

A STUDY ON THE FACTORS OF EMPLOYEE EMPOWERMENT ON WORK
PERFORMANCE IN MANUFACTURING INDUSTRY

SITI SOLEHAN BINTI TAJUDDIN

Report submitted in partial fulfillment of the requirements for the award of the Degree
of Bachelor of Industrial Technology Management with Hons.

Faculty of Technology

UNIVERSITI MALAYSIA PAHANG

DECEMBER 2013

SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality of the award of the degree of Bachelor of Industrial Technology Management with horns.

Signature:

Name of Supervisor: Prof. Madya Dr Mohd Ghani Bin Awang

Position: Director of UMP Publisher

Date: 4 December 2013

STUDENT'S DECLARATION

I hereby declare that the work in this thesis is my own, except for quotations and summaries which have been duly acknowledged. The thesis has not been accepted for any degree and is not concurrently submitted for award of another degree.

Signature:

Name: Siti Solehan Binti Tajuddin

ID Number: PC 10018

Date: 4 December 2013

DEDICATION

I take a great deal of pride in dedicating this thesis to my beloved dad and mom, Tajuddin Bin Jaafar and Che Puan Binti Salleh. For endless love, support, prayers and understanding to make this work is possible. No word can express my love to both of you. I thank you to do my research a success.

ACKNOWLEDGEMENTS

In the name of Allah, Most Gracious and Most Merciful. I thank you

I would like to extend my warm thanks to all those who have helped me in this journey of learning and discovery.

First of all, I would like to express my sincere gratitude and appreciation to my supervisor, Prof. Madya Dr. Mohd Ghani Bin Awang, for his encouragement; guidance, ideas, critics and comments throughout the semester in completing this thesis.

I would like to express my sincere gratitude, affection and appreciation to my lovely family; dad, mom, both my brother, sister, grandpa and grandma for all their love, support, prayers, care, patients, encouragement and sacrifice during completing this study. I love you all. Lastly, I would like to wish heartfelt thanks to those whom have directly or indirectly contributed physical, moral and spiritual support towards this successful completing of the thesis.

I would also like to make a special mention of thanks to Encik Saadon Bin Salim who has helped me tremendously in getting people to participate in the survey. And to all the respondents, I just can say thank you for your input which has provided valuable feedback to me on the need to empower people for greater performance.

And above all, to Almighty God, Allah s.w.t for all his blessing on me and my family.

Siti Solehan Tajuddin

ABSTRACT

This research aims to investigate the relationship between factors of empowerment and employee performance in the manufacturing industry. It also aims to examine the influence of empowerment on employee performance and to identify which of the four (4) factors of empowerment has the greatest influence on employee performance. The four factors of empowerment, namely participation of empowerment, delegation of authority, training and rewards, are the identified independent variables, with employee performance as the dependent variable. Each of the dimensions of empowerment was tested to determine its relationship with employee performance. The questionnaires were sent to 108 respondents to fill it. A total of 104 respondents from 108 respondents participated in the survey. The participating respondents represented a return rate of 96% from 100%. Five (5) hypotheses were developed and tested using Pearson Correlation and Regression Analysis. The findings indicate that employees in Kilang Sawit RISDA find that empowerment moderately influences employee performance. There is significant correlation between the factors of empowerment and employee performance. They feel that when they are empowered with participation in decision making, delegation of authority, training and rewards, their performance will improve significantly. The implications of these findings are discussed and suggestions for future research are also identified and proposed.

