et al.*, 2012).

Meaningfulness is the belief that one's work is of importance to them and are affectionate for what they do. Meaning is a match between the job requirements, beliefs, values and person's demeanor (Spreitzer & Doneson, 2009). Research has concluded that people who find meaning in their jobs are more involved in the jobs and more committed (Abadi & Chegini, 2013).

Employees get satisfied as long as they consider their work meaningful (Tutar, Nart, Bingöl, 2015). The job is more meaningful if it can improve the lives of other people either emotionally, physically or psychologically (Hadi & Adil, 2010). Empowered employees feel significant and value their activities. Their talents and ambitions are related to their work. They invest their energy on activities where they feel involved, which makes them feel self-important. They experience harmony and significance as a result of their engagement in the activity (Abadi & Chegini, 2013).

Empowered employees do not allow external environment and barriers to affect their activities. Meaningfulness is the ability to make individuals excited and making them feel that they can influence their work effectively. Impact implies the level that one can sway operation and managerial results at work (Abadi & Chegini, 2013). Empowerment practices make employees to have an impact over their place of work, have autonomy and feel more capable. Employers should be cautious because work overload implies that the organization does not value its employees (Kurtessis *et al.*, 2015). Studies indicate that an empowering work environment improves employee performance and job satisfaction. For an individual to believe that he/she has the ability to change their work environment, they need to feel effective in the job (Tutar *et al.*, 2015).

2.4.3 Structural Empowerment and Job Performance

Structural empowerment is referred to as allowing employees have support, opportunities, information and resources for development of an organisation (Kanter, 1977). The structural empowerment perspective is characterised as the empowerment's social-structural components. The structure, organisational culture, information, support and resources access are known as the empowerment components, whereas innovation, upward

influence, managerial effectiveness and self-efficacy are known as the empowerment behavioural effects (Spreitzer & Doneson, 2009).

Structural empowerment comprises of policies, framework and other factors which influence behavior and focus on the contextual circumstances that cause workplace empowerment. Structural empowerment is the process of sharing power and delegation of responsibility in an organizational hierarchy (Spreitzer & Doneson, 2009). The structural perceptions have contributed significantly in developing the empowerment theory. Structural empowerment relies greatly on job characteristics and the research design (Hackman & Oldham, 1976, 1980) and emphasizes on the shift of responsibility and authority to employees from the management. Subsequently, structural empowerment considers organizational conditions and sharing of resources, control, decision making and power (Kanter, 1977).

Access to opportunities such as promotion, training and development is vital to empowerment among others. Empowerment is a process through which power is divulged in order to meet a certain goal and does not mean power itself (Ukil, 2016). Employees require support, prudently being overseen, corrective action offers when necessary and the responsibility to regulate their own activities. Access to information implies availing necessary information to employees to strengthen their awareness and confidence of their organizations' state (Abadi & Chegini, 2013). Employees dislike being the last to know about changes in their organizations. Managers need to communicate appropriately and truthfully to staff concerning their jobs.

Managers must be approachable and ready to receive employees' feedback and give them control of important strategic and financial decisions. With the communication culture, employees become more willing to share their ideas with supervisors, which not only improve work processes, but also workplace morale (Abadi & Chegini, 2013). Appropriate and accurate information are important factors in decision making. Provision of relevant information 'supports employees in making independent decisions. Sharing information is significant in employees' empowerment which enables people to clearly understand the

organisations situation, creates confidence in the organization and eliminates the traditional hierarchy mentality (Hasan, 2020).

There are many factors such as employees working for many hours, employees convincing themselves that their statuses depend on the information and feel insincere that affect the information sharing. These problems can be dealt with by supporting cooperation and collaboration and making them systematic (Hasan, 2020). Information sharing is a significant part of organizational culture in order for employees to be empowered. When an organization shares information with its employees, it grants them a higher degree of empowerment. Sharing information inspires the employees to yearn to perform well in their jobs. Researchers are in agreement that empowered employees are able to deal with workplace exhaustion easily, are highly satisfied, are more efficient and are less susceptible to negative behaviour at work (Namasivayam *et al.*, 2014).

Sharing information enables employees to understand their organization status, break the hierarchical viewpoint, brings trust among employees and elevates employees' responsibility. Other outcomes include improved communication, transparency and clarity of work between employees and their supervisors (Abraiz *et al.*, 2012). The degree to which an employee is provided with psychological, social or material resources constitute access to support. Employees feel accepted and valued when they receive support from peers and the organization. Such support enables employee to have self-determination, feeling of competence and impact due to the availability of guidance, power and resources required to complete tasks and achieve job-related goals. Most often employees attribute inadequate support from their seniors as the reason for their poor performance (Namasivayam *et al.*, 2014).

Organizational support determines the circumstances within which employees carry out their duties. According to past studies, there is a clear indication that managerial support is important. An environment with high management support creates a mutual behaviour as the employees who receive their leaders' support feel indebted to their organizations thus hesitate looking for jobs elsewhere (Mukanzi & Senaji, 2017). Resources include benefits and incentives, given in monetary and non-monetary terms. For empowerment,

performance based resources is the most effective incentive as it appreciates employees for participating and influencing decisions.

Resources are regarded as part of the important factors used to encourage and appreciate employees for their contribution. Rewarding is achieved through recognizing, strengthening personal abilities and offering incentives to employees for participating and making decisions (Kokila, 2016). Empowerment leads to extra responsibilities on employees that can cause frustration. It is important for organisations to offer incentives so as to motivate employees to take the responsibility. An empowering supervisor identifies and resources anticipated actions with praising in public and letters of appreciation (Kokila, 2016).

2.4.4 Relational Empowerment and Job Performance

The relational approach (also referred to as management practice or situational approach) defines how supervisors share authority with their subordinates (Fernandez & Moldogaziev, 2011). While leaders talk about employee empowerment, it is not clear how far, at what time and what to extent leaders are required to foster leadership throughout the organisation. People want the managers to be in the fore front and lead charismatically. If top managers dictate, some employees will be silenced; while some will be frustrated for lack of support if managers don't communicate adequately.

Empowerment succeeds depending on the role of a leader and their ability to get the message under cross-purposes and mixed signals. Supervisors have a duty of bridging divergences in organizational circumstances combined with psychological urge to work. High-performance management practices cause high psychological empowerment given that they affect the four perceptions of psychological empowerment. Control and increased information sharing imply that employees find their work meaningful as they recognize their contribution to the organizational goals. Availability of information enables employees to decide on their own actions, hence improving employees' self-determination (Bhatt, 2017).

Employees embrace decision making more when frequently involved in discussions relating to recent issues. Trust in a leader is an important indicator of empowerment

(Spreitzer & Doneson, 2009). Positive leadership increases employees' perceptions of psychological empowerment. Leaders enable employees to value and find meaning in their work by providing information about strategic and operative organisational goals. Leaders should provide employees with feedback and coach them since constructive feedback and being role models are key sources of information and self-efficacy that improve employees feeling of competence. Relational support comes from supervisors or co-workers and can cushion employees from many negative outcomes (Meyerson & Dewettinck, 2012).

Empowerment involves responsibility, decision making power and delegation from senior managers to other managers in the administrative hierarchy (Badjie, Thoyib, Hadiwidjojo & Rofiq, 2019). Some managers think that they succeed because of their power. Such managers consider sharing power with employees as a threat. Some employees take empowerment to be the power to make unilateral decisions and unrestricted authority leading to failure to collaborate. Some refuse to assume more responsibility and stick to the comfort of being dependent to the seniors. Leadership related factors that undermine empowerment efforts exist including the lack of organizational structure, support and systems. Top management members have a fear normally associated with the fear of losing control by management.

Some managers are uncomfortable with their employees' decisions quality, a fear that can lead managers to offer limited feedback, tell employees what to do and establish boundaries causing employees to be indifferent about their jobs and organisations (Choi *et al.*, 2016). There are assumptions that whoever has power is right, imagination that one person has power to make or break a company, expecting employees to immediately accept the empowerment initiatives, presuming that employees hold the required competencies to play their new roles and being impatient with the process. Critics of the relational approach assert that supervisors fight to accept perceived loss of control instead of attending to the psychological feelings of the workforce which does not consider the employees' view of empowerment (Choi *et al.*, 2016).

Delegation of authority and decision making empowering practices involve delegation of authority to staff with an aim of enabling them to implement decisions without intervention

or supervision (Zhang & Bartol, 2010). Leadership includes provision of settings that enable managers to share power with employees through expression of confidence in employees' capabilities, stating the importance in employee's job, providing more autonomy for decision-making and eliminating performance deterrents (Zhang & Bartol, 2010). Empowering leadership leads to broader motivational effect beyond decision making. The influence may be by inspiring employees to establish their own goals, increasing their confidence and control in their job (Martine, *et al.*, 2021).

Delegation has the benefit of freeing up the supervisor's time and allows them to concentrate on issues like policy making, strategic and long-term planning deducing what is in the public interest, designing how to build future employees' competence and other core functions. Delegation is work-focused and refers to the assignment of tasks. Delegation is not always done well although managers usually lack of courage and knowledge to delegate properly. Proper delegation develops employees' capabilities and increases their effectiveness. It can also be used to demonstrate trust and confidence in employees. Individuals who get timely feedback from their managers are considerably more effective than those who do not. Positive relation between work participation and commitment, efficiency, improved decision making quality, desire for more work, productivity and acceptance of change has been consistently demonstrated in various studies (Hanaysha, 2016).

When delegation is not effectively performed, negative consequences can obstruct empowerment and inhibit work accomplishment. Ineffective delegation may require more time to oversee, correct evaluate and adjudicate differences among employees instead of freeing up time (Kairu & Rotich, 2015). More time may be spent to undertake tasks due to limited experience, expertise and information. Conflict and stress may escalate. Managers may find that the goals pursued by employees are mismatched with the organisational goals and may also lose control of employees. Employees may argue that any decision the manager makes alone is autocratic and unfair thus they expect to participate in all decisions (Kairu & Rotich, 2015).

Adherence to the chain of command is important for empowered delegation. As supervisors delegate more responsibility and authority, employees' accountability, autonomy and task identity increase. Open, timely and consistent feedback should be given to employees so that they are made aware of their performance and expected improvement if any. The relational element zeroes in on alliances, reciprocated support and formation of subgroup. Studies indicate that teamwork improves satisfaction and motivation to put higher efforts at work (Kibara & Kiiru, 2021). It is therefore necessary to develop employees' satisfaction and organizational performance.

A study conducted by Kariuki and Murimi (2015) revealed that decisions were made by the top managers although organisations had highly formalized teams. They argued that in Kenya, employees have little expectation as they have less authority leading to low performance. Under participative leaders, employees are able to discuss and affect the decisions made in their organizations. Empowerment enables employees to make their own decisions, instead of only contributing to their seniors' decisions (de Poel, Stoker & Van, 2014). There is need for managers to establish harmonization structure so that employees' decisions don't affect other employees' work negatively. Some managers hide their professional identity by being in command and are unable to let go of power. Empowered employees have trust in their managers thus becoming extra innovative and creative. Empowerment enables critical thinking, which precedes improved employees' performance (Choi *et al.*, 2016).

Empowered employees generally have more job satisfaction, are effective and committed to their organisations (Orgambídez-Ramos & Borrego-Alés, 2016). Positive feedback motivates employees who then work hard to ensure that customers are happy and satisfied. The employees, customers and managers have a win-win-win situation created as employee performance improves, customers are increasingly satisfied and employees are more motivated. Without customer feedback and interaction, employees lack satisfaction. Employees' knowledge of their customers' expectations results to effective employee performance (Dorio & Shelly, 2011).

Empowered employees should have accountability for outcomes and not blame the top management, other departmental heads, suppliers, or any other person for failing to produce anticipated results. This facilitates them to learn from their faults. Empowerment refers to having authority for decision making and performance, but also to exhibit advanced levels of accountability as well as responsibility (Ukil, 2016). Accountability is the locus of performance, responsibility and authority to decision-making in organizations. Individual and group training sustain teams. An employee has to feel individually accountable for the outcomes of the tasks they do.

Power is proportional to responsibility for employees and for their leaders. Employees are individually responsible for their actions' outcomes and should be allowed to own decision and accept the consequences for their actions. They are quick to act, make decisions freely and work as part of teams. Autonomy enhances employees to be impactful in their work since they make personal choices on how to carry out their tasks. Employees' with greater autonomy have more control over their work, which enhances their feeling of being sufficiently competent for their job (Ramesh & Kumar, 2014).

2.4.5 Team Empowerment and Job Performance

Team empowerment, considered in terms of team learning, knowledge sharing and team creativity, has an impact on employees' productivity. Team empowerment has more influence on performance than individual empowerment especially for interdependent tasks (Zhang & Bartol, 2010; Shah, Khattak, & Shah, 2020). A common responsibility is integrated in organizational empowerment by enabling members to rate their own performance and ensuring they are responsible for organizational successful outcomes. Reallocation of responsibility to subordinates is a serious element to develop successful persons. Members' common and individual actions are likely to be more proactive when they have a shared sense of accountability (Kimolo, 2013).

Although organizations are at diverse levels of employee empowerment, very few have managed to empower them fully. Japan has the best example of empowerment practices with the highly emulated empowerment techniques being the quality circles, teamwork in

giant corporations such as Nissan, Honda, Mitsubishi and Toyota (Robbins, Crino & Fredendall, 2013). Studies on empowerment show that there is a contradiction between what employees want from empowerment initiatives and what managers are prepared to allow. Results from organisations that use team empowerment concept show that vibrant results occur with dedicated and innovative team work. The more the employees became more confident of the team process, the better the performance (Kimolo, 2013; Shah, *et al.*, 2020).

2.4.6 Job Characteristics and Job Performance

Job characteristics are work features, mainly implying the level that work is intended to enhance work motivation and job satisfaction for the holders (Hackman & Oldham, 1974; Hadi & Adil, 2010). The Job Characteristics Model specifies the circumstances under which employees can be internally motivated to effectively perform their jobs. Skill variety means the perceived variance and combination of talents and skills essential for the performance of a job. Skills variety refers to the level to which different activities are required in carrying out a job. This defines the number of talents and skills required in a job, whether the job is monotonous or whether the employee is required to perform different tasks or activities. Skill variety entails employees performing all necessary tasks to complete a job (Hackman & Oldham, 1976). Task identity refers to the requirements of finishing a job with a visible outcome and comprehensive accomplishment, distinct piece of work instead of its pieces. Employees are able to discover more meaning in their jobs when they are involved throughout the entire process and can identify a visible outcome at the completion of the work (Mukul *et al.*, 2014).

Autonomy implies the level to which one's job provides independence, freedom and liberty of choice to the employee in order to decide how the work will be done and scheduled. It is essential in creating a sense of responsibility among the employees. Although employees try to work within the controls of an organization, employees need some freedom to carry out certain tasks without supervision. Autonomy has become very important to people in the workplace (Zaraket, 2018). An employee's self-efficacy in exercising task autonomy contributes their need for independence and the subsequent motivational effect. An

experienced employee is more likely to trust that they are able to effectively take advantage of task autonomy for improving their performance and thus more likely to prefer autonomy. An employee will have less self-efficacy for a new task and is therefore more probable to prefer more guidance and structure as opposed to autonomy (Hadi & Adil, 2010).

2.4.7 Job Performance

Job performance can be examined in a number of ways which include the ability of employees to meet their targets and organizational standards (Abdulwahab, 2016). Employee performance is considered as work achievement by an individual after applying the required effort on a job (Pradhan, & Jena, 2017). It also refers to actual outputs of activities, how an activity is conducted and ability to achieve results. It is the achievement of results while ensuring the provision of needed outcomes for an organisation. An organization has to record high returns and identify performance drivers to be successful.

Performance encompasses the outcome of work attainable by employees in an organization both in groups and individually (Busro, 2018). It relates to the duration of tasks performance compared to targets, work standards, or previously determined criteria. It is the achievement of an employee within a period and planned goals (Bintoro & Daryanto, 2017), performance results from the quality and quantity of work achieved by employees in carrying out their responsibilities (Carvalho, Riana, & Augusto, 2020).

Employee performance refers to results achievable by employees both quantitatively qualitatively (Robbins & Judge 2017). Role that employees play in every organisational activity requires the strategic (Raineri, 2017). It is necessary for organisations to monitor their employee performance, whether they have done their duties and achieved their obligations as expected or not. The major managers' challenge is how to improve employees' performance as it relates to the quality of the work done (Oliveira & Honório, 2020). Factors, such as motivation influence employee performance (Village & Asaari, 2020).