Key Words: empowerment, employee performance

ABSTRAK

Penyelidikan ini bertujuan untuk mengkaji hubungan antara *empowerment* dengan prestasi kerja dalam industri pembuatan. Ia juga untuk mengkaji pengaruh *empowerment* kepada prestasi pekerja dan untuk mengenalpasti yang mana dari empat (4) faktor empowerment mempunyai pengaruh besar ke atas prestasi pekerja. Empat faktor *empowerment* iaitu, penyertaan dalam membuat keputusan, perwakilan kuasa, latihan dan juga ganjaran berupa “independent variables” dan prestasi kerja adalah “dependent variable”. Setiap satu daripada faktor empowerment telah diuji untuk menentukan hubungannya dengan prestasi pekerja. Soal selidik telah dihantar kepada 108 responden. Seramai 104 responden daripada 150 pekerja dalam Kilang Sawit RISDA Ulu Keratong telah mengambil bahagian dalam kajian ini. Responden yang mengambil bahagian dalam kaji selidik ini membawa peratus sebanyak 96% daripada 100%. Lima (5) hipotesis telah dibangunkan dan diuji menggunakan Korelasi Pearson dan Analisis Regresi. Hasil kajian ini menunjukkan pekerja dalam Kilang Sawit RISDA Ulu Keratong berpendapat bahawa empowerment mempengaruhi tahap prestasi kerja mereka. Hasil kajian ini juga terdapat hubungan yang signifikan antara faktor empowerment dengan prestasi kerja. Mereka berpendapat bahawa apabila mereka diberi penyertaan dalam membuat keputusan, perwakilan kuasa, latihan dan juga ganjaran, prestasi kerja mereka akan meningkat dengan ketara. Implikasi penemuan kajian ini dibincangkan dan cadangan untuk penyelidikan pada masa akan datang juga dikenalpasti.

Kata kunci: *empowerment*, prestasi kerja

TABLE OF CONTENTS

	Page
SUPERVISOR’S DECLARATION	ii
STUDENT’S DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER 1 INTRODUCTION	
1.1 Introduction	1
1.2 Problem Background	2
1.3 Problem Statement	4
1.4 Objectives of the Study	5
1.5 Research Question	6
1.6 Research Hypothesis	6
1.7 Scope of study	7
1.8 Significant of study	8
1.9 Operational Definition	8
1.10 Expected Outcomes	9

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	11
2.2	Empowerment and Performance	12
	2.2.1 Empowerment	12
	2.2.2 Performance	14
2.3	Participation in Decision Making	17
	2.3.1 Participation in Decision Making	17
	2.3.2 Participation in Decision Relation on Employee Performance	18
2.4	Delegation of Authority	19
	2.4.1 Delegation of Authority	19
	2.4.2 Delegation of Authority Relation on Employee Performance	19
2.5	Training	20
	2.5.1 Training	20
	2.5.2 Training in relation on employee performance	21
2.6	Rewards	22
	2.6.1 Rewards	22
	2.6.2 Rewards in relation on employee performance	22

CHAPTER 3 RESEARCH METHODOLOGY

3.1	Introduction	24
3.2	Research Framework	25
3.3	Research Design	26
3.4	Research Process	27
3.5	Population and Sampling	27
	3.5.1 Population	29
	3.5.1 Sample	30
3.6	Data Collection Techniques	30
	3.6.1 Primary data	30
	3.6.2 Secondary data	31

3.7	Development of questionnaire	31
	3.7.1 Section A	32
	3.7.2 Section B	33
	3.7.3 Section C	33
3.8	Data Analysis Method	34
	3.8.1 Reliability	34
	3.8.2 Normality Test	35
	3.8.3 Frequency distribution	35
	3.8.4 Multiple Regression Analysis	36
	3.8.5 Descriptive Statistics	36
	3.8.6 Pearson Correlation Analysis	37
3.9	Pilot Test	37
	3.9.1 Reliability Test	38
	3.9.2 Normality test	38
	3.9.3 Descriptive statistics	41
	3.9.4 Pearson Correlation Analysis	42
CHAPTER 4 RESULTS AND DISCUSSION		
4.1	Introduction	43
4.2	Sampling	44
4.3	Scale Reliability Test	44
4.4	Normality Test	45
	4.4.1 Distribution of analysis	45
	4.4.2 Test for normality	49
4.5	Regression Analysis	49
4.6	Demographic Profile of the Respondents	53
	4.6.1 Breakdown of gender	53
	4.6.2 Breakdown of age group	53
	4.6.3 Breakdown of education level	54
	4.6.4 Breakdown of period of service	55
	4.6.5 Breakdown of monthly salary	55
4.7	Descriptive Analysis	56
4.8	Pearson Correlation Analysis	57
4.9	Discussion	58

CHAPTER 5	CONCLUSION AND RECOMMENDATIONS	
5.1	Introduction	60
5.2	Summary	60
5.3	Conclusion	61
5.4	Limitation of the study	62
5.5	Recommendation for practice	62
5.6	Recommendation for future study	63
	REFERENCES	64
	APPENDICES	71
A	Questionnaire	73
B	Frequency Information	81
C	Reliability Analysis Table	84
D	Normality Test	86
E	Regression Analysis	89
F	FYP 1 Gbant Chart	87
G	FYP 2 Gbant Chart	88

LIST OF TABLES

Table No.	Title	Page
3.1	Table for determining sample size from a given population	29
3.2	Rule of thumb for cronbach's alpha	35
3.3	Rule of thumb of pearson correlation	37
3.4	Normality table for pilot test	38
3.5	Mean score on each dimension for pilot test	41
3.6	Correlation table for pilot test	42
4.1	Sample size determination and overall representative rate	39
4.2	Cronbach's alpha for each item	40
4.3	Normality table for each variable	44
4.4	Gender of respondents	45
4.5	Age group of respondents	46
4.6	Education level for respondents	46
4.7	Length of service of respondents	47
4.8	Monthly salary	48
4.9	Mean score on the dimension of empowerment variables	49
4.10	Inter-correlation of the major variables	50
4.11	Model summary	52
4.12	Anova Table	52
4.13	Multiple linear analysis work performance as dependent variable	53

LIST OF FIGURES

Figure No.	Title	Page
3.1	Research Framework	25
3.2	The research process	27
3.3	Histogram of pilot test participation of decision making	39
3.4	Histogram of pilot test delegation of authority	39
3.5	Histogram of pilot test training	40
3.6	Histogram of pilot test rewards	41
4.1	Histogram of participation in decision making	46
4.2	Histogram of delegation of authority	47
4.3	Histogram of training	48
4.4	Histogram of rewards	48
4.5	Histogram regression of work performance	52
4.6	Plot for regression of dependent variable	52

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

According to Piasecka (2005), organizations typically start on change programs with the aim of achieving critical improvement. With the change of program, we usually find changes in behavior and in the accepted way of doing things (Piasecka, 2005). Since we are in a process through which it is well understood that “human” asset is one of the most reliable sources of organizational performance, efficiency and effectiveness, to demonstrate higher levels of efficiency, effectiveness, and performance. Work processes which are getting more complex and gradually challenging conditions of competition are the other causes which heighten the expectations of organizations from their human resources. Especially, in the face of rapid developments in the areas of communications and information technologies, the organizations which transformed into data processing structures need to employ new and different production methods and techniques for their manufacturing processes of their new products. This requires human resources to have various additional competencies.

Aforesaid requirement bring about the need to consider human resources management through a new approach, away from the traditional understanding. During this process, instead understanding of a personnel management, based on obedience and discipline, the importance of a human resources approach based on initiative, creativity, competence, autonomous behavior and empowerment, is becoming more of an issue. An understanding of management based on formal authority descriptions as “the masterful”, the regnant and the authoritative,” a concept of leadership in which

managers as a coach, mentor, and a problem solver are increasing the significance of empowerment of human resources.

Globalization puts pressure on companies to fundamentally rethink and redesign their existing organizational processes, to increase production, speed and quality, while reducing costs and eliminating layers (Arnold, Arad, Rhoades & Drasgow, 2000). Organizations are finding they should to change how they doing business. These include the development of global marketplaces, rapid innovation in work technologies, shifting work force and customer demographics, and increasing demand for quality and flexibility in product and services (Hartmann, 2003).

Human resource is the most precious asset of an organization. The employees have the knowledge, skills and abilities that can't be followed by the competitors. But generally, these Human Resources are the fully used resource of an organization. And that's the main cause behind which all organizations like to empower the employees, but workers often are worried to take this responsibility.