2.5 Critique of the Existing Literature on Employee Empowerment and job Performance

Studies have emphasized on the application of Kanter's structural empowerment theory in the Nursing profession (Kariuki & Murimi, 2015). The present globalization and development have realized the necessity of application of Kanter's theory in other economy sectors, although during the conceptualization of the Kanter's theory, the health practitioners especially nurses were given priority. Structural empowerment characteristics such as access to opportunities, information, resources and support are crucial for the accomplishment of any employee regardless of their profession, area of work or industry. Practical research informs managers of the significance of embracing empowerment, as it is an indicator that managers involve employees and that are appreciative of staff engagement (Sharma & Kirkman, 2015).

Researchers are in agreement that empowerment is important in improving output and organisational growth. Its primary concerns include reduction of borders between employees and managers, participating in decision-making, developing trust and motivation (Meyerson & Dewettinck, 2012; Geelmaale, 2019). Although some researchers have associated empowerment to improved performance, others associate it to negative effects such as burnout and increased costs on organizations (Kariuki & Murimi, 2015). There is evidence signifying that empowerment does not benefit all organizations and empowerment initiatives are not appreciated by all employees (Elnaga & Imran, 2014).

An examination of employee empowerment dimensions and effectiveness of employee empowerment tools on their performance, where t-test and factor analysis were used recognized that open channels of communication and independent decision making significantly affects employee performance (Aryan *et al.*, 2016). This agrees with the finding that structural and psychological empowerments influence employee satisfaction, which then impacts on their performance but are more significant when combined in a study carried out (Al-Ababne, Al-Sabi, Al-Shakhsheer & Masadeh, 2017; Yasothai, 2015). Studies show that employee empowerment relates positively to performance (Fernandez & Moldogaziev, 2010).

2.6 Summary of Reviewed Literature

Scholars concede that empowerment enhances job performance and stimulates employees' loyalty to their jobs as it translates to superior organisational efficiency, creativity, loyalty and effectiveness. Reviewed literature shows that there is improvement in performance experienced in organizations that empower employees and successful organizations are allied to the employment of empowerment programs. Managers need to involve everyone in the organization, be prepared to take risks, offer observable support and implement reward and recognition systems that encourage the anticipated employee behavior for the employees to feel empowered. They must remove barriers between departments, functions, suppliers and customers. Better employee motivation can be achieved by empowering employees, since motivated employees are individually empowered, are able to achieve goals and have inner satisfaction.

Empowerment is hardly defined with clarity and it has constantly been referred to as innovativeness. It is important to empower employees, as they may be frustrated if not allowed to grow or take different roles in their organizations. Real empowerment includes authority to make decision about the content of a job. Some employees view empowerment as a lot of work and therefore an unnecessary effort. Such employees may not want to be empowered and therefore all efforts to empower them will be in futility. Empowerment may be counterproductive to an organization since implementation of empowerment practices involves sharing of authority and autonomy with employees leading to some employees becoming overconfident.

2.7 Research Gap

There has been a performance concern in Kenya and while various interventions have been instituted, little has been done on the empowerment dimensions. Most of the studies conducted on employee empowerment focuses on one or two dimensions of empowerment. This study considers four dimensions to get a holistic view. While Hanaysha (2016), in her study in the higher education context Malaysia, considered effects of employee training, teamwork, organizational commitment and empowerment. She did not consider the relation

between empowerment and performance. The study did not indicate whether improved commitment affects employee performance. Her study also was keen on teamwork thus the individual employees' commitment was not established. Avram and Priescu (2012) considered the empowerment dimensions' impact (access to resources, information, development opportunities and support at workplace) over job commitment, satisfaction, justice and fatigue. This study only considered the structural empowerment dimensions. It did not consider the other dimensions of empowerment which include the psychological, relational and team empowerment.

Miri, Rangriz and Sabzikaran, (2014) in their study conducted in the National Iranian Oil Products Distribution Company considered the organizational structure and empowerment relation taking perceptions and attitudes of employees as the concerns of psychological empowerment. This study did not take into account the meaning, impact, competence and choice which form psychological empowerment. Arathy & Biju (2021) stated that psychological and structural empowerment affected job satisfaction and psychological empowerment partially mediated between structural empowerment and job satisfaction. The study considered only two of empowerment dimensions and did not consider job performance, a gap that this study intends to fill.

Aldaihani, (2019), in her research on the association between employee empowerment and job satisfaction, concluded that different initiatives need to be introduced to identify the obstacles that prevent the implementation of policy and culture of empowerment while focusing on the delegation and responsibility distribution. While these elements are considered in the job characteristics in this study, they were not related to job performance. Altemh, (2021), in his study the degree of psychological and structural empowerment for women academic leaders at the Jordanian universities in light of the glass ceiling methodology, considered the psychological and structural empowerment dimensions. The study did not consider the relational and team empowerment dimensions and did not relate these dimensions to job performance. It was therefore necessary to carry out this research to establish the holistic effect of empowerment to job performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research philosophy, research design, the target population, sampling frame, sample and sampling procedure, research instruments, data collection procedure, pilot test, data collection, analysis method as well as presentation of findings.

3.2 Research Philosophy

This study was based on research philosophy pursued by positivist. Positivism arose as a philosophical model in 19th century after Auguste Comte asserted that only scientific knowledge can reveal the reality thus rejecting metaphysics. Positivism adopted Hume's theory of philosophical ontology focusing on all aspects, mode of existence and connections. It studies features of items as a result of their nature and structure. He established that ontology denotes what is held to be true and that reality is logically interconnected and can be deduced (Hume, 1993).

Positivists believe that realism is constant and observable from an unbiased viewpoint. They argue that a phenomenon can be isolated and observations can be replicated (Creswell, 2006). Positivism adopts a theory of knowledge, Descartes' epistemology, with the belief that reason is the superlative way of creating knowledge. Epistemology indicates the affiliation between the investigator and the truth. While epistemology probes what is known implying having some competence, positivism affirms that one can observe happenings empirically and use logical analysis to explain (Descartes, 1998). This was found appropriate for this study as it is biased towards both quantitative and qualitative study, thus eliminating subjectivity.

3.3 Research Design

Research design is the logical organisation of factors in order to combine economic implication and relevance of research purpose for easy interpretation (Hameed, 2020). It is a way of gathering and organizing data (Jilcha, 2019). Research design directs the research process ranging from the hypotheses formulation and research questions to presentation of the research findings. Research design guides the research process from formulation of the research questions and hypotheses to reporting the findings (Daniel, 2016). The variables, nature of research questions or hypotheses, the sample of respondents, the research background, methods of data collection and analysis determine the selection of a suitable research design.

The study employed cross sectional survey design. Cross-sectional research design considers populations at single points in time and variables are recorded for each member. It depicts a good image of trends (Muli, 2017). It is useful for documenting existing study population characteristics and their view at a given time. Cross-sectional studies can identify potential correlations, and relations between variables. Cross-sectional research designs have no time dimension and they rely on existing differences (Jilcha, K., 2019). The design was preferred as it enabled the researcher to use both qualitative and quantitative data and simplified data collection by using close ended questions, (Yellapu, 2018). These research designs therefore qualify to give the results of this study which strive to find out the influence of empowerment on employee performance.

3.4 Target Population

The target population of this study consisted of all the 2993 teaching and non-teaching staff of the National Polytechnics. Population implies all items in an area of inquiry (Kothari, 2014; Asiamah, Mensah, &Oteng-Abayie, 2017). The staff distribution was as shown in table 3.1:

Table 3.1: Target Population

National polytechnic	Teaching staff	Non- teaching staff	Total number of staff
Eldoret	234	267	501
Kisii	216	103	319
Kabete	255	140	395
KCNP	196	71	267
Kisumu	196	103	299
Kitale	186	86	272
Meru	217	126	343
NEP	23	13	36
Nyeri	194	78	281
Sigalagala	186	94	280
Total	1908	1085	2993

Source: TVETA, 2019

3.5 Sampling Frame

The sampling frame comprised of all the 2993 staff in the ten National Polytechnics in Kenya (TVETA, 2019). This gave every staff in the polytechnics a chance to be selected in the sample thus ensuring a complete, accurate and up-to-date sample frame.

3.6 Sampling Technique and Sample Size

3.6.1 Sampling Technique

The study used disproportionate stratified sampling procedure in each National Polytechnic, categorizing the employees as either teaching or non-teaching staff. The sample selected required to be adequately large to signify the characteristics of the target population and must be governed by the extent of precision and desired confidence to fulfill the representativeness, efficiency, flexibility and reliability requirements (Kothari, 2014, Asiamah, *et al.* 2017). Disproportionate stratified sampling was useful in certifying that selected samples from each group characterized the whole sample selected for the study.

3.6.2 Sample size

The Fisher's formula was used to determine the suitable study's sample size. The researcher assumed 95% desired confidence level, standard normal deviation value of 1.96 and a margin of error of 5% (0.05) which is acceptable.

$$n = \frac{z^2 \cdot P \cdot Q \cdot N}{e^2 (N-1) + z^2 \cdot P \cdot Q}$$

Where:

n = the desired sample size

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

p = the proportion in the target population estimated to have the characteristic being measured (55%).

q = 1-p, the proportion in the target population estimated not to have the characteristic being measured.

e = the level of statistical significance set.

q = 1-0.5 assuming the desired accuracy at 0.05 level.

Z-statistic is 1.96 at this level (Kothari, 2014).

$$\text{Therefore } n = \frac{(1.962) (0.55) (0.45) (2993)}{(0.05)^2 (2992) + (1.962) (0.55) (0.45)}$$

$$= 337 \text{ Employees}$$

Sample sizes of the respondents selected per NP were as shown in table 3.2.

Table 3.2: Sample Size

National Polytechnic	Pop (N _i)	Teaching staff	s _i	Non-teaching staff	s _i	Sample (n _i) Teaching staff	Sample (n _i) Non-teaching staff	Total Sample
Eldoret	501	234	12	267	10	24	70	94
Kisii	319	216	13	103	1	23	1	25
Kabete	395	255	12	140	3	25	10	36
KCNP	267	196	14	71	4	22	8	31
Kisumu	299	196	14	103	1	22	1	24
Kitale	272	186	14	86	2	22	6	27
Meru	343	217	13	126	2	23	5	29
NEP	36	23	41	13	27	8	10	17
Nyeri	281	199	14	82	3	22	7	29
Sigalagala	280	186	14	94	1	22	4	25
Total	2993	1908		1085		214	123	337

3.7 Research Instruments

Data was collected using questionnaires. Questionnaires were preferred because of their flexibility in reaching the respondents. Questionnaires were found efficient in collecting information from a huge sample since respondents answer the same questions (Saunders & Rojon, 2014). The self-completion questionnaires were economical and faster to administer, appropriate to the respondents because they complete the questionnaires at their own convenience provided it is within the time limit agreed with the researcher.

A nominal scale using 5-point Likert scale was used (Kothari, 2014). The questionnaire had semi structured questions which would elicit adequate qualitative and quantitative data. The questionnaire was considered suitable because the questions were uniform for all respondents thus it would be easy to compare the information. The questionnaire had two sections with section one focusing on the demographic information while Section II had three subsections with questions focusing on the independent, dependent and moderating variables.

3.8 Data Collection Procedure

The study employed a drop-and-pick procedure. A permit to conduct research from the National Council of Science and Technology (NCST) was obtained after which research

assistants were recruited, trained and engaged. Since the study used self-administered questionnaires, the researcher and research assistants visited the National Polytechnics, introduced themselves and the purpose of the study after which they distributed the questionnaires to randomly selected respondents. The respondents were requested to self-complete the questionnaires. Anonymity and confidentiality were verbally assured in order to gain the respondents' confidence and minimise errors and biasness. The questionnaires were collected after which coding of the questionnaires was done. The codes were entered and analyzed by use of Statistical Packages for Social Scientists (SPSS) version 22. The demographic characteristics of the respondents were analyzed using descriptive statistics. Statistical tools are used to summarize large volumes of data with very few figures (Asiamah, *et al.* 2017). To test the research hypotheses, both descriptive and inferential statistics were carried out.

3.9 Pilot Test

Various authors suggest that a pilots study is very significant in establishing the reliability and validity of data collection instruments. A pilot study was used to detect any composition or design fault. A pilot test is a small scale version of research whose purpose is to test protocols in the data collection instruments and not to test hypothesis or research questions, in readiness for the actual study (Lowe, N. K. 2019).

Through pilot testing, prospective problems and costly mistakes are noted and rectified. Pilot testing is also used to approximate the time the actual data collection would take. Training of research assistants is enhanced through pilot testing. Wasteful expenses are prevented by reviewing items in the research instruments whose results may not be acceptable (Kombo & Tromp, 2009). Twenty eight questionnaires (8.3% of the sample) were administered to randomly selected employees from Rift Valley Institute of Science and Technology (RVIST). The institute was considered appropriate since its organisational structure, programmes taught, the size of the institution and the nature of work have similarities with the National Polytechnics. For pilot study, 5% to 10% of the target sample is acceptable (Blumberg, Cooper & Schindler, 2011). Statistical selection is not required in

selection of respondents in a pilot test (Nicholas, 2011). Inconsistencies established in the questionnaire were amended.

3.9.1 Validity of the Instruments

Validity implies the instruments accuracy, research procedure and research findings. It is the precision with which results obtained after data is analyzed actually represent the phenomenon of the study (Kombo & Tromp, 2009). In this study, content validity of the data collection instrument was achieved through evaluating the content intended to be measured and subjection of the tool to experts for rational analysis (Kothari, 2014). Specifically, ratters reviewed all the items for legibility, clarity, comprehensiveness and ensured that the elements present would address the study's objectives. The construct validity of the variables was determined using factor analysis. Exploratory factor analysis (EFA) was employed in testing for construct validity and reducing dependency among the variables of the study. Factor loadings should be equal to or greater than 0.7 for exploratory purposes.

3.9.2 Reliability of the Instruments

Reliability addresses the dependability of the measurements of the instruments and in this study, it was ensured by making sure the scores were consistent across variables and eradication of errors made during administration or scoring of the instruments. Data obtained using the instruments should not be subjective or factually flawed. Internal consistency which measures consistency of the instrument and confirms how a set of items measures a characteristic in the test was used to measure reliability of the data (Sabana, 2014). Pre-testing was done to ensure that errors of omission or commission were eradicated and ensured that the questionnaire achieved the study's objectives. SPSS version 22 was used to compute Cronbach's alpha scores in order to check the questionnaire's reliability.

3.10 Data Analysis and Presentation

Qualitative and quantitative analyses were considered in this study. Inferential and descriptive statistics were used in analysing quantitative data. Inferential statistics involved use of correlation and regression analyses. The hypotheses were tested at 0.05 significance level.

3.10.1 Hypothesis Testing Model

To test normality and establish whether there was normal distribution of the data, Kolmogorov-Smirnov and Shapiro-Wilk tests were carried out. A value less than 0.05 indicate normality.

A regression model of the nature $P = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$ was used to model the relationship between employee empowerment and job performance while the job characteristics' moderating effect on the relationship followed a regression model of the nature $P = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 * M + e$

β_i was substituted by $\beta_1, \beta_2, \beta_3$ and β_4 for psychological empowerment, structural empowerment, relational empowerment and team empowerment respectively where, $P =$ Job Performance, $\beta_0 =$ Y intercept term, $\beta_1, \beta_2, \beta_3, \beta_4$ and $\beta_5 =$ Beta coefficients, $X_0 =$ Employee Empowerment, $X_1 =$ (psychological Empowerment), $X_2 =$ (Structural Empowerment, $X_3 =$ (Relational Empowerment) and $X_4 =$ (team empowerment). $X_5 =$ Job Characteristics, $e =$ constant term (disturbance term) and $M =$ job characteristics (Kothari, 2014).

The regression model used in this study assumed that the values of variables were normally distributed, that there was minimum or no correlation in the independent variables and that there was little or no autocorrelation in the data implying that all values in variables were independent.