Buitendach and Hlalele (2005, p. 1) posit that "organizations in South Africa are continually under pressure to undergo dramatic changes." Some of these challenges as the nature of work in the social and technological organization and technical and market revolutions were labelled by Maitland (2002 cited in Buitendach & Hlalele, 2005). In reaction to the global challenge, Buitendach and Hlalele (2005) proposed that numerous large organizations delayed, devolved decision-making, and promoted multi-Skilling, encourage teamwork, and introduced a range of initiatives in order to empower employees.

1.2 PROBLEM BACKGROUND

Empowerment has a larger context and it can be viewed through various extensions and perspectives. We can define that empowerment as a "way to delegation which enables work decisions to be taken as near as possible to the operating units and their customer". It can be said as a set of managerial practices aimed at increasing an employee's independence and responsibilities thereby qualifying them to do their job or tasks more effectively and efficiently. Empowerment is designed to increase the power

and autonomy of all employees in an organization. Empowerment also can be said as an individual's approach to work orientation, thereby increasing the employee's efficiency and performance. Employee empowerment activities like self-managed teams, total quality management (TQM), and quality control circles are implemented with the objective of increasing employee productivity and innovation (Bowen and Lawler, 1992).

Authors and researchers such as Kanter (1977), Block (1987), Sullivan (1994), Vogt and Murrell (1990) and Menon (1995) said that empowerment from the perspective of the leader's role in empowering employees. This means that employees will get to solve the problem and empowered through delegation and latitude for decision making when managers adopt the leadership style of coaching.

Foster-Fisherman and Keys (1995) and Canger and Kanungo (1988) looked at empowerment from the individual perspective. The individual perspective refers to the power of individual to persuade his own behavior or having "self-empowerment".

Landes (1994), Sims (1986) and Rothstein (1995) see collaboration and teamwork as a form of empowerment while Westphal (1997) and Ward (1993) found it critical to change the processes of work within an organization to achieve employee empowerment.

According to multi-dimensional views on empowerment, most of the literature reviewed can be decided that an empowered workforce will lead organizations to obtain a competitive advantage. In other words, there is a positive relationship between empowerment and performance.

Does the same conclusion for Malaysian employees and companies? In a study from K Ayupp and T H Chung (2010) from Universiti Malaysia Sarawak on "Empowerment: Hotel Employees' Perspective", it was found that from the hotel employees' perspective, coaching, participation in making decision, communication, training and rewards have an actual relationship with empowerment.

Another study based on empowerment in the Malaysian context that is by Md Abdur Raquib, (2010) from the Multimedia University. His study on "Empowerment

Practices and Performance in Malaysia-an Empirical Study” in the education, information technology and telecommunication service sectors in Malaysia, found that Malaysian firms have to focus on certain fundamental perspectives in (1) relinquishing the authoritarian way of treating the employees in the workplace; (2) giving them respectful power and authority to make their own decisions; (3) valuing their individualistic talents, ideologies and philosophies and (4) training them to achieve innovative ways, to teach their talents, technological knowledge, entrepreneurship and leadership skills.

Empowerment should be implemented in the organization not only in the service sector but also in manufacturing sector either to increase the performance of employees in the work. Both studies in the Malaysia more conducted in the service sector with the different research objectives but they also were focuses on empowerment and performance, but in this study more focuses on employees in the manufacturing industry and how they view the empowerment whether same like an employee in the service sector or not. This study also will test whether empowerment is positively correlated to employee performance in the manufacturing industry or not. So at the end of results, this study on the empowerment towards employee performance in the manufacturing industry in Malaysia will answer these questions. Spreitzer (1995a) findings on psychological empowerment will be used as a basis to identify the impact of empowerment on employee performance in manufacturing industry.

1.3 PROBLEM STATEMENT

Globalization has opened up various chance and challenges for Malaysian organizations to struggle like international organizations. Besides technological improvement, a developed, competent and empowered workforce will give Malaysia organizations intensity over its opponent. Studies on empowerment have shown that it has a powerful correlation to employee performance in terms of higher productivity, job satisfaction and reduction in staff turnover in organizations (Ongori, 2007). Therefore, the question of “Is this correlation appropriate to the Malaysian context or more specially, in the automotive sector?” This question is prompted based on Hofstede

(1980) rating on Malaysia as being a high power distance society, which indicates an environment of non-empowerment.

So, in order to achieve like international organizations, empowerment is a tool in order to increase employee performance. The organization needs for employee empowerment so that they will be making quick decisions and quickly respond to any changes in the environment. Employee empowerment is interest with believing, motivation, making indecision, and breaking the limitation between management and employees. Besides that, empowerment also hides the weakness of the workers and the organization and strengthens the autonomy, creativity, innovation, determination and persistence of the staff and makes conditions to avoid possible problems that they may face.

So in order to achieve the organizational objectives and increase employee performance, manufacturing industry has taken an action to implement empowerment on their employees. Manufacturing and assembly of automotive component processes are more controlled and rigid compared to employee in the service industry. So, this study will measure the perception and implementation of the concept of empowerment from the all employees in manufacturing employees who are made to respond about the feel of empowerment and exist in their organization and also the transmitters of empowerment to the employees.

So this study is will find on the cause of empowerment in manufacturing industry that can improve the employee performance in the work. So from that, we can know that how much of empowerment influence to employee performance and why empowerment should be held in manufacturing industry sectors. Employee performance is important in every organization in all sectors. The effect of empowerment also will be determined to see whether it can be related to the employee performance or not.

1.4 OBJECTIVES OF THE STUDY

This study is intended to determine the correlation between empowerment and employee performance. The objectives of the study are

1.4.1 To identify the most influential factors of employee empowerment on work performance in manufacturing industry.

1.4.2 To determine the relationship of employee empowerment on work performance in manufacturing industry.

1.5 RESEARCH QUESTION

This study on the factor of empowerment on employee performance in the manufacturing industry will address the following questions:

1.5.1 What are the most influential factors of employee empowerment on work performance in manufacturing industry?

1.5.2 What is the relationship of employee empowerment on work performance in manufacturing industry?

1.6 RESEARCH HYPOTHESIS

This study will test the following hypothesis:

1.6.1 H1: There is a significant correlation between participation of employees and employee performance in manufacturing industry.

1.6.2 H2: There is a significant correlation between the delegation of authority and employee performance in manufacturing industry.

1.6.3 H3: There is a significant correlation between training and employee performance in the manufacturing industry.

1.6.4 H4: There is a significant correlation between rewards and employee performance in the manufacturing industry.

1.6.5 H5: There is a significant influence of empowerment on employee performance in manufacturing industry.

1.7 SCOPE OF STUDY

The main focus of this research is to determine what are the factors of empowerment that are required by manufacturing employees to increase the employee performance. This study also aimed to examine the relationship of empowerment that influence on the employee performance. The sample of this study covers all level employees of one Kilang Sawit RISDA Ulu Keratong in Segamat Johor. The study also focused on assigning empowerment of employees in relation to employee performance. The population for the Kilang Sawit RISDA Ulu Keratong is 150 employees but the size of the sample is limited to 108 respondents only.

1.8 SIGNIFICANCE OF THE STUDY

The body of knowledge on employee empowerment in Malaysia will grow with the contribution of this study. In Malaysia, there have been various studies conducted on employee empowerment in various sectors. Some of the studies have been conducted on employee empowerment in Malaysia are in the education sector (Nik Azida Abd. Ghani, Tengku Ahmad Badrul Shah bin Raja Husin, Kamaruzaman Jusoff, 2009) information technology and telecommunication services sector (Md Abdur Raquib, *et al*, 2010), hotel (Kartina Ayup and Then Hsiao Chung 2010), and USA's Multinational Company (MNC) which is operating in Sarawak (Azman Ismail, Nur Baizura Natasha Abidin Rabaah Tudin (2009) and in the managers in the Malaysian organization (Ismael Abu-Jarad and Suriati Shariff , 2011).