3.10.2 Statistical Measurement Model

The general multiple regression models for the study were:

Single Variable:

$$P = \beta_0 + \beta_i X_i + e \quad (i=1, 2, 3, 4);$$

$$P = \beta_0 + \beta_i X_i + \beta_m M + e;$$

$$P = \beta_0 + \beta_i X_i + \beta_m M + \beta_{mi} X_i M + e$$

Multiple Variables:

$$P = \beta_0 + \beta_i X_i + e \quad (i=1, 2, 3, 4);$$

$$P = \beta_0 + \beta_i X_i + \beta_m M + e;$$

$$P = \beta_0 + \beta_i X_i + \beta_m M + \beta_{mX} X M + e$$

Where; P = job performance

β_0 = constant

β_i = coefficient of X_i (i=1, 2,3,4)

β = coefficient of X

β_m = coefficient of moderator

β_{im} = coefficient of interaction term

X_1 = psychological empowerment

X_2 = structural empowerment

X_3 = relational empowerment

X_4 = team empowerment

X = employee empowerment

M = job characteristics

$X_i M$ = Product term/ interaction term of the moderating variable with each of the variables (X_1, X_2, X_3, X_4)

e = Error Term

3.10.3 Study Hypothesis

The study hypotheses were analysed and interpreted as indicated in table 3.3.

Table 3.3: Study Hypothesis

Objective	Hypothesis	Type of Analysis	Interpretation
i. To establish the influence of psychological empowerment on job performance in National Polytechnics in Kenya.	H₀₁: Psychological empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Pearson Correlation Linear Regression analysis	If p-value < 0.05, Reject the null hypothesis.
ii. To determine the influence of structural empowerment on job performance in National Polytechnics in Kenya.	H₀₂: Structural empowerment has no significant influence on job performance in the National Polytechnics in Kenya.	Pearson Correlation Linear Regression analysis.	If p-value < 0.05, Reject the null hypothesis.
iii. To find out the influence of relational empowerment on job performance in National Polytechnics in Kenya.	H₀₃: Relational empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Pearson Correlation Linear Regression analysis	If p-value < 0.05, Reject the null hypothesis.
iv. To determine the influence of team empowerment on job performance in National Polytechnics in Kenya.	H₀₄: Team empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Pearson Correlation Linear Regression analysis.	If p-value < 0.05, Reject the null hypothesis.
v. To establish the moderating effect of job characteristics on the relationship between employee empowerment and job performance in National Polytechnics in Kenya.	H₀₅: Job characteristics have no significant moderating effect on the relationship between employee empowerment and job performance in National Polytechnics in Kenya.	Correlation, Moderated Multiple Regression Analysis, F-test, t-test.	If p-value < 0.05, Reject the null hypothesis.

3.11 Research Ethics

Ethics, defined as norms of conduct that distinguish acceptable behavior from unacceptable behaviour, are meant to protecting the subjects in a research. The researcher is obligated to treat information collected in modesty and confidentiality (Rensik, 2011). In this study, the

respondents' consent to participate in the study was sought. No forms of rewards or incentives were given for participating in the research. Anonymity and confidentiality were also assured. The respondents were allowed to withdraw from the research if they were uncomfortable participating.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter provides the results of the data collected using questionnaires. The study employed descriptive and inferential statistics in data analysis. The analysed data included the response rate, demographic information, psychological empowerment, structural empowerment, relational empowerment and team empowerment. Job characteristics and job empowerment were also analysed. Regression analysis was also conducted to check the relation between employee empowerment and job performance and show the nature of relationship between employee performance and the independent variables.

4.2 Response Rate

Data was collected from the National Polytechnics in Kenya. A response rate of 89.6% was realised as 302 were correctly filled and returned out of 337 issued questionnaires. According to Kothari (2014) a response rate of more than 70% is suitable for investigation. Blumberg, *et al* (2011) argued that a response rate of more than 30% of the sample size gives sufficient data for generalizing the characteristics of a research problem derived from a few respondents' opinions in the target population. Bailey (2007) asserted that 75% return rate was satisfactory. Based on these affirmations, the 89.6% response rate was considered satisfactory. This response could have been due to use of self-administered questionnaires. Table 4.1 indicates the response rate.

Table 4.1: Response Rate

Institution	Frequency	Percent
Eldoret	88	29.1
Kisii	22	7.3
Kabete	33	10.9
KCNP	27	8.9
Kisumu	14	4.6
Kitale	27	8.9
Meru	25	8.3
NEP	13	4.3
Nyeri	28	9.3
Sigalagala	25	8.3
Total	302	100.0

4.3 Validity and Reliability Test

4.3.1 Validity Test

Validity implies accuracy of the instruments as indicated by Kombo & Tromp (2009). Validity refers to the degree to which a data collecting instrument measures what it is supposed to measure (Blumberg, *et al*, 2011). Zikmund *et al.*, (2010) described validity as the exactness of data collecting instruments. This was attained by issuing the questionnaire to an evaluation team of human resource professionals who gave their comments on the items on the instruments relevance. The experts were required to check for legibility, clarity, comprehensiveness and whether the items would attain the objectives of the study. Their inputs and suggestions were analyzed and implemented in the instruments.

4.3.2 Reliability Test

Reliability addresses the dependability of the measurements of the instruments. The instruments' reliability ensures consistency in the variables' measurement. Internal consistency reliability, as opined by Zhang, Waszink & Wijngaard (2000) is the most frequently used measure in evaluating abilities of analysis instruments. To ascertain the clarity of the questions and establish whether the questions would measure the expected variables, the researcher conducted a pilot study.

The pilot study targeted 28 respondents, 8.3% of the total respondents sampled. The respondents were required to offer their views on the clarity and the amount of time it would take to fill one questionnaire. A pilot test is an imitation of the actual survey and it enables researchers to check whether the instrument is capable of obtaining the required results (Kombo & Tromp, 2009). It is also described as a trial run, carried out in readiness for a main study (Polit & Beck, 2003). The main purpose of a pilot test is to enable reliability and validity of study instruments to be determined (Blumberg *et al.*, 2011). Research assistants were trained and engaged in obtaining data from the sampled respondents. The questionnaires were then adjusted according to the findings of the pilot.

Cronbach Alpha coefficient was used to test internal consistency reliability for variables' constructs with the aid of SPSS software. A Cronbach Alpha value equal to or greater than 0.70 is considered sufficient (Kombo & Tromp, 2009). The Cronbach's alpha obtained in this study was 0.750, which was considered to be within the acceptable levels of internal consistency. The Cronbach alpha value was greater than 0.7 indicating that the instrument's reliability was adequate for the subsequent stages of analysis.

An aggregation of thirteen (13) items gave a composite variable referred to as psychological empowerment which had a mean of 3.7269 and a standard deviation of 1.0285. Subsequently, thirteen (13) items were aggregated to give a composite variable known as structural empowerment which had a mean of 3.2500 and standard deviation of 1.2946. Further thirteen (13) items were aggregated, resulting to a composite variable referred to as relational empowerment which was found to have a mean of 3.1015 and a standard deviation of 1.1446. Nine (9) items were aggregated to give a composite variable team empowerment with a mean of 3.7922 and a standard deviation of 1.0489. Lastly, seven (7) items were aggregated, resulting to job characteristics whose respective mean and standard deviation were 3.5957 and 1.2957. Table 4.2 shows a summary of the cronbach alpha coefficients for the variables.

Table 4.2: Summary of Cronbach Alpha Coefficients for the Variables, Means and Standard Deviation

Composite (Employee empowerment)	Variable	Cronbach's Alpha	No of items	Mean	Standard Deviation
	Psychological empowerment	0.724	14	3.7269	1.0285
	Structural empowerment	0.722	14	3.2500	1.2946
	Relational empowerment	0.801	13	3.1015	1.1446
	Team empowerment	0.765	9	3.7922	1.0489
	Job Characteristics	0.793	7	3.5957	1.2957

4.4 Respondents Demographic Characteristics

The researcher wished to establish the respondents' demographic characteristics. This included a general analysis on the gender, age bracket, duration one has worked in their institution as well as the respondents' academic qualifications. The demographic characteristics were as follows:

4.4.1 Gender Distribution

The respondents were fairly distributed in terms of gender in the study. The results indicated that 51.03% were male while 49.04% the study participants were female as shown in table 4.3. This portrayed a fair balance of gender thus considered as a good distribution. This balance may be an indicator of success in gender mainstreaming campaigns and efforts in public service. The ratio of male to female in the National Polytechnics met the threshold stipulated by the Kenya constitution (2010) which states that 'not more than two-thirds of employees in public organisations shall be of the same gender'. The researcher found that there was no significant gender biasness in the national polytechnics. Table 4.3 indicates the employees' distribution by gender.

Table 4.3: Employees' Distribution by Gender

Institution	Male (%)	Female (%)
Eldoret	47.68	52.32
Kisii	49.01	50.99
Kabete	48.68	51.32
KCNP	44.37	55.63
Kisumu	28.48	71.52
Kitale	55.63	44.37
Meru	55.96	44.04
NEP	69.21	30.79
Nyeri	47.02	52.98
Sigalagala	71.85	28.15
Total	51.03	48.97

4.4.2 Distribution of the Respondents by Age

Majority of the employees, 66.93% were below 50 years old as 41.75% were between 31 and 40, 25.18% below 30, and 25.18% were between 40 and 50 years old. Only 7.62 % aged between 51 and 60 years and 0.33% were above 60 years old. The national polytechnics therefore can be concluded to have a youthful staff. Only one of the sampled employees was above sixty (60) years of age, an indication that the national polytechnics do not retain their staff after retirement. This enabled the national polytechnics to employ new and younger employees. Table 4.4 illustrates the respondents' age distribution.

Table 4.4: Respondents' Age Distribution

Age bracket	Number	Percentage(%)
Below 30 years	76	25.2
31-40 years	126	41.7
41-50 years	76	25.2
51-60 years	23	7.6
Above 60 years	1	0.3
Total	302	100

4.4.3 Respondents Level of Education

The level of education for the respondents was sought where majority, 35.1% of the respondents indicated that they had at least a diploma while 44.74% held degrees, 14.2%

possessed masters' degree. Only 0.33% held Ph.Ds. Other qualifications, which mainly consisted of middle level college certificates and Kenya Certificate of Secondary Education (KCSE) certificates were held by 5.63%. Kabete National Polytechnic had the highest number of Masters' holders as well as the only PhD respondent captured in this study. This may be explained by the national polytechnic's geographical location which is near the capital city of Kenya and University of Nairobi, which may have enabled the staff to study on part time basis. Eldoret polytechnic had the second highest number of masters' holders, which may also be attributed to the polytechnic's proximity to Moi University. Institutions that were not near universities such as Kitale, Kisumu and NEP did not have any masters' or PhD holders.

The researcher was interested in establishing whether there was any link between employees' level of education and performance in the National Polytechnics. This was done by correlating educational levels of employees with their performance. The respondents' level of education distribution was as shown in Table 4.5.

Table 4.5: Respondents' Level of Education

Level of education	Frequency	Percent
Diploma	106	35.1
Degree	135	44.7
Masters	43	14.2
PhD	1	0.3
Other	17	5.6
Total	302	100

4.4.4 Respondents Working Experience

Considering the period the respondents had been in their institutions, the researcher observed that majority (43.74%) of the respondents had worked for less than five years in their institutions. 34.46% had worked in their institutions between 5-10 years. Only 21.87% had an experience of above 10 years. The Eldoret and Kisumu National polytechnics had the highest number of staff (32.95% and 35.71%) who had worked in the institutions for over 10 years. This fact can be explained by the fact that the two are the oldest National

Polytechnics. The fact that majority of the employees had been in their stations for less than five years indicated that the employee turnover was high. This distribution is as indicated in Table 4.6.

Table 4.6: Respondents Working Experience

	Frequency	Percent	Cumulative Percent
Below 5 years	139	46	46
5-10 years	97	32.1	78.1
Above 10 years	66	21.9	100
Total	302	100	

4.5 Descriptive Analysis of Employee Empowerment

Descriptive statistics allow the research to describe a distribution of the scores of measurements using indices or statistics. The study findings were presented using percentages. The study sought to obtain responses regarding employee empowerment and job performance using a five point likert scale. Respondent were required to state if they strongly agreed, agreed, were not sure, disagreed or strongly disagreed with the provided statements. The responses for the four dimensions were as follows:

4.5.1 Psychological Empowerment and Job Performance

Respondents' opinions were sought on whether their skills and abilities contributed to their job performance, 12.91% of the respondents strongly agreed, 40.73% agreed, 14.57% disagreed, 11.92% strongly disagreed while 19.87% of the respondents were not sure. Majority of the respondents, 81.79% agreed that knowing what was expected of them in their jobs determined the level of their performance. 80.46% indicated that they could skillfully perform the task and undertakings required in their jobs.

The NP employees were confident of their ability to do their work as 14.24% disagreed and 56.62% strongly disagreed with the statement that they were not confident of their ability to do their jobs. While 55.97% agreed to have freedom in performance of their work, 21.52%

were not sure whether they had it or not. Majority of the respondents, 81.79% felt that they had substantial freedom of doing their jobs. Most of the respondents, 83.12% found a lot of meaning in their job activities. For most of the employees, the objectives of the tasks assigned to them were compatible with their value systems. While only 11.59% felt that they acted on behalf and for the greater good of their institutions, 13.58% were not sure. However, 74.84% agreed to have been acting on behalf and for the greater good of their institutions.

On whether they were guided by their own standards and ideas in achieving their organizations' goals, 39.74% and 17.55% agreed and strongly agreed respectively while 14.9% of the respondents were not sure. On whether employees impacted largely on what happened in their institution and whether their contribution in their organisations energized them to give their best respectively, 17.22% and 12.58% were not sure. Slightly more than half of the respondents, 51.98%, felt that they did not influence their institutions' operating outcomes and achievements. The items had their means ranging between 2.07 and 4.1 while the standard deviation ranged between 0.87 and 1.28. Table 4.7 indicates the responses on influence of psychological empowerment on job performance.

Table 4.7: Influence of Psychological Empowerment on Job Performance

S/No	Item	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std Dev.
a.	My skills and abilities contribute to my job performance.	12.91	40.73	19.87	14.57	11.92	3.28	1.21
b.	Knowing what is expected of me in my job determines the level of my performance	27.15	54.64	9.93	6.95	1.32	3.99	0.88
c.	I am always able to perform the task and activities related to my job skillfully	24.17	56.29	12.25	5.3	1.99	3.95	0.87
d.	I am not confident of my ability to do my job.	11.59	11.26	6.29	14.24	56.62	2.07	1.46
e.	I have the freedom to decide how I perform my work.	16.23	39.74	21.52	14.24	8.28	3.41	1.16
f.	I don't have substantial freedom of doing my job.	27.15	54.64	9.93	6.95	1.32	3.99	0.88
g.	I control the quantity of effort to put in my job	24.17	56.29	12.25	5.3	1.99	3.95	0.87
h.	I find a lot of meaning in my job activities	25.17	57.95	6.95	8.94	0.99	3.97	0.88
i.	The objective of the tasks assigned to me in my organization is compatible with my value systems	35.1	50	6.62	5.96	2.32	4.1	0.93
j.	I feel that I act on behalf and for the greater good in my organization	23.18	51.66	13.58	8.94	2.65	3.84	0.97
k.	I am guided by my own standards and ideas in achieving my organization's goals.	17.55	39.74	14.9	20.86	6.95	3.4	1.2
l.	I impact largely on what happens in my institution.	19.54	37.09	17.22	14.24	11.92	3.38	1.28
m.	My contribution in my organisation energises me to give my best	31.79	43.38	12.58	6.95	5.3	3.89	1.09
n.	I am not able to influence my institution's operating outcomes and achievement	12.58	39.4	22.19	17.22	8.61	3.3	1.15

n = 302, (SA=Strongly Agree, A=Agree, NS = Not Sure, D=Disagree, SD= Strongly Disagree)

Cronbach Alpha=0.77 with 13 items when item d is dropped.

4.5.2 Structural Empowerment and Job Performance

On whether the respondents had access to opportunities for advancement of their job, 20.86% strongly agreed and 34.77% agreed. Marginally more than half of the respondents, 50.99% felt that their institutions provided emotional support through listening to employees and minding their work-life requirements while 15.89% disagreed, indicating that their institutions do not provide emotional support by listening to employees and minding the demands of their work-life. Only 42.06% agreed with the statement that supervisors do not regularly react to employee's work-life demands in their institutions while 10.26% and 29.47% strongly disagreed and disagreed respectively.