The findings from this study on the impact of empowerment on employee performance in the manufacturing industry will add on to the existing body of literature on employee empowerment in Malaysia as well as to get the gap in information pertaining to employee empowerment in manufacturing industry.

For Malaysian employees in the manufacturing industry, this study will give the perspectives on whether empowerment influences their employee performance. This

information and knowledge will enable Malaysian employees to feel better comprehend of their employees' feeling about empowerment. It also will help employees to better improve their individual and organizational performance give awareness about the goodness of empowerment. Besides that, it will also help managers to better control their employees improve their individual and organizational performance.

Besides that, by having a good understanding of the relationship between empowerment and work performance of Malaysia manufacturing workers, it will give the organization a clear picture on how to shape their manufacturing sector workers' attitudes in order to have higher work performance. The higher work performances have larger good impact on the organizational overall performance such as increase productivity, innovative, creative, reduced worker turnover rate, absenteeism and improve quality service.

The employees of organizations can be the main operator of work process and it's proved that a capable and competent manpower that are considered as regarded as the foundation of national wealth and vital assets of the organization, bring lots of benefits to the organization. Competitive environment today and the ability of the organizations to perform effectiveness and efficiency shows require of empowerment more than ever. Reviews coordinated by researchers with evidence of the fact that management with empowerment workers, the important experience in improvements in performance particularly in economic performance. All over the world have reported successful organizations which are use empowerment programs have been able to gain lots of success.

1.9 OPERATIONAL DEFINITION

For the purpose of this research the following concepts have been defined:

1.9.1 Empowerment

Empowerment as a positive use of power to create more power, which has a positive energizing effect on the organization (Vogt and Murrell, 1990).

Empowerment in this study is a management practice of sharing information, rewards, and power with workers so that they can take initiative and make decisions to improve service and performance and to solve problems.

1.9.2 Participation in Decision Making

Employee participation is generally defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger, 1979; Wagner, 1994). Participation involves individual or groups in the process.

1.9.3 Delegation of authority

Delegation involves giving an employee the responsibility for part of your job and the authority to carry it out, while retaining control and accountability. Empowerment involves not only giving responsibility and accountability for a task but also the responsibility and authority to make decisions tied to the assignment while, again, retaining control and accountability.

1.9.4 Employee Performance

Employee performance is when employees are achieving the results, goals or standards same as expectations set by the organization. Employees are appraised on how well they do their work compared to the According to Rothman & Coetzer (2003), it is a fulfillment of a task given measured against pre-set standards of correctness, completeness, cost, and speed, the initiatives they get, their creativity in solving problems and resourcefulness in the way they utilize their resources, time and energy.

1.10 EXPECTED OUTCOMES

From this study, there will show that the factors of empowerment that influences the employee performance. So, management can get clearly what is the cause of empowerment is should be implemented in the organization and management in the manufacturing industry can use the empowerment technique to train, delegating the authority to their employee in order to achieve objective in the organization.

If the employees are not empowered, the performance of employees also can be affected. In order to increase and improve their employee performance, empowerment can help management to make them feel motivated and committed in their work. So, in this study also will show the effect of implementing the empowerment towards their employees. So, the reader can know how much influence the empowerment to the performance of their employees, whether it can improve the performance or otherwise.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In the chapter before that, the key terms, problem statement and also the most important for these studies have been discussed. The more specific research objectives, hypothesis and framework of this study also were also highlighted.

A study of literature can be seen as an answer to the problem statement and supports the researcher to comprehend the results of the empirical study. In this chapter a comprehensive literature overview of the constructs being investigated is provided. This chapter focuses on defining employee empowerment, variety of factor and impact of empowerment and also works performance.

A purpose of this chapter is to provide a review of past research efforts related to employee empowerment factors and impacts to work performance. A review of other relevant study also was also shown. The review is detailed so that the present research effort can be properly tailored to add to the present body of literature as well as to justly the scope and direction of the present research effort.