Majority of the respondents, 41.39% and 24.5% strongly agreed and agreed respectively that their jobs offer them opportunity to participate in interesting, challenging tasks with more responsibilities. While 32.79% agreed, 47.02% did not agree with the statement that the employees were not provided with vital information to enable them make decisions and 20.2% were not sure. On whether the communication channels in institution were open, 36.42% agreed 23.51% disagreed and 27.81% strongly disagreed. On the statement 'information available to employees was relevant and crucial for attaining the institutional goals and objectives' 40.07% and 25.5% agreed and strongly agreed respectively. On whether institutions provided enough time to accomplish tasks, 51.65% strongly agreed. Employees have the ability to determine the materials needed to complete tasks as indicated by 64.57% of the respondents. Majority, 41.72%, agreed and 33.44% strongly agreed that their supervisors accord them necessary support to perform their duties. Most of the respondents, 68.22% agreed that employees access resources, help and support when needed.

On whether the resources offered by their institutions increased their work effort and output, 46.69% agreed 36.42% disagreed and 16.89% were not sure. Close to a half of the respondents, 46.69%, disagreed that employees were compensated for increasing their skills and knowledge compared to 33.77% that agreed. On whether employee reward

management system was transparent to employees 22.52% strongly disagreed and 23.18% disagreed. The means of the items ranged between 2.64 and 3.87 while the standard deviations were between 1.2 and 1.38. Table 4.8 shows a detailed distribution of the responses on influence of structural empowerment on job performance.

Table 4.8: Influence of Structural Empowerment on Job Performance

S/No	Item	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std Dev.
a.	I have access to opportunities for advancement of my job	20.86	34.77	20.2	14.9	9.27	3.43	1.23
b.	My institution provides emotional support by listening to employees and minding their work-life demands	18.87	32.12	22.52	13.91	12.58	3.31	1.28
c.	Supervisors do not react to employee's work-life demands on a regular basis in my institution	13.25	28.81	18.21	29.47	10.26	3.05	1.24
d.	My job offers me opportunity to participate in interesting, challenging tasks with more responsibilities	24.5	41.39	14.9	11.26	7.95	3.63	1.2
e.	Employees are not provided with vital information to enable them to make decisions.	13.25	19.54	20.2	30.13	16.89	2.82	1.29
f.	communication Channels in my institution are open	23.51	36.42	12.25	18.87	8.94	3.47	1.28
g.	Information available to the employees is relevant and crucial for attaining the institutional goals and objectives.	25.5	40.07	16.89	10.93	6.62	3.67	1.16
h.	My institution does not provide enough time to accomplish tasks.	10.6	18.87	18.87	27.15	24.5	2.64	1.32

i. Employees have the ability to determine the materials needed to complete tasks.	22.52	42.05	15.56	14.24	5.63	3.62	1.15
j. My supervisor accords me the necessary support to perform my duties.	33.44	41.72	10.26	7.95	6.62	3.87	1.16
k. Employees access resources, help and support when needed.	25.5	42.72	10.93	14.24	6.62	3.66	1.19
l. The resources I get from my institution increase my work effort and output	20.2	26.49	16.89	20.53	15.89	3.15	1.38
m. Employees are compensated for increasing their skills and knowledge	12.91	20.86	19.54	22.19	24.5	2.75	1.37
n. The employee reward management system is transparent to employees	12.58	21.85	19.54	23.18	22.52	2.85	1.74

n = 302, (SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree)

Cronbach Alpha = 0.76 with 13 items when item h is dropped.

4.5.3 Relational Empowerment and Job Performance

In pursuit of establishing the influence of relational employee empowerment on job performance in National Polytechnics in Kenya, the respondents' opinions were as follows. Employees were allowed to try new and different ways to solve problems as confirmed by 56.63% that agreed although 17.22% were not sure. On whether employees were required to follow orders given by their seniors in organizations, 31.79% strongly disagreed and 43.38% disagreed. While 53.64% agreed that employees were engaged in decision making in institution, 61.59% of the respondents agreed to have independence to organise how to do their jobs.

Employees have clearly defined, frequently articulated roles and responsibilities of what was expected of them at work as indicated by 54.64% who agreed and 27.15% who strongly agreed. The staff agreed that their co-workers provided helpful hints or problem solving advice with 56.29% agreeing and 24.17% strongly agreeing. They also agreed that their co-workers valued their colleagues' contribution and cared about their well-being as indicated by the 57.95% who agreed and 25.17% agreed strongly. Only 11.59% and 10.93% were not sure whether their co-workers had the commitment to perform quality work and whether they were satisfied with the team work in their departments. Half of the respondents agreed and 35.1% strongly agreed that their performance was enhanced when they worked in a team. Majority of the respondents, 74.84% received guidance and feedback from their peers, juniors and seniors. Employees were uncertain on the statement that their institution's work environment acknowledged employees' achievements and success. Majority, a percentage of 39.74%, were not sure. Slightly less than half of the respondents, 48.01%, agreed that managers provided frequent feedback to employees for reward improvement purposes. Table 4.9 indicates the responses on the effect of relational empowerment on employee performance.

Table 4.9: Effect of Relational Empowerment on Employee Performance

S/ No	Item	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std Dev.
a.	Employees are allowed to try new and different ways solve problems.	19.54	37.09	17.22	14.24	11.92	3.38	1.28
b.	In my organization, employees are required to follow orders given by their seniors	31.79	43.38	12.58	6.95	5.3	3.89	1.09
c.	I have independence to organise how to do my job.	12.58	39.4	22.19	17.22	8.61	3.3	1.15
d.	Employees participate in decision making in my institution.	12.91	40.73	19.87	14.57	11.92	3.28	1.21
e.	I have clearly defined and frequently articulated roles, responsibilities of	27.15	54.64	9.93	6.95	1.32	3.99	0.88

	what is expected of me at work							
f.	My co-workers provide helpful hints or problem solving advice	24.17	56.29	12.25	5.3	1.99	3.95	0.87
g.	My co-workers value other employees' contribution and care about their well-being.	25.17	57.95	6.95	8.94	0.99	3.97	0.88
h.	My co-workers have the commitment to perform quality work	30.79	50	11.59	6.29	1.32	4.03	0.89
i.	I am satisfied with the team work in my department.	32.45	50.66	10.93	3.97	1.99	4.08	0.88
j.	My performance is enhanced when I work in a team.	35.1	50	6.62	5.96	2.32	4.1	0.93
k.	I receive guidance and feedback from my peers, juniors and seniors	23.18	51.66	13.58	8.94	2.65	3.84	0.97
l.	My institution's work environment acknowledges employees achievements and success.	20.86	17.55	39.74	14.9	20.86	3.4	1.2
m.	Managers provide frequent feedback to employees for reward/improvement purposes.	14.9	33.11	16.56	22.85	12.58	3.15	1.28

n = 302, (SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree)

Cronbach Alpha = 0.80 with 13 items.

4.5.4 Team Empowerment and Job Performance

Asked to respond on whether there was encouragement of employees to be creative and innovative in their tasks, 45.03% agreed while 30.13% strongly agreed. Training enhances team's work performance and enables the team to meet its set targets as indicated by

84.44%. Most of the respondents, 72.84%, felt that they consistently produced strong and measurable results. Majority did not agree with the statement that their supervisors did not encourage employees to work in groups as 31.79% disagreed strongly and 27.81% disagreed.

Team members worked together in resolving issues according to 72.52% of the respondents. Team members gave and sought feedback to and from their teammates as confirmed by 74.17% of the respondents. Over 80% confirmed that their teams performed better when each member shared their knowledge. It was evident that management boards encouraged employees to develop creativity and innovative ideas going by the responses as 50% agreed and 33.11% strongly agreed with the statement. Asked whether supervisors encouraged employees in suggesting and trying new methods of working, 45.36% agreed, 20.86% agreed strongly and 13.58% were not sure. Only 51.99% of the respondents agreed that they relied on their relationship with their teammates in job performance. The descriptive data revealed that the items had their means ranging between 2.7 and 4.09 while the standard deviations ranged between 0.86 and 1.36. Table 4.10 gives a breakdown of the responses on the effect of team empowerment on job performance.

Table 4.10: Effect of Team Empowerment on Job Performance

S/ No	Item	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std Dev.
a	Employees are encouraged to be creative and innovative in their tasks	30.13	45.03	12.25	7.95	4.64	3.88	1.07
t	Training enhances my team's work performance and enables the team to meet its set targets	32.78	51.66	8.61	5.96	0.99	4.09	0.86
c	We consistently produce strong and measurable results.	24.83	48.01	12.58	8.61	5.96	3.77	1.1
c	My supervisors do not encourage employees to work in groups	9.6	18.87	11.92	27.81	31.79	2.47	1.36
e	Team members work together in resolving issues	20.53	51.99	12.25	11.26	3.97	3.74	1.03
f	Team members give and seek feedback to their teammates	20.86	53.31	14.57	8.28	2.98	3.81	0.96
g	My team performs better when each member shares their knowledge	33.11	50	10.26	4.3	2.32	4.07	0.9
t	Management encourages employees to develop creativity and innovative ideas	29.47	47.02	13.58	4.3	5.63	3.9	1.05
i	The supervisors encourage employees to suggest and try new methods of doing things	20.86	45.36	13.58	12.91	7.28	3.6	1.17
j	I rely on my relationship with my teammates to perform my job	19.21	32.78	15.23	21.85	10.93	3.27	1.3

n = 302, (SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree)

Cronbach Alpha = 0.76 with 9 items when item d is dropped.

4.5.5 Job characteristics

On whether the variety of tasks in their jobs encouraged them to perform their duties, 30.46% agreed and 33.44% respondents agreed and agreed strongly respectively. Employees' skills enable them to accomplish a wide range of tasks within their jobs as

64.9% agreed while 27.82% disagreed. Employees' variety of tasks in their jobs derailed their work performance as indicated by 48.67% of the respondents who disagreed as opposed to the 36.1% that agreed while 15.23% were not sure. Majority, 46.03% respondents indicated that their jobs did not have obvious beginnings or ends, while 41.06% believed that their jobs had obvious beginnings and ends. Over 60% of the respondents indicated that they were encouraged to work more by being able to finish their tasks.

Employees could complete a piece of work without despairing as indicated by 37.42% who agreed and 25.83% that strongly agreed. Most of the employees had the freedom of making decisions in their jobs as indicated by 64.57% of the respondents. Most jobs required staff to perform a variety of tasks as indicated by the 42.05% who agreed and 26.16% who strongly agreed. Over half of the respondents, 65.56%, felt that the results of their work would significantly affect other people's lives while 26.5% did not agree with this assertion. The descriptive data revealed that the items had their means ranging between 2.82 and 3.66 and standard deviations between 1.15 and 1.48. Table 4.11 gives the responses on the moderating effect of job characteristics on the relationship of employee empowerment and employee performance.

Table 4.11: The Moderating Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance in National Polytechnics in Kenya

S/ No	Item	SA	A	NS	D	SD	Mean	Std Dev.
a.	The variety of tasks in my job encourage me to perform my duties	33.44	30.46	9.27	16.56	10.26	3.6	1.36
b.	My skills enable me to accomplish a wide range of tasks within my job.	10.6	17.22	7.28	25.5	39.4	3.66	1.41
c.	The variety of tasks in my job derail my work performance	13.91	22.19	15.23	29.8	18.87	2.82	1.34
d.	My job tasks do not have obvious beginnings or ends	14.24	26.82	12.91	25.83	20.2	2.89	1.38
e.	I am encouraged to work more when I am able to finish my tasks	28.15	33.77	6.29	21.52	10.26	3.48	1.37
f.	I can do an entire piece of work from the beginning to the end without despairing	6.29	18.21	12.25	37.42	25.83	3.58	1.23
g.	My job gives me the ability to make decisions	23.18	41.39	15.23	14.9	5.3	3.62	1.15
h.	My job requires the performance of a wide range of tasks	26.16	42.05	9.93	17.22	4.64	3.68	1.17
i.	The results of my work are likely to significantly affect the lives of other people	29.14	36.42	7.95	13.25	13.25	3.55	1.38

n = 302, (SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree)

Cronbach Alpha = 0.70 with 8 items when item c is dropped.

4.5.6 Job Performance

On whether the employees were comfortable and motivated to perform their duties, majority felt that they were as 39.1 and 32.8 agreed and strongly agreed respectively. Over 80% indicated that their task performance improves while working under minimal supervision. Majority, 83.2% of the respondents indicated that they would go an extra in their performance. Most staff desired to improve my performance as indicated by the 81.8% of the respondents. 9.9% were neutral in this indicator while 8.3% indicated that they did not desire to improve. Consulting with supervisors and co-workers leads to high task performance as shown by 56.3% and 24.2%. That agreed and strongly agreed. Most of the employees, 83.1% preferred to work for extra hours to complete their tasks, an indicator that they were not able to complete their tasks in the available timeframe. The data revealed that the items had their means ranging between 3.8212 and 4.0762 and standard deviations between 0.67 and 1.17. Table 4.12 gives the responses on job performance.

Table 4.12: Job Performance in National Polytechnics in Kenya

S/ No	Item	SA %	A %	NS %	D %	SD %	Mean	Std Dev.
	I rate the quality and quantity of my work as satisfactory	32.8	39.1	11.6	10.6	6	3.8212	1.17327
	I adequately complete my assignments using the available resources	30.8	50	11.6	6.3	1.3	4.0265	0.89255
	I don't exceed my performance targets always	2	4	10.9	50.7	32.5	4.0762	0.87651
	I am clear about my duties and responsibilities	27.2	54.6	9.9	7	1.3	3.9934	0.87791
	I attempt to solve problems before escalating them to my supervisors	24.2	56.3	12.3	5.3	2	3.9536	0.86909
	I don't require supervision while performing my duties	25.2	57.9	7	8.9	1	3.9735	0.87753

On how employees rated the quality and quantity of their work as satisfactory, 191 (63.2%) of the respondents agreed while 111(36.8%) of the respondents did not agree. Majority of

the staff (80%) indicated that they adequately complete their assignments using the available resources. 83.2% did not agree with the statement that they do not exceed their performance targets always, indicating that they always achieved their targets. 81.8% of the respondents were clear of their duties and responsibilities while 8.3% were not. 80.5% of the respondents indicated that they attempt to solve problems before escalating them to their supervisors. On whether the employees required supervision while performing my duties, 83.1% did not require while only 9.9% required supervision.

4.5.7 Empowerment measures practiced at the National Polytechnics in Kenya

The employees who indicated that their performance was affected by empowerment measures employed (51%) male and (49%) female. Majority of the respondents who felt that their performance was influenced by empowerment strategies practiced in their organisations were above 30 years of age (71%) and had their highest levels of education as degrees and above (86%). The number of years staff had stayed in their stations did not seem to contribute to their opinion as the respondents who agreed to this were evenly distributed in terms of work experience. The employees were of the opinion that the following empowerment interventions influenced their performance as given in Table 4.16, in the given order of priority. From the findings, more non-teaching staff needed the indicated interventions than the teaching staff.

Table 4.13: Empowerment measures practiced at the National Polytechnics in Kenya

Item	Frequency					
	Teaching staff			Non-teaching staff		
	Male	Female	Total	Male	Female	Total
Motivation	3	7	10	17	14	31
Availing resources in good time	8	9	17	22	21	43
Freedom / involvement in decision making	2	0	2	8	6	14
recognition / appreciation of performance by supervisors	5	7	12	11	7	18
Seminars and workshops	3	6	9	4	2	6
Training	2	1	3	4	6	10
Having sizeable classes	8	8	16	0	0	0
Improved rewards	2	1	3	1	1	2
Team building / team work	1	2	3	3	5	8
Job rotation and enlargement	0	0	0	4	11	15
Promotion	1	0	1	1	0	1

4.5.8 Empowerment Interventions That Would Improve Job Performance in National Polytechnics

Employees in the national polytechnics felt that the following interventions would improve their performance as given by the indicated number of respondents.

Table 4.14: Empowerment Interventions That Would Improve Job Performance in National Polytechnics in Kenya

	Intervention					
	Teaching staff			Non-Teaching staff		
	Male	Female	Total	Male	Female	Total
Motivation	31	22	53	26	21	47
Reward performing staff	13	10	23	37	33	70
Training	11	13	24	10	19	29
Refresher courses, seminars and workshops	18	13	31	9	7	16
Team building / teamwork	4	8	12	8	13	21
Freedom / Involvement in decision making	3	0	3	12	8	20
Promotion	8	7	15	9	4	13
Benchmarking / interaction with industries	0	0	0	6	10	16
Clear reward system	4	3	7	13	9	22
Better remuneration	4	2	6	5	1	6
Targeting better form 4 grades	0	0	0	0	1	1
Reduced workload	0	0	0	6	5	11

4.5.9 Cross tabulation of Job Empowerment and Gender

Cross tabulation was conducted in comparison of job performance and gender. One hundred and eleven (111) male and one hundred and sixteen (116) female employees agreed that their performance is affected by the empowerment measures employed in their institutions. A total of sixty five (65) employees did not think that these measures affected their performance as indicated in Table 4.15.

Table 4.15: Cross tabulation of Gender and Job Performance

Gender	My performance is affected by the empowerment measures employed in my institution		
	No	Yes	Total
Male	33	111	154
Female	32	116	148
Total	65	227	302

Further, cross-tabulation of job performance and category of staff was conducted thus enabling the researcher to compare responses on job performance. Majority teaching staff (77.3%) and not-teaching staff (81%) felt that their performance was affected by the empowerment interventions employed by their organisations as shown in Table 4.16. The number of female staff that suggested adoption of the strategies was higher than that of the male staff. This indicated that more female staff felt that their performances need to be improved as opposed to the male staff.

Table 4.16: Cross tabulation of Category of staff and Job Performance

Staff category	Measures that can be undertaken to improve performance		Total
	No	Yes	
Teaching	22.7%	77.3%	100%
Non-teaching	19%	81%	100%

4.6. Inferential Statistics

The study sought to establish the relationship between psychological empowerment, structural empowerment, relational empowerment and team empowerment and job performance after the descriptive statistical analysis. Determination of the bivariate nature of the independent and dependent variables was found to be necessary. Correlation analysis was used to consider the weight and direction of the relation among the variables. Linear regression analysis was applied to determine the relation's nature. Inferential statistics were applied to test the hypothesis and determine whether to reject or fail to reject the null hypothesis (H_0) at 5% level of significance, if p-value was < 0.05 , the null hypothesis was rejected.

4.6.1 Normality Test

Parametric tests which included correlation, t-tests, regression and analysis of variance are founded on the assumption that the data was normally distributed (Ghasemi & Zahediasl, 2012). For the tests to be reliable, the data does not have to be perfectly normally distributed. Elliot & Woodward (2007) agreed that parametric procedures could be used

even when the data is not perfectly normally distributed. Kolmogorov-Smirnov and Shapiro-Wilk tests were used for testing the normality assumption. Kolmogorov-Smirnov (K-S) test is the most popular test for normality (Ghasemi & Zahediasl, 2012). He also recommends that normality be assessed both visually and through normality testing. The Shapiro-Wilk test is highly recommended. Regression can only be estimated accurately by meeting the basic assumptions of multiple regressions.

The test is considered non-significance if ($p > 0.05$). This means that the distribution of the sample has no significant difference with a normal distribution, implying that it could be compared to a normal distribution. However, if, the test is significant, ($p < 0.05$) the distribution is significantly different from a normal distribution thus it is non-normal (Field, 2009). The results are as indicated in Table 4.17.

Table 4.17: Normality Tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Job performance	.091	294	.000	.979	294	.000
Psychological empowerment	.059	294	.015	.992	294	.092
Structural Empowerment	.068	294	.002	.987	294	.008
Relational Empowerment	.059	294	.017	.990	294	.038
Team Empowerment	.078	294	.000	.980	294	.000
Job Characteristics	.143	294	.000	.944	294	.000

Using Shapiro-Wilk normality tests as recommended by Ghasemi & Zahediasl, (2012), structural empowerment (X_2), relational empowerment (X_3), team empowerment (X_4), job characteristics and job performance (P) had p-values less than 0.05 while psychological empowerment (X_1) had its p-value greater than 0.05. Job Characteristics (M), had a p-value less than 0.05. If ($p < 0.05$), the data is non - significant and if ($p > 0.05$), the data is then significantly different from normal distribution, (not normally distributed). The study, consequently, rejected the corresponding null hypotheses (H_{02} , H_{03} , H_{04} and H_{05}) respectively and concluded that the data for the variables did not have a normal distribution except H_{01} , whose data was found to be normally distributed. Parametric procedures can be

used even when the data is not normally distributed (Pallant, 2007; Elliot & Woodward, 2007). To test the level of departure from normality, Q-Q Plots were done and the results shown in figures 4.1, 4.2, 4.3, 4.4 and 4.5.

4.6.1 (a) Normal Q-Q Plot of Psychological Empowerment

Psychological empowerment was normally distributed as can be seen from the line of fit as depicted in figure 4.1. The data could therefore be used in a regression analysis.

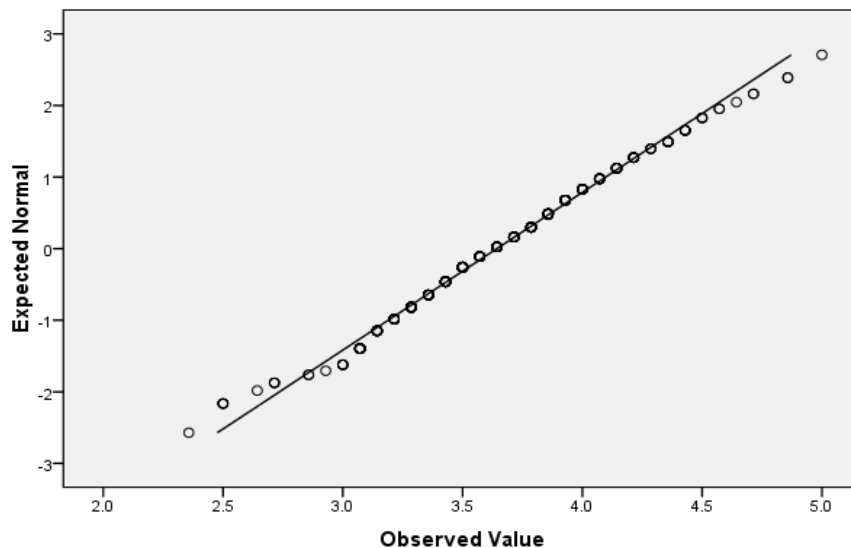


Figure 4.1: Normal Q-Q plot of psychological empowerment

4.6.1 (b) Normal Q-Q Plot of Structural Empowerment

The Q-Q plot on figure 4.2 indicates that the structural empowerment departure from normality was spread closely to the normal line implying that the data was appropriate for conducting regression analysis

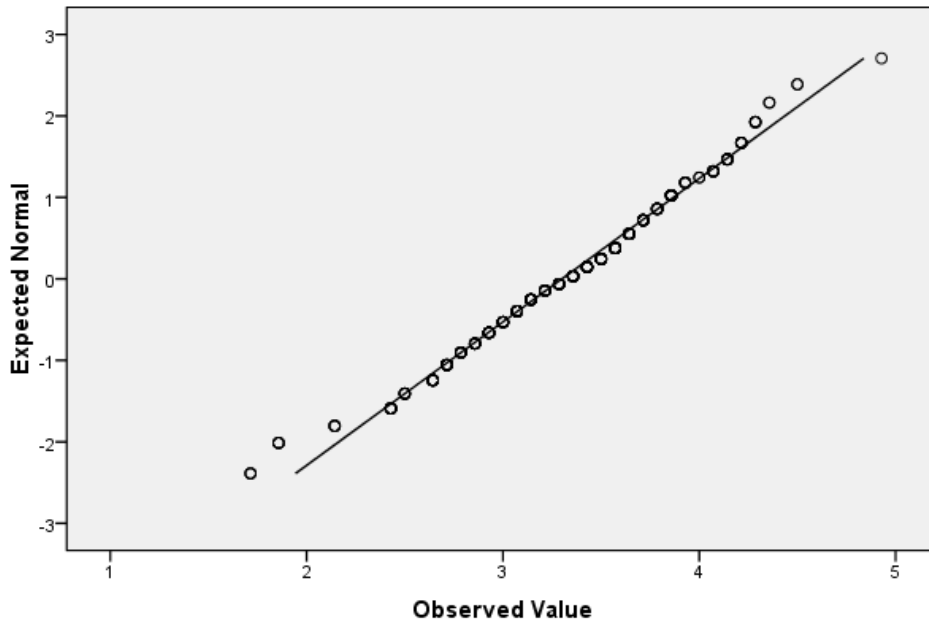


Figure 4.2: Normal Q-Q plot of structural empowerment

4.6.1 (c) Normal Q-Q Plot of Relational Empowerment

There was minimal deviation of relational empowerment from normality as seen from the approximation to the line of fit. This indicates that the data was close to normal distribution and could consequently be used for regression analysis. This can be depicted in figure 4.3.

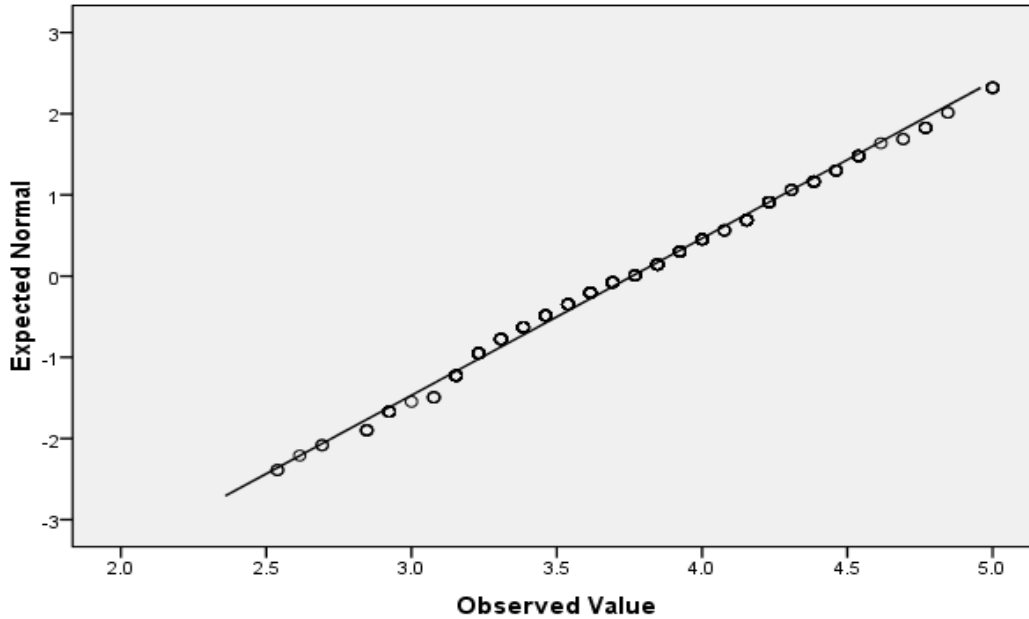


Figure 4.3: Normal Q-Q Plot of relational empowerment

4.6.1 (d) Normal Q-Q Plot of Team Empowerment

There was little team empowerment's departure from normality as observed in the approximation to the line of fit. This shows that the data was close to normal distribution and could thus be used in a regression analysis. This was as depicted in figure 4.4.

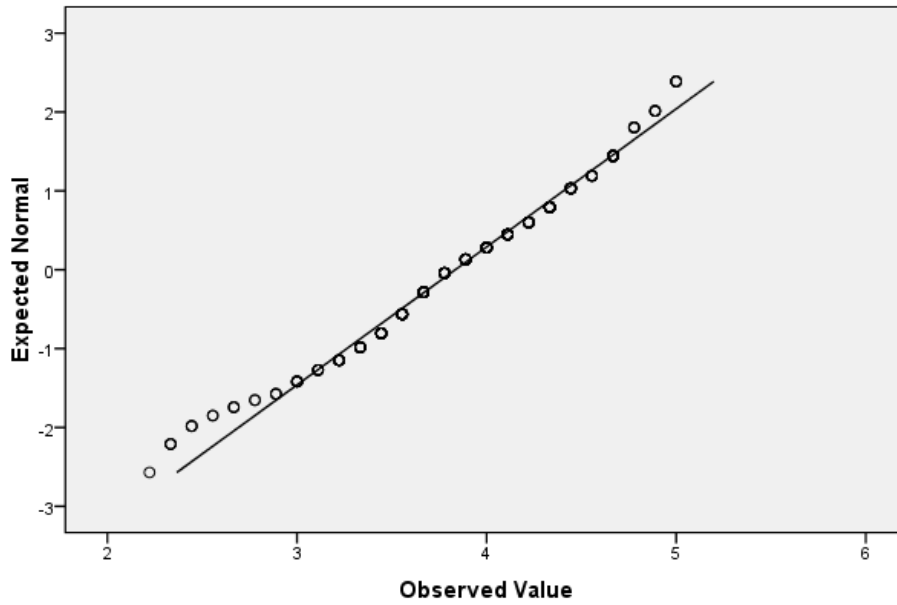


Figure 4.4: Normal Q-Q plot of team empowerment

4.6.1 (e) Normal Q-Q Plot of Job Characteristics

Job Characteristics departure from normality was not great as can be seen from the approximation to the line of fit. This shows that the data could be used in a regression analysis since it was near a normal distribution. This is as depicted in figure 4.5.

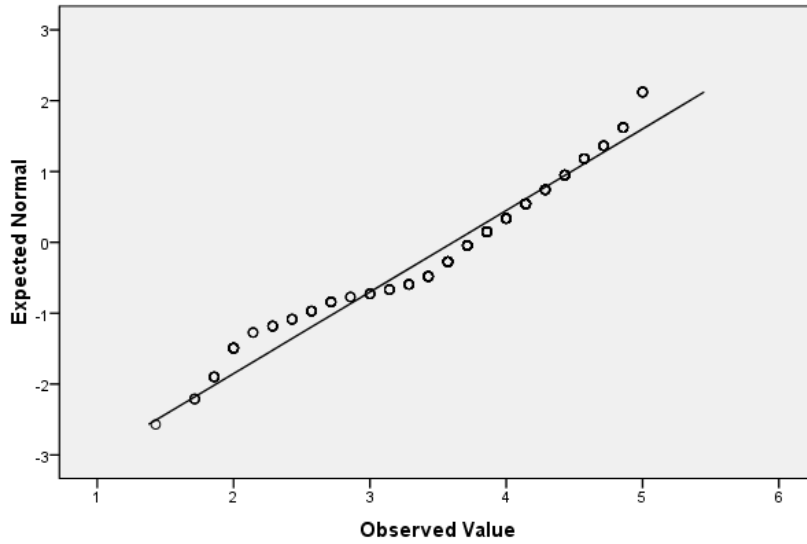


Figure 4.5: Normal Q-Q plot of job characteristics

4.6.1 (f) Normal Q-Q Plot of Job Performance

The Job performance's departure from normality was minimal as can be seen from the approximation to the line of fit. This shows that the data could be used in a regression analysis given that it was near a normal distribution. This is as depicted in figure 4.6.

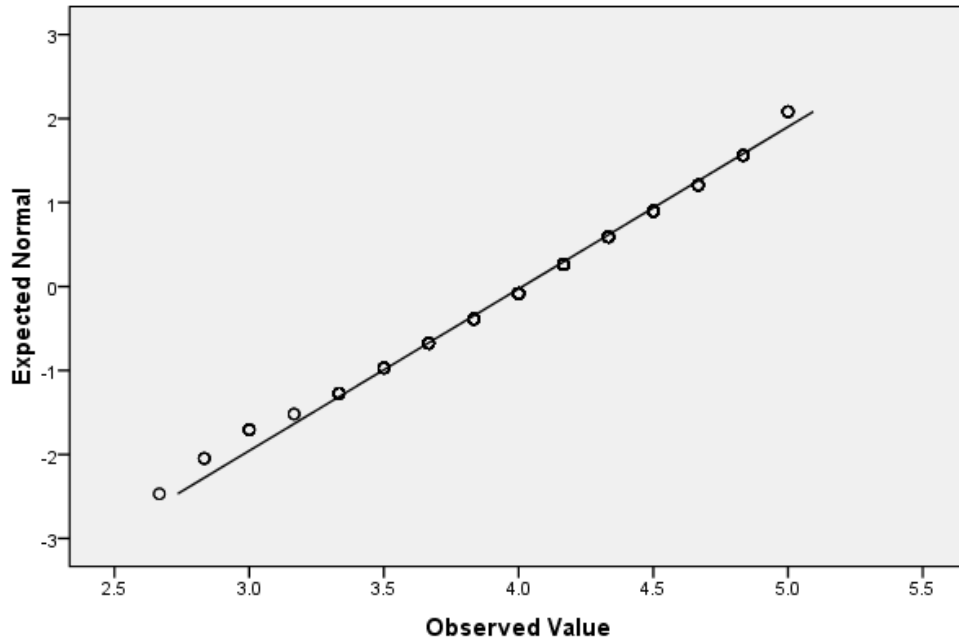


Figure 4.6: Normal Q-Q plot of job performance

4.6.1 (g) Factor Analysis

This study applied confirmatory factor analysis (CFA) to explain the pattern within a set of the variables observed. CFA helps in identification of variables that explain best the variance observed in every variable (Cooper et al, 2008). The CFA loading factor applied was 0.760 which meets Zikmund (2010)’s recommendations. All variables tested accounted for more than 80% of the variance. After extraction, all the variables accounted for a bigger percentage of the variance as indicated in Table 4.18.