2.2 EMPOWERMENT AND PERFORMANCE

2.2.1 Empowerment

The empowerment of human resources usually used with the same meaning with authorizing and assigning responsibility, in other meaning, as empowering and transfer authority. Empowerment is a process that provides employees with autonomy through sharing of correct information and the provision of control circumstances that affect work performance of the organization, by rewarding employees for contributions made and with the power to make influential decisions being vested in employees (Lashley 1999). The process of providing workers the authority to manage way of people working is the enabling. Empowerment is a process of enabling the workers in the level of non-managerial in the organization. Furthermore, empowerment also is a process of enabling the workers in order to apply their ability to maximize in order to help the group or organization. Employees also allowed having more responsibility and control of their work is also empowering. Enabling the staff is to train things that employees can do to be less reliant on the administrator (Aghayar and Sirous, 2007).

Empowering employees allows organizations to be more responsive and flexible and also can lead to improvement in both organizational and individual performance (Meyerson & Dewettinck, 2011). Empowerment as a motivational construct; empowerment in the comparative structures happens when the power is moving from upper to lower level and as a result workers feel a sense of ownership and manage over their career (Canger and Kanungo, 1988). People are empowered will feel so much energy and control (Taktaz, Shabaani, Kheyri and Rahemipoor, 2012). Pastor (1996) state that empowerment as a phenomenon that individuals take responsibility for their actions that this definition focuses on the importance of individuals in the successful implementation of empowerment.

Buitendach and Hlalele (2005) said that the empowerment process of giving confidence to employees together with management, to utilize their skills and experience by presenting them with the power to use more judgement and discretion in their work. According to Vogt and Murrel (1990), empowerment is the time on improving the decision making ability of the employees through cooperation, sharing,

training, education and teamwork. Moreover, identifies empowerment as the activity of assigning appropriate responsibility to employees and making them gain abilities (Klagge, 1998). It is understood from the definitions that not only the cognitive aspect of empowerment that consists the improvement of the capacity of the employee within the organization, but also behavioral aspects in which employee's satisfaction from his or her job and workplace environment is crucial.

Schlessinger and Heskett (1991), the empowerment of front line employees can break the "cycle of failure" in services and maintaining customer satisfaction. Randolph (1995) defines employee empowerment as "a transfer of power" from the employer to the employees. Blanchard, Carlos and Randolph (1996) for instance agreed that empowerment is not only having the independence to act, but also having a higher degree of accountability and responsibility. This show that management must empower their employees so that they can be committed, motivated, satisfied and assist the organization in achieving the objectives.

From Spreitzer (1995a), employee empowerment is a process which has to be administrated to start with; because employee empowerment is not only the improvement of institutional abilities and internal entrepreneurship of employees, but also through employee empowering factors, is enabling the perception of self-empowerment applications; thus the empowerment has to be administrated. Thomas and Velthouse (1990) emphasize two aspects of power; the first of these is the cleansing of work environment from any negative condition that makes a person feels incapable, and the latter indicates that, in order to make a person feel capable in his or her own work experience, the further discussed aspects should be met. Employees need a power and that people perceive this as an intrinsic matter (Canger and Kanungo, 1988).

Mohammed and Pervaiz (1998) said that empowerment is an express of mind. Meyerson and Kline (2008) in a research titled "Environmental and Psychological empowerment": preconditions and consequences", found that empowered better is divided into psychological and behavioral dimensions and each aspect predicts the work's results separately. The outcomes also showed that environment empowerment has good consequences that mental empowerment (Meyerson and Kline, 2008).

Whitman, Van Rooy and Viswesvaran (2010), made a theoretical method to examine the satisfaction-performance relationship when both the constructs were construed at the work unit level. Based on their results revealed, significant relationship between unit-level performances. Specifically, significant relationships were found between unit-level job satisfaction and unit-level criteria, involving customer satisfaction, productivity, withdrawal and organizational citizenship behaviors.

Tuuli and Rowlinson (2009) analyzed the relationship between psychological empowerment and job performance. The study also tried to find out if ability, motivation and opportunity to perform mediated between empowerment and performance. The study proved that empowerment had direct and positive effect on work performance and also was mediated by the motivation for intrinsically, opportunity and ability to execute. The study demonstrated that empowered employees exhibited positive performance behaviors, and hence psychological empowerment is a valuable source for organizations to pursue their desired results.