Table 4.18: Factor Analysis

	Initial	Extracted
Psychological empowerment	1.000	.931
Structural empowerment	1.000	.943
Relational empowerment	1.000	.962
Team empowerment	1.000	.915
Job characteristics	1.000	.922

Factor analysis, a statistical method used to find a small set of unobserved variables, accounts for variance among a large set of variables observed while confirmatory factor analysis (CFA) is hypothesis or theory driven. Using CFA, substantively meaningful constraints can be placed on the factor model. Researchers can also specify the number of factors or effect of a latent variable on an observed variable to particular values (Kothari, 2014).

The study employed CFA to test the effect of every variable's parameters and optimize their effects on the variable with an aim of recommending the best framework to measure performance. The analysis clearly indicated that the tested parameters had high loadings. Large standardized Residual Covariance for all the variables were also confirmed by the analysis. All the items related to job performance load on the common factor. The relational empowerment variable appeared to be the best indicator of job performance in national polytechnics in Kenya.

4.6.2 Correlation Analysis for Linear Relationship between the Study Variables

In checking whether there is a linear relation between the independent and dependent variables, Pearson correlation coefficient (r) was used. Correlations show the linear relationships (test of linearity), which checks whether variables are correlated. The association between two variables is stronger when the r value is high. A positive (+) correlation coefficient means that the relationship between the two variables is positive and that the dependent variable increases with increase in the independent variable. A negative (-) correlation coefficient indicates a negative (-) relationship, also known as an inverse relationship, has one variable decreasing when the other increases. A zero r value implies that the two variables are not related. When $r = (+) 1$, it means there is a perfect positive correlation. When it is (-1) , there is a perfect negative correlation.

The variations in independent variable explain 100% of the disparities in the dependent variable in the perfect correlations. It also means that, the correlation will be perfectly positive with a constant change in the dependent variable, in the same direction as a unit change in independent variable (Kothari, 2014). The independent variables of this study:

psychological, structural, relational and team empowerment were each correlated with the dependent variable, job performance at 0.01 significance level. This was aimed at establishing whether there were significant relations between the variables. The correlation analysis results were as illustrated in table 4.10.

4.6.2 (a) Correlation Analysis Results Between Psychological Empowerment and Job Performance

The findings of the correlation analysis revealed that there existed a significant and positive and moderate relation between psychological empowerment and job performance ($r = 0.686$, $p < 0.001$). This implies that increase in psychological empowerment increases job performance.

4.6.2(b) Correlation Analysis Results Between Structural Empowerment and Job Performance

Results of the correlation analysis between structural empowerment and job performance disclosed that structural empowerment had a weak, positive correlation with job performance ($r = 0.386$, $p < 0.001$). If structural empowerment is provided to the employees, then job performance improves.

4.6.2 (c) Correlation Analysis Results between Relational Empowerment and Job Performance

Correlation analysis between relational empowerment and job performance was done where their values were obtained. Pearson correlation coefficient computed and tested indicated that there was a strong positive and statistically significant relation between relational empowerment and job performance ($r = 0.738$, $p = 0.002$). This indicated that if the employees' relationships with supervisors, co-workers and subordinates are enhanced, job performance would increase.

4.6.2 (d) Correlation Analysis Results Between Team Empowerment and Job Performance

The correlation analysis findings indicated that there was a moderate, positive and significant relationship between team empowerment and job performance ($r = 0.509$, $p = 0.843$). This implies that job performance increases with increase in team learning, knowledge sharing, and team creativity.

4.6.2 (e) Correlation Analysis of all the Variables

Pearson correlation coefficient was used to determine the strength of the relationship between employee empowerment and job performance. These findings pointed out that psychological empowerment was positively and significantly correlated with performance ($r = 0.686$, $p < 0.001$). This implied that increased meaningfulness, self-determination, competence and impact led to increased performance. Structural empowerment was positively and significantly correlated with performance ($r=0.386$, $p<0.001$). This implies that increase in access to; opportunities, information, resources and support will lead to increased job performance in the National Polytechnics in Kenya.

Relational empowerment was there was a strong, positive and significantly correlated with job performance ($r = 0.738$, $p < 0.001$) implying that increasing delegation of authority and decision making, teamwork, feedback and accountability for outcomes will lead to increased job performance. The correlation between team empowerment and performance was positive and moderately significant ($r= 0.509$, $p<0.001$). Job characteristics was significantly and positively correlated with performance ($r = 0.204$, $p<0.001$). All the independent variables had positive correlations. Psychological and structural empowerment had a weak, positive relationship ($r = 0.386$, $p<0.001$), psychological and relational empowerment had a strong and positive correlated ($r = 0.933$, $p<0.001$). The relationship between psychological empowerment and team empowerment was also moderate and positive ($r = 0.607$, $p<0.001$).

Structural and relational empowerment had a positive relation ($r = 0.635$, $p<0.001$). Structural and team empowerment had a moderate positive relationship ($r = 0.572$,

$p < 0.001$). Relational empowerment had a moderate positive relations with team empowerment ($r = 0.662$, $p < 0.001$). Job characteristics was correlated to PE, SE, RE and TE with r values as shown respectively ($r = 0.509, 0.607, 0.572, 0.662, 0.204$, $p < 0.001$). The correlation analysis results essentially indicated that job performance was related to all the other variables paving way for further analysis. Table 4.19 shows the correlations.

Table 4.19: Correlations between Employee Empowerment and Job Performance

		Job performance	Psychological empowerment	Structural Empowerment	Relational Empowerment	Team Empowerment	Job Characteristics
Job performance	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	296					
Psychological empowerment	Pearson Correlation	.686**	1				
	Sig. (2-tailed)	.000					
	N	296	302				
Structural Empowerment	Pearson Correlation	.386**	.603**	1			
	Sig. (2-tailed)	.000	.000				
	N	296	302	302			
Relational Empowerment	Pearson Correlation	.738**	.933**	.635**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	296	302	302	302		
Team Empowerment	Pearson Correlation	.509**	.607**	.572**	.662**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	294	298	298	298	298	
Job Characteristics	Pearson Correlation	.204**	.234**	.191**	.241**	.298**	1
	Sig. (2-tailed)	.000	.000	.001	.000	.000	
	N	296	302	302	302	298	302

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

4.6.3 Regression Analysis of the Independent Variables and Dependent Variable

Multiple regression analysis was employed in determining the linear statistical relations between the independent and dependent variables of the study. It was also used to determine the moderating effect of the moderator. Linear regression models were used in testing the five null hypotheses of the study. Validity of the model was tested using F-test, while R^2 measured the model's goodness of fit. The regression co-efficient described and outlined the nature and magnitude of the relationship between the variables under study.

4.6.3 (a) Regression Results for the Relationship between Psychological Empowerment and Job Performance

The regression model of X_1 and P was significant ($F(1,294) = 16.177$, P-value <0.001), indicating that psychological empowerment predicted performance validly in the model. The R of 0.686 illustrates that there is a positive correlation between psychological empowerment and job performance. The standard error of 0.378 displays the deviation from the line of best fit as shown in Table 4.19.

The regression results of the study revealed that there was positive relationship between psychological empowerment and job performance. To test the relationship, the researcher fitted the Regression Model $P = \beta_0 + \beta_1 X_1 + e$. The null hypothesis (H_{01}) sought to determine the influence of psychological empowerment on job performance in National Polytechnics in Kenya. The Model equation fitted was $P = 3.995 + 0.786 X_1$ ($\beta_1 = 0.786$, p-value < 0.001), Where, P is Job Performance, X_1 , is psychological empowerment as displayed in Table 4.20. The null hypothesis was rejected based on these findings.

Table 4.20: The Relationship between Psychological Empowerment and Job Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.686 ^a	.471	.469	.37845	.471	261.711	1	294	.000
2	.687 ^b	.472	.468	.37871	.001	.605	1	293	.437
3	.687 ^c	.472	.467	.37927	.000	.128	1	292	.721
ANOVA^d									
Model		Sum of Squares	Df	Mean Square	F	Sig.			
1	Regression	37.484	1	37.484	261.711	.000 ^a			
	Residual	42.108	294	.143					
	Total	79.592	295						
2	Regression	37.571	2	18.785	130.982	.000 ^b			
	Residual	42.022	293	.143					
	Total	79.592	295						
3	Regression	37.589	3	12.530	87.104	.000 ^c			
	Residual	42.003	292	.144					
	Total	79.592	295						
Coefficients^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
		B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	3.995	.022		181.188	.000			
	PE	.786	.049	.686	16.177	.000	1.000	1.000	
2	(Constant)	3.975	.033		120.188	.000			
	PE	.778	.050	.679	15.601	.000	.952	1.051	
	JC	.035	.045	.034	.778	.437	.952	1.051	
3	(Constant)	3.973	.034		118.245	.000			
	PE	.753	.087	.657	8.679	.000	.316	3.168	
	JC	.036	.045	.034	.787	.432	.951	1.052	
	PE*JC	.038	.106	.027	.358	.721	.323	3.098	

a. Dependent Variable: Job performance

The study revealed that psychological empowerment is very important and contributes to employees' performance significantly. From the descriptive statistics, staff at the NPs felt that their skills and abilities contributed to their job performance, they also felt that knowledge of what was expected of the employees in their jobs contributed to their performance. Majority of the respondents found a lot of meaning in their job activities. For most of the employees, the objectives of the tasks assigned to them were compatible with their value systems. A small number of the employees felt that they did not influence their institutions' operating outcomes and achievements. These findings revealed that psychological empowerment is very important and contributes to employees' performance significantly. Correlation and regression analysis also agreed that psychological empowerment contributed significantly to job performance. This agrees with the assertion that psychological empowerment is the most important aspect that affect employee performance (Taktaz *et al.*, 2012). Empowerment makes existing employees feel competent, self-determined, find personal meaning and feel effective (Meyerson & Dewettinck, 2012; Hieu, 2020). This is also consistent with other studies on the psychological empowerment (Upusna, Gede, & Ketut, 2019).

4.6.3 (b) Regression Results for the Relationship between Structural Empowerment and Job Performance

The regression results revealed a relationship between structural empowerment and job performance in the national polytechnics in Kenya. The regression model of X_2 and P was significant ($F(1,294) = 51.353$, $P\text{-value} < 0.001$), structural empowerment is a valid predictor in the model. The R of 0.386 shows there is a reasonably weak positive correlation between structural empowerment and job performance. The standard error of 0.480 showed deviation from the line of best fit.

The Regression Model fitted to test the relationship was $Y = P = \beta_0 + \beta_2 X_2 + e$.

The null hypothesis (H_{02}) was structural empowerment has no significant influence on job performance in National Polytechnics in Kenya. The beta coefficient for structural

empowerment was significant. The null hypothesis ($H_{02}: \beta_2 = 0$) was therefore rejected ($\beta_2=0.351$, $t=7.166$, $p\text{-value} < 0.001$) concluding therefore that structural empowerment (X_2) significantly influences job performance (P). The Model equation is $P= 4.012+ 0.351X_2$. Where, P is job performance, X_2 is structural empowerment. It implies that an increase in the structural empowerment leads to an increase of 0.351 in job performance index. This is displayed in Table 4.21.

Table 4.21: Relationship between Structural Empowerment and Job Performance

Model Summary									
Model	R	Adjusted R Square		Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
		R	R			F	df1	df2	
1	.386 ^a	.149	.146	.48007	.149	51.353	1	294	.000
2	.403 ^b	.162	.157	.47698	.014	4.814	1	293	.029
3	.439 ^c	.192	.184	.46920	.030	10.799	1	292	.001

ANOVA^d								
Model	Sum of Squares			df	Mean Square	F	Sig.	
1	Regression			11.835	1	11.835	51.353	.000 ^a
	Residual			67.757	294	.230		
	Total			79.592	295			
2	Regression			12.930	2	6.465	28.417	.000 ^b
	Residual			66.662	293	.228		
	Total			79.592	295			
3	Regression			15.308	3	5.103	23.178	.000 ^c
	Residual			64.284	292	.220		
	Total			79.592	295			

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4.012	.028		143.717	.000		
	SE	.351	.049	.386	7.166	.000	1.000	1.000
2	(Constant)	3.944	.042		94.788	.000		
	SE	.332	.049	.365	6.717	.000	.969	1.032
	JC	.124	.057	.119	2.194	.029	.969	1.032
3	(Constant)	3.929	.041		95.377	.000		
	SE	.167	.070	.183	2.386	.018	.469	2.134
	JC	.123	.056	.118	2.204	.028	.969	1.032
	SE*JC	.319	.097	.251	3.286	.001	.475	2.105

a. Dependent Variable: Job performance

In determining the influence of structural empowerment on job performance in National Polytechnics in Kenya, the study realised that structural empowerment was very important to employees' performance. The descriptive statistics realised that slightly above half of the respondents had access to opportunities for advancement of their job, 20.86% strongly agreed and 34.77% agreed. Marginally more than half of the respondents felt that their institutions provided emotional support through listening to employees and minding their work-life requirements. This indicated that the institutions do not provide emotional support by listening to employees and minding the demands of their work-life. Supervisors in the institutions were reported not to be reacting regularly to employee's work-life demands. Majority of the respondents, were of the opinion that their jobs offered them opportunity to participate in interesting, challenging tasks with more responsibilities. Some of the employees felt that the employers did not provide them with vital information to enable them make decisions. The communication channels in the institutions were said to be open, a statement that was supported by about half of the respondents.

The findings agreed with the correlation and regression analyses findings. This was in agreement with the assertion that employees experience job satisfaction when facilitated with support, resources and information. Ukil, (2016) showed that access to opportunities such as promotion, training and development is vital to empowerment among others. Information sharing grants employees a high degree of empowerment and inspires the employees yearning to perform well in their job. Tyagi, & Shah, (2018) stated that empowered employees are able to deal with workplace exhaustion easily, are highly satisfied, are more efficient and are less susceptible to negative behaviour at work. This also agreed with Altemh, (2021), who states that there is a high relation between structural empowerment and organisational performance.

4.6.3 (c) Regression Results for the Relationship between Relational Empowerment and Job Performance

The regression model of X_3 and P was significant ($F(1,294) = 351.858$, $P\text{-value} < 0.001$), relational empowerment is a valid predictor in the model. The R value of 0.738 shows there is a strong positive correlation between structural empowerment and job performance. The standard error of 0.35 indicated the deviation from the line of best fit.

The regression results revealed a positive relation between relational empowerment and job performance in the Kenyan national polytechnics. The regression model fitted to test the relationship was $P = \beta_0 + \beta_3 X_3 + e$. The null hypothesis (H_{03}), relational empowerment has no significant influence on job performance in National Polytechnics in Kenya ($H_{03}: \beta_3 = 0$) is therefore rejected ($\beta_3 = 0.793$, $t = 7.465$, $p\text{-value} < 0.001$) concluding therefore that relational empowerment (X_3) significantly influences job performance (P).

The Model equation is **$P = 3.992 + 0.741X_3$**

Where, P is Job Performance, X_3 , is relational empowerment.

The beta coefficient for relational empowerment was significant ($\beta_3 = 0.793$, $t = 7.465$, $p\text{-value} < 0.001$). This is shown in Table 4.19: Correlations between Employee Empowerment and Job Performance

It is indicated that, an increase in the relational empowerment increases job performance index by 0.741. This is as exhibited in Table 4.22.

Table 4.22: Relationship between Relational Empowerment and Job Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.738 _a	.545	.543	.35105	.545	351.858	1	294	.000
2	.739 _b	.545	.542	.35141	.001	.397	1	293	.529
3	.740 _c	.547	.542	.35137	.002	1.066	1	292	.303

ANOVA ^d						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.361	1	43.361	351.858	.000 ^a
	Residual	36.231	294	.123		
	Total	79.592	295			
2	Regression	43.410	2	21.705	175.766	.000 ^b
	Residual	36.182	293	.123		
	Total	79.592	295			
3	Regression	43.542	3	14.514	117.559	.000 ^c
	Residual	36.050	292	.123		
	Total	79.592	295			

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	3.992	.020		195.205	.000		
	RE	.741	.040	.738	18.758	.000	1.000	1.000
2	(Constant)	3.978	.031		129.673	.000		
	RE	.736	.040	.733	18.165	.000	.954	1.049
	JC	.026	.042	.025	.630	.529	.954	1.049
3	(Constant)	3.973	.031		128.060	.000		
	RE	.681	.067	.678	10.178	.000	.350	2.860
	JC	.027	.042	.026	.642	.522	.954	1.049
	RE*JC	.087	.084	.068	1.032	.303	.357	2.805

While finding out the influence of relational empowerment on job performance in National Polytechnics in Kenya, the study established that relational empowerment contributes significantly to their performance. This agrees with the findings by Abraiz *et al.*, (2012) who concluded that human relations movement has an impact on employee empowerment. They further said that employees would react more to social

circumstances as opposed to management controls. Performance based rewards, delegation of authority and recommendation systems positively affect employee performance. Abadi & Chegini, (2013) argue that empowerment leads to improved employee loyalty, increased creativity and initiative as well as make them more committed to their work. Hanaysha (2016) says that positive relation between work participation and commitment, efficiency, improved quality of decision making, desire for more work, productivity and acceptance of change has been demonstrated in various studies.

4.6.3 (d) Regression Results for the Relationship between Team Empowerment and Job Performance

The regression model of X_4 and P was significant ($F(1,294) = 101.970$, $P\text{-value} < 0.001$), indicating that team empowerment is a valid predictor in the model. The R of 0.259 indicates a weak positive correlation between extent of team empowerment and job performance. The standard error of 0.447 indicated the deviation from the line of best fit. The regression model fitted to test the relationship was $P = \beta_0 + \beta_4 X_4 + e$.

The model equation is $P = 3.995 + 0.462 X_4$,

Where, P is Job Performance, X_4 , is team empowerment.

The beta coefficient for team empowerment was significant ($\beta_4 = 0.462$, $t = 10.098$, $p\text{-value} = 0.012$) as displayed in Table 4.25. The study concludes that team empowerment (X_4) significantly influences job performance (P) based on the correlation and regression results.

4.6.4 The Moderating Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance

To find out the moderating effect of job characteristics on the relation between employee empowerment and job performance in National Polytechnics, the researcher applied multiple regression analysis. Job characteristics included task identity, skill variety and task significance. The regression analysis was run with an aim of confirming whether job characteristics influenced the relationship between employee empowerment and job performance. The study's hypothesis H₀₅ stated that job characteristics have no significant moderating effect on the relationship between employee empowerment and job performance in National Polytechnics in Kenya. Table 4.18 indicates the quantity of the dependent variable variation explained by the independent variables. Regression analysis yielded a coefficient R value of 0.680 and R²=0.463 indicating that 46.3% of corresponding variations in job performance can be predicting by employee empowerment. The remaining variation of 53.7% is likely to be explained by variables not considered in this study.

The model F ((4,293) = 251.269, p< 0.001) was established to be significant, thus explaining the variations in the dependent variable. This certifies that employee empowerment is a predictor of job performance in the national polytechnics in Kenya, implying that when employees experience an increase in empowerment, their performance increases. The following models were fitted to test the hypothesis:

$$\text{Model 1: } P = \beta_0 + \beta X + e$$

$$\text{Model 2: } P = \beta_0 + \beta X + \beta_M M + e$$

$$\text{Model 3: } P = \beta_0 + \beta X + \beta_M M + \beta_{MX} + e$$

(p-values <0.001 were realized in the three models), The Coefficient of Determination (R²) for the first model was 0.463, meaning that employee empowerment contributed 46.3% to the change in job performance in the national polytechnics. However, the

nature of the correlation between employee empowerment and job performance changed marginally (an increase of 0.1%) with the introduction of job characteristics,. This means that employee empowerment explains up to 46.5% of job performance of Kenyan national polytechnics. Introduction of the interaction term ($X*M$) further improved the model to ($R^2 = 0.468$), explaining 46.8% and remained significant ($p\text{-value} < 0.001$). Therefore, the study concludes that job characteristics (M) have a slight moderating effect on the joint relationship. The resultant models therefore were:

$$\text{Model 1: } P = 1.175 + 0.195X$$

$$\text{Model 2: } P = 1.142 + 0.193X + 0.018M$$

$$\text{Model 3: } P = 2.302 + 0.114X - 0.298M + 0.021MX$$

Table 4.23 shows the moderating effect of job characteristics on the relationship between employee empowerment and job performance.

Table 4.23: The Relationship between Team Empowerment and Job Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.509 ^a	.259	.256	.44708	.259	101.970	1	292	.000
2	.510 ^b	.260	.255	.44747	.001	.494	1	291	.483
3	.511 ^c	.261	.254	.44787	.001	.477	1	290	.490
ANOVA^d									
Model		Sum of Squares	df	Mean Square	F	Sig.			
1	Regression	20.382	1	20.382	101.970	.000 ^a			
	Residual	58.365	292	.200					
	Total	78.747	293						
2	Regression	20.480	2	10.240	51.143	.000 ^b			
	Residual	58.266	291	.200					
	Total	78.747	293						
3	Regression	20.576	3	6.859	34.193	.000 ^c			
	Residual	58.170	290	.201					
	Total	78.747	293						
Coefficients^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
		B	Std. Error				Beta	Tolerance	VIF
1	(Constant)	3.995	.026		152.823	.000			
	TE	.462	.046	.509	10.098	.000	1.000	1.000	
2	(Constant)	3.974	.040		99.734	.000			
	TE	.451	.048	.497	9.351	.000	.900	1.111	
	JC	.039	.055	.037	.703	.483	.900	1.111	
3	(Constant)	3.968	.041		97.033	.000			
	TE	.412	.074	.454	5.540	.000	.379	2.636	
	JC	.039	.055	.038	.710	.478	.900	1.111	
	TE*JC	.068	.098	.055	.691	.490	.398	2.515	

a. Dependent Variable: Job performance

In order to determine the influence of team employee empowerment on job performance in National Polytechnics in Kenya, descriptive and inferential statistics were analysed. Employees felt that there was encouragement of employees to be innovative and creative in their tasks and that training enhanced team's work performance thus enabling them to meet its set targets. Majority of the respondents indicated that their supervisors did not encourage them to work in groups. The employees indicated that they worked together in resolving issues. Team members gave and sought feedback to and from their

teammates as confirmed by 74.17% of the respondents. Over 80% confirmed that their teams performed better when each member shared their knowledge. About half of the respondents relied on their relationship with their teammates in job performance.

This study also established that employees who have active teams provide superior results in their work. This finding was also found to be true from the correlation and regression analyses. This agreed with results which revealed that team work engagement had a mediating role between (supportive team atmosphere, coordination, teamwork) and team performance (Aditiarani, 2018; Ha, 2020; Shah, *et al.*, 2020). According to Muthoka (2016), employee empowerment studies indicated that there is a strong correlation between employees' empowerment and their performance. Table 4.24 shows the moderating Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance.

Table 4.24: Moderating Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Change	Change F	df1	df2	Sig. F Change	Durbin-Watson
1	.680 ^a	.463	.461	.381	.463	251.269	1	292	.000	
2	.682 ^b	.465	.460	.381	.001	.485	1	291	.487	
3	.684 ^c	.468	.462	.380	.004	2.278	1	290	.132	1.009
ANOVA										
Model		Sum of Squares	df	Mean Square	F	Sig.				
1	Regression	36.421	1	36.421	251.269	.000 ^b				
	Residual	42.325	292	.145						
	Total	78.747	293							
2	Regression	36.492	2	18.246	125.655	.000 ^c				
	Residual	42.255	291	.145						
	Total	78.747	293							
3	Regression	36.821	3	12.274	84.897	.000 ^d				
	Residual	41.926	290	.145						
	Total	78.747	293							
Coefficients^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics			
		B	Std. Error	Beta			Tolerance	VIF		
1	(Constant)	1.175	.180		6.508	.000				
	EE	.195	.012	.680	15.851	.000	1.000	1.000		
2	(Constant)	1.142	.187		6.116	.000				
	EE	.193	.013	.672	15.103	.000	.931	1.074		
	JC	.018	.027	.031	.696	.487	.931	1.074		
3	(Constant)	2.302	.791		2.910	.004				
	EE	.114	.054	.398	2.123	.035	.052	9.089		
	JC	-.298	.212	-.500	-1.410	.160	.015	8.521		
	EE*JC	.021	.014	.662	1.509	.132	.010	4.711		

a. Dependent Variable: Job performance

To establish the moderating effect of job characteristics on the relationship between employee empowerment and job performance in National Polytechnics in Kenya. The study discovered that job characteristics affect the relation between employee performance and job performance. This agrees with the findings of Hadi & Adil, (2010) who stated that job characteristics were correlated with performance and job satisfaction.

In general, the study established that there was a strong positive and significant correlation between employee empowerment and job performance. This agreed with Heshi *et al.*, (2013) and Geelmaale, (2019)'s findings who asserted that employee empowerment improves performance and enhances the quality of service offered. It is also in agreement with a study that established that empowered employees are reliable, dependable, dedicated and serve as their organizations' ambassadors. They are more proactive, have a feeling of belonging to their organization and easily embrace change. Such employees have a sense of increased responsibility, ownership for their work and accountability (Spreitzer & Doneson, 2005). Another study indicated that empowering employees decreases operational costs, employee turnover and retention costs and increases productivity (Narmadha, 2015). This is also in agreement with the assertion that employees empowerment is a managers' obligation, as the job cannot be done to satisfaction if employees are not empowered (Aryan *et al.*, 2016). Elnaga & Imran, (2014) stated that employee empowerment plays a major part towards increasing the organisations' performance.

4.6.5 Multicollinearity Tested Together with Regression (Multiple Regressions)

Multicollinearity occurs if two or more explanatory variables are or are near linearly dependent. It describes the presence of strong correlations amongst predictor variables. These correlations can be problematic in multiple regression analysis by making it hard to identify the unique relation between the predictor variables and the dependent variable (Urdan, 2010). This happens when explanatory variables correspond completely, one being a perfectly linear function of the other, in a way that analysis cannot differentiate them. Due to the overlap, techniques of analysis cannot distinguish the explanatory factors from each other or their independent effect fully. Estimating coefficients becomes difficult in this condition to conduct a multiple regression and the equation becomes unsolvable. The model is not constrained by presence of multicollinearity. The multiple regression model of the form $P = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$ was found to be significant ($F(4,293)= 98.469$, P value < 0.001). Table 4.25 indicates multicollinearity tested together with regression (multiple regressions)

Table 4.25: Multicollinearity Tested Together with Regression (Multiple Regressions)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.759 ^a	.577	.571	.33958	.577	98.469	4	289	.000
2	.760 ^b	.578	.570	.33988	.001	.500	1	288	.480
3	.763 ^c	.582	.569	.34027	.005	.832	4	284	.506
ANOVA^d									
Model		Sum of Squares	Df	Mean Square	F	Sig.			
1	Regression	45.420	4	11.355	98.469	.000 ^a			
	Residual	33.326	289	.115					
	Total	78.747	293						
2	Regression	45.478	5	9.096	78.739	.000 ^b			
	Residual	33.269	288	.116					
	Total	78.747	293						
3	Regression	45.863	9	5.096	44.011	.000 ^c			
	Residual	32.883	284	.116					
	Total	78.747	293						
Coefficients^a									
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics		
		B	Std. Error				Tolerance	VIF	
1	(Constant)	3.984	.020		200.445	.000			
	PE	.053	.112	.047	.477	.634	.153	3.539	
	SE	.106	.046	.117	2.306	.022	.573	1.745	
	RE	.734	.105	.732	6.980	.000	.133	4.513	
	TE	.071	.047	.078	1.514	.131	.547	1.829	

a. Dependent Variable: Job performance

Collinearity Diagnostics were done to check whether the variables had multicollinearity. Tolerance and Variance inflation Factor (VIF) value shown in Table 4.25 were used. Tolerance indicates how much of a particular independent variable cannot be explained by other independent variables. A VIF value > 10 or tolerance value < 0.1 indicates presence of significant multicollinearity (Julie, 2011). The results in Table 4.25 have tolerance values for each independent variable was >0.10, and VIF value was <10. This indicated that the multicollinearity assumption was not violated.

4.6.6 Summary of Hypothesis Tested

Having considered the correlation and regression analyses, the decisions in Table 4.26 were made on the null hypotheses.

Table 4.26: Results of the Hypothesis Tests

S/No.	Hypothesis	Decision
H ₀₁	Psychological empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Reject H ₀₁
H ₀₂	Structural empowerment has no significant influence on job performance in the National Polytechnics in Kenya.	Reject H ₀₂
H ₀₃	Relational empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Reject H ₀₃
H ₀₄	Team empowerment has no significant influence on job performance in National Polytechnics in Kenya.	Reject H ₀₄
H ₀₅	Job characteristics have no significant moderating effect on the relationship between employee empowerment and job performance in National Polytechnics in Kenya.	Reject H ₀₅

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of this study's major findings, gives relevant conclusions and provides recommendations as well as suggesting areas for further research on the basis of the findings from this study.

5.2 Summary of Findings

This section provides the findings of the study. Majority of employees, both teaching and not teaching indicated that their performance depended on the empowerment intervention provided. There was a balance of the male and female employees who felt their performance depended on the empowerment strategies employed.

5.2.1 Influence of Psychological Empowerment on Job Performance

There was a significant and positive relationship between psychological empowerment and job performance as revealed by the correlation analysis implying that an increase in psychological empowerment increases job performance. The regression analysis also indicated that psychological empowerment influenced job performance significantly. Employees agreed that their skills, abilities and knowing what is expected of them in their jobs contributed to their job performance. Majority of the employees could skillfully perform the activities and tasks interrelated to their job. The NP employees were confident of their ability of doing their work. The employees indicated that they had freedom to perform their work and had substantial freedom of doing their jobs. They indicated that they found a lot of meaning in their job activities. The objectives of the tasks assigned to them were compatible with their value systems. Majority felt that they worked on behalf and for the greater good of their institutions. They were sure that they

impacted on what happened in their institution. Psychological empowerment was therefore found to have an influence on job performance.

5.2.2 Influence of Structural Empowerment on Job Performance

Correlation analysis between structural empowerment and job performance revealed that structural empowerment was significantly positively related to performance. Regression analysis indicated that structural empowerment influences job performance significantly. Employees indicated that they had access to opportunities for advancement of their job and that their institutions provided emotional support through listening to employees and caring about their work-life demands. Employees indicated that their institutions provide emotional support through listening to employees and minding their work-life demands.

Majority of the employees indicated that their jobs offer them opportunity to participate in interesting, challenging tasks with more responsibilities. Most of the respondents felt that they were not provided with vital information to enable them to make decisions and that communication channels in their institution were open. The information available to employees was relevant and crucial for attaining the institutional goals and objectives according to the study. Employees have the ability to determine the materials needed to complete tasks and supervisors accord employees necessary support to perform their duties. Employees are able to access resources, help and support when needed. Employees felt that they were not compensated for increasing their skills and knowledge although the employee reward management system was transparent to employees.

5.2.3 Influence of Relational Empowerment on Job Performance

A correlation analysis was also done between relational empowerment and job performance and their values were obtained. Pearson correlation coefficient computed and tested indicated that there was positive and statistically significant relation between relational empowerment and job performance. This implied that if the employees'

relationships with supervisors, co-workers and subordinates are enhanced, job performance would increase.

Majority of the employees indicated that they were allowed to try different new ways to solve problems and were not required to follow orders given by their seniors in organizations. They were free to contribute in decision making and had independence to organise how to do their jobs. Most employees agreed to have clearly defined articulated roles and responsibilities of what is expected of them at work. The staff agreed that their co-workers provided helpful hints or problem solving advice. Co-workers valued their colleagues' involvement and cared about their well-being. Majority of the employees indicated that their co-workers had the commitment to perform quality work and were satisfied with the team work in their departments. Job performance was enhanced when employees worked in a team and received guidance and feedback from their peers, juniors and seniors. Employees were uncertain whether their institutions' work environments acknowledged employees' achievements and success. Slightly less than half respondents indicated that their managers provide frequent feedback to employees for reward improvement purposes.

5.2.4 Influence of Team Empowerment on Job Performance

The findings of the correlation analysis indicated a significant and positive relation between team empowerment and job performance. Regression analysis also showed that team empowerment had a significant influence on job performance. This implies that job performance increases with increase in team learning, knowledge sharing, and team creativity. Employees indicated that they were encouraged to practice creativity and innovation in their tasks, and that training enhanced their team's job performance, enabling the team to meet its set targets. Majority felt that they consistently produced strong and measurable results. They disagreed with the statement that their supervisors do not encourage employees to work in groups. Team members work together in resolving issues, give and seek feedback to and from their teammates. Teams were found to perform better when each member shares their knowledge. It was evident that

management encourages employees to develop creativity and innovative ideas slightly over half of the respondents agreed that they rely on their relationship with their teammates in job perform.

5.2.5 Job Performance

The employees were of the opinion that their organisations had some strategies of empowerment that contributed to their performance but were not satisfactory, as they suggested additional strategies that would help improve their performance.

5.2.6 Moderating Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance

Majority of the employees felt that the empowerment strategies employed played a significant role on their performance. The inferential statics agreed with the descriptive statistics that job performance was affected by the empowerment strategies employed.

5.3 Conclusion

From the findings, the following conclusions were made.

It was evident that most of employees, both teaching and non-teaching felt that their performance was dependent of the empowerment strategies provided. This feeling was not affected by the employees' gender, as there was a balance on the percentage of the gender of staff who felt their performance depended on the empowerment strategies employed. Employees whose age was thirty years old and above felt that their performance was influenced by empowerment strategies practiced in their organisations. Staff whose level of education was degree and above were more concerned with empowerment strategies employed. The number of years staff had stayed in their stations did not affect the staff's need for empowerment interventions.

5.3.1 Influence of Psychological Empowerment and Job Performance

A significant and positive relationship existed between psychological empowerment and job performance, implying that an increase in psychological empowerment increases job performance. The regression results revealed a positive relation between psychological empowerment and job performance in the national polytechnics in Kenya. The null hypothesis was rejected.

5.3.2 Influence of Structural Empowerment and Job Performance

The results of the correlation analysis showed significant and positive association between structural empowerment with performance. If structural empowerment is provided to the employees, job performance is increased. The regression results of the study revealed that there was a relationship between structural empowerment and job performance in the national polytechnics in Kenya. The null hypothesis ($H_{02}: \beta_2 = 0$) was therefore rejected.

5.3.3 Influence of Relational Empowerment and Job Performance

Pearson correlation coefficient computed and tested pointed out that there was a positive and statistically significant relationship between relational empowerment and job performance. This implies that if the employees' relationships with supervisors, co-workers and subordinates are enhanced, job performance would increase. The regression model indicated that relational empowerment was significant and a valid predictor of job performance. The null hypothesis was therefore rejected.

5.3.4 Influence of Team Empowerment on Job Performance

The findings of the correlation analysis showed that there was a significant and positive relation between team empowerment and job performance. The regression model of X_4 and P was significant, indicating that team empowerment is a valid predictor in the model. This implies that job performance increases with increase in team learning,

knowledge sharing, and team creativity. The study concludes that team empowerment significantly influences job performance thus rejecting the null hypothesis.

5.3.5 Influence of Employee Empowerment on Job Performance

While majority of employees believed that their performance was highly influenced by empowerment measures employed in their organisations, a higher percentage of non-teaching staff was of this view as compared to the teaching staff. This feeling was balanced in terms of gender.

Pearson correlation coefficient determines the magnitude of the relation between employee empowerment and job performance. All the independent variables (PE, SE, RE, TE) as well as job characteristics had positive correlations with job performance. The results indicated that psychological, relational, team and job characteristics empowerment were positively and significantly correlated to job performance. Relational empowerment had the highest correlation, followed by psychological empowerment and structural empowerment. Team empowerment had the least correlation with job performance. From the regression analysis β values, relational empowerment contributed the most to job performance, followed by psychological empowerment, team empowerment and finally the structural empowerment.

5.3.6 Effect of Job Characteristics on the Relationship between Employee Empowerment and Job Performance

The researcher applied multiple regression analysis to find out the moderating effect that job characteristics has on the relationship between employee empowerment and job performance in National Polytechnics. Each of the variables was tested individually against job characteristics (the moderator) both as a predictor and with the interaction term.

If psychological, structural, relational and team empowerments are controlled, Job characteristics affect job performance. Both job characteristics and employee

empowerment predict job performance. Introduction of the interaction term to the models improved the model and they remained significant. This implied that job characteristics were a predictor to the relation of employee empowerment and job performance. If employee empowerment is controlled, job characteristics affect performance, indicating that both employee empowerment and job characteristics predict job performance. Job characteristics were found to have a weak moderating effect on the relationship.

5.4 Recommendations

Since a significant and positive relation between psychological empowerment and job performance was identified, the researcher recommends that all the psychological empowerment indicators are considered to ensure employees are well psychologically empowered. Organisations' management boards should carry out surveys periodically to check the feeling of the staff regarding the meaningfulness of their jobs, how impactful the jobs are to them, whether they feel competent to perform their duties and whether they have the self-determination required to perform their duties. Factors raised by staff should be taken care off and dealt with as priorities. Structural empowerment was also found to be contributing to employees' job performance. Employees should therefore be enabled to access to opportunities, information, support and resources. This should be done fairly to all employees as this will help improve their motivation and satisfaction, thus leading to improved job performance. An open and documented way in which staff can access these facilities should be provided and adhered to.

Relational empowerment was the leading contributor to job performance. This should therefore be enhanced and supported in organisations. Managers ought to delegate authority and decision making to their juniors more often as it makes the employees feel more engaged in the organisational matters, making them to own the processes. Employees were found to value teamwork thus the need to support teamwork. It is also recommended that both positive and negative feedback to one's performance is genuinely and timely given. This will provide room for correction in case of negative

feedback and help uphold the good traits in case of positive feedback. A proper way of giving feedback regularly should be created to ensure everyone gets the feedback and that there is no bias in the process. Employees should be held accountable for outcomes in their duties. This implies that they should be rewarded or recognised for successful outcomes and be made aware of their shortcomings in case of negative outcomes.

Team empowerment contributed positively to job performance. Its indicators, team learning, knowledge sharing and team creativity should be encouraged and enhanced, in order to empower teams accordingly. Staff should be enabled to learn together either on the job or in activities such as team building and workshops. The teams should also be set free to practice their creativity as this will allow them to come up with new products or ways of performing their jobs. All employees should be encouraged to share what they know with their team members as this will help bring out the best ideas and make the employees recognise their importance to the team.

The study results indicated that employee empowerment contributes significantly to employees' job performance. The researcher recommends that employers and policy makers should focus more on all the dimensions of empowerment which include psychological, structural, relational and team empowerment. These have been found to be effective in job performance. The study recommends that employee empowerment programs that give employees autonomy in their job performance be fully supported by all levels of management.

Job characteristics influenced the relationship between empowerment dimensions and job performance. The study recommends that managers and policy makers also focus on the job characteristics in order to achieve high employee job performance. The study was considered useful to the National Polytechnics management boards, the staff, the public and the government in policy making. It would also contribute to knowledge and offer literature for further research.

5.5 Areas for Further Research

This study sought to investigate the influence of employee empowerment on job performance in National Polytechnics in Kenya. It is expected that empowerment can affect other aspects such as organizational commitment, conflicts among staff in the organization and employee satisfaction among others. There is need to carry out studies relating to employee empowerment to these attributes to ascertain employee empowerment's contribution.

This study examined influence employee empowerment on job performance in national polytechnics in Kenya; it is necessary that similar studies are carried out in other learning institutions. The current study adopts quantitative data approach. It is necessary to have more studies where qualitative data is used. This study drew respondents from all employees; a similar study can be carried out for the various levels of staff such as top management, middle level management and the lower levels. The study's enquiry was limited to national polytechnics; this can be expanded to other levels of institutions such as universities and other polytechnics. The study focused on employees in National Polytechnics, which are public institutions in the education sector. Such studies may be done in other sectors and in private firms. Job characteristics were considered as a moderating variable. These can be considered as independent variables in future to establish their impacts on job performance.

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APPENDICES

Appendix I: Introduction letter

Catherine Kagucia P. O. Box 2030 KERICHO Tel 0722-901322

E-mail address: catekagucia@gmail.com

Dear Sir / Madam,

Re: Research Data Collection

I am a student at Jomo Kenyatta University of Agriculture and Technology pursuing a Doctor of Philosophy in Human Resource Management degree, I am carrying out a study entitled Influence of Employee empowerment on Job Performance in National Polytechnics in Kenya. You have been identified as one of the respondents in this study with a view of gathering data that will help in policy making. The research is being undertaken only for academic purposes. Strict confidentiality and anonymity will be observed in dealing with any information provided.

Please fill the questionnaire as objectively as possible. Thank you for your time and cooperation.

Yours faithfully, Catherine Kagucia

Appendix II: Questionnaire

Introduction:

This questionnaire is a data collection tool for a research on Influence of Employee Empowerment on Job Performance in National Polytechnics in Kenya. Confidentiality will be observed in dealing with the information collected and will only be accessible to the researcher and research assistants. Kindly take time and tick (✓) your most honest and appropriate response to the questions.

Any queries may be directed to mobile phone no 0722-901322 or e-mail address: catekagucia@gmail.com

Thank you.

Section I: Demographic Characteristics

Please tick appropriately

1. Name of your Polytechnic (Place of work)

Eldoret [] Kisii [] Kabete [] KCNP []
Kisumu [] Kitale [] Meru [] NEP []
Nyeri [] Sigalagala []

Note:

KCNP - Kenya Coast National Polytechnic

NEP -North Eastern Province

2. Kindly indicate your Gender. Male [] Female []

3. Indicate the category of staff you are in. Teaching [] Non-teaching []

4. Kindly indicate your age bracket.

Below 30 years [] 31-40 years [] 41-50 years []
51-60 years [] Above 60 years []

5. What is your highest academic qualification?

Diploma [] Degree [] Masters []

PhD []

Other (Specify) _____

6. For how long have you worked in this institution?

Below 5 years [] 5-10 years [] above 10 years []

Section II:

Key for answering section II

Using the key provided below, state the extent to which you agree or disagree with statement in the table; 5 - Strongly agree, 4 – Agree, 3 - Not sure, 2 – disagree, 1- Strongly disagree

A. Employee Empowerment and Job Performance

a) Psychological empowerment and job performance

S/No	Item	5	4	3	2	1
7.	My skills and abilities contribute to my job performance.					
8.	Knowing what is expected of me in my job determines the level of my performance					
9.	I am always able to perform the task and activities related to my job skillfully					
10.	I am not confident of my ability to do my job.					
11.	I have the freedom to decide how I perform my work.					
12.	I don't have substantial freedom of doing my job.					
13.	I control the quantity of effort to put in my job					

14.	I find a lot of meaning in my job activities					
15.	The objective of the tasks assigned to me in my organization is compatible with my value systems					
16.	I feel that I act on behalf and for the greater good in my organization					
17.	I am guided by my own standards and ideas in achieving my organization's goals.					
18.	I impact largely on what happens in my institution.					
19.	My contribution in my organisation energises me to give my best					
20.	I am not able to influence my institution's operating outcomes and achievement					

b) Structural empowerment and job performance

Using the key provided below, state the extent to which you agree or disagree with statement in the table; 5 - Strongly agree, 4 – Agree, 3 - Not sure, 2 – disagree, 1- Strongly disagree

S/No	Item	5	4	3	2	1
21.	I have access to opportunities for advancement of my job					
22.	My institution provides emotional support by listening to employees and minding their work-life demands					

23.	Supervisors do not react to employee's work-life demands on a regular basis in my institution					
24.	My job offers me opportunity to participate in interesting, challenging tasks with more responsibilities					
25.	Employees are not provided with vital information to enable them to make decisions.					
26.	communication Channels in my institution are open					
27.	Information available to the employees is relevant and crucial for attaining the institutional goals and objectives.					
28.	My institution does not provide enough time to accomplish tasks.					
29.	Employees have the ability to determine the materials needed to complete tasks.					
30.	My supervisor accords me the necessary support to perform my duties.					
31.	Employees access resources, help and support when needed.					
32.	The organisation resources increase my work effort and output					
33.	Employees are compensated for increasing their skills and knowledge					
34.	The employee reward management system is transparent to employees					

c) Relational empowerment and job performance

Using the key provided below, state the extent to which you agree or disagree with statement in the table: 5 - Strongly agree, 4 – Agree, 3 - Not sure, 2 – disagree, 1- Strongly disagree

S/No	Item	5	4	3	2	1
35.	Employees are allowed to try new and different ways solve problems.					
36.	In my organization, employees are required to follow orders given by their seniors					
37.	I have independence to organise how to do my job.					
38.	Employees participate in decision making in my institution.					
39.	I have clearly defined and frequently articulated roles, responsibilities of what is expected of me at work					
40.	My co-workers provide helpful hints or problem solving advice					
41.	My co-workers value other employees' contribution and care about their well-being.					
42.	My co-workers have the commitment to perform quality work					
43.	I am satisfied with the team work in my department.					
44.	My performance is enhanced when I work in a team.					

45.	I receive guidance and feedback from my peers, juniors and seniors					
46.	My institution's work environment acknowledges employees achievements and success.					
47.	Managers provide frequent feedback to employees for reward/improvement purposes.					

d) Team empowerment and job performance

Using the key provided below, state the extent to which you agree or disagree with statement in the table:5 - Strongly agree, 4 – Agree, 3 - Not sure, 2 – disagree, 1- Strongly disagree

S/No	Item	5	4	3	2	1
48.	Employees are encouraged to be creative and innovative in their tasks					
49.	Training enhances my team's work performance and enables the team to meet its set targets					
50.	We consistently produce strong and measurable results.					
51.	My supervisors do not encourage employees to work in groups					
52.	Team members work together in resolving issues					
53.	Team members give and seek feedback to their teammates					

S/No	Item	5	4	3	2	1
54.	My team performs better when each member shares their knowledge					
55.	Management encourages employees to develop creativity and innovative ideas					
56.	The supervisors encourage employees to suggest and try new methods of doing things					
57.	I rely on my relationship with my teammates to perform my job					

B. Job characteristics

Using the key provided below, state the extent to which you agree or disagree with statement on job characteristics in the table; 1 - Strongly agree, 2 – Agree, 3 - Not sure, 4 – disagree, 5 - Strongly disagree.

S/No	Item	5	4	3	2	1
58.	The variety of tasks in my job encourage me to perform my duties					
59.	My skills enable me to accomplish a wide range of tasks within my job.					
60.	The variety of tasks in my job derail my work performance					
61.	My job tasks do not have obvious beginnings or ends					
62.	I am encouraged to work more when I am able to finish my tasks					

S/No	Item	5	4	3	2	1
63.	I can do an entire piece of work from the beginning to the end without despairing					
64.	My job provides me the ability to make decisions					
65.	My job requires the performance of a wide range of tasks					
66.	The results of my work are likely to significantly affect the lives of other people					

C. Job performance

Using the key provided below, state the extent to which you agree or disagree with statement in the table regarding your performance: 5 - Strongly agree, 4 – Agree, 3 - Not sure, 2 – disagree, 1- Strongly disagree.

S/No	Item	5	4	3	2	1
67.	I rate the quality and quantity of my work as satisfactory					
68.	I adequately complete my assignments					
69.	I exceed my performance targets always					
70.	I am clear about my duties and responsibilities					
71.	I attempt to solve problems before escalating them to my supervisors					
72.	I don't require supervision while performing my duties					

73. In your own opinion, is your performance affected by the empowerment measures employed in your institution? Yes [] No []

If yes, briefly describe the empowerment dimension(s) that influence your performance the most?

74. In your own opinion, what are some of the measures that can be undertaken to improve your performance?

Thank you for your participation.

Appendix III: Research clearance permit


**THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
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RESEARCH LICENSE

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Appendix IV: Research authorization