There are many different perspectives in definition of empowerment. Vogt and Murrell (1990) describe empowerment as a positive to build more power, which has a positive energizing on the organization. Canger and Kanungo (1998) defined empowerment as a motivational idea of self-efficacy. Menon (2001) defines that empowerment as “making decision authority down the (traditional) organizational hierarchy” summarizes the existence of empowerment. To conclude, overall of the definition of employees is about employee’s autonomy in their work, and an increased involvement and influence in decision making.

2.2.2 Performance

Work performance is the contribution of employees directly and indirectly towards the organizational objectives and goals (Borman and Motowidlo, 1993; Campbell, 1990). Performance also is a point of how activities serve the objective (Akal, 1992). Performance also is “the rate of realization of the purpose” or “outcomes level of activity”. This level shows that how much the objectives or the purpose is performed (Schermerhorn, Hunt, Osborn, 1985). Camp Bell (1995) trusts that in

performance behavior exists and must be distinguished from the outcomes because some of the systems can remove results.

Performance is the level of individual reaching target both for institution and for individuals. Some researchers like Campbell (1995) describe that performance is not just the result of the activity, it is the activity itself. Considering on definition of performance, it clearly states that performance related to the personal traits, mental abilities and eagerness to be integrated with institutional purposes of each individual.

An analysis of performance should be done in its two different aspects. Borman and Motowidlo (1993) detected two broad categories of workers' behavior. The two of the performances have different ways of organizational effectiveness. The first aspect is a task performance and other aspects are contextual performance. Task performance is the work responsibility which puts the activities contributes to the technical basis of the institution into practice by applying technical processes directly or by supplying needed products or services together (Borman and Motowidlo, 1997). This performance focuses on basic technical details in a task. Besides that, task performance consists of the behavior that supports technical fundamentals that make production possible (Van Scotter and Motowidlo, 1996).

Psychological performance conditions such as volunteers, optional activities, attendance, and motivation that contextual performance have (Van Scotter and Motowidlo, 1996). While contextual performance has strong interpersonal and person-organization components, task performances are objective, quantitative, and individual. Thus, personality traits of the workers such as ability, skill, and willingness to become more significant in contextual performance than it is for task performance (Hurtz and Donovan, 2000). More outstanding aspect of contextual performance is that workers get out of their defined role behavior in extra role behaviors. Organ (1988) states that contextual performance as a behavior improving the psychological environment and supporting task performance by using organizational citizenship behavior in the same meaning with contextual performance.

Most organization researchers confident the overall performance of the work to be defined in three dimensions: work function (directly and indirectly depended to the

organization's technical activities), context-dependent functions (functions that shape the organizational context, social, and psychological functioning in what is happening, is effective. For example to help others, passion and volunteer for overtime) and counterproductive behavior (behavior of workers who hurts the organization and its members. For example, to do things slowly and deliberately wrong, insulting, stealing, and ignoring others, and obstruction) (Aghayousefi and Mirhosseini, 2011).

When empowerment occurs, the institution faces lesser turnover labor (Cook, 1994; Lashley, 1999), there will encourage employee confidence and staffs would take responsibility for their own recital and its development (Barry, 1993; Lashley, 1999). Workers will be instrumented in terms of skill and aptitudes for the firm (Ripley and Ripley, 1993; Lashley, 1999) in order to make further contented consumers (Johns, 1993; Lashley, 1999) and bigger earnings (Plunkett and Fournier, 1991; Lashley, 1999). Competitive advantage can be achieved by the lead of an empowered labor (Moye and Henkin, 2006; Ongori and Shunda, 2008). The empowerment places of interest that empowered workers will encourage about attaining a competitive advantage (Conger and Kanungo, 1988; Forrester, 2000; Spreitzer and Quinn, 1997; Sundbo, 1999). According to Hilton (2002), staff empowerment as the insight of encouraging and permitting workers begin on proposal to advance operations, decrease costs, and build the product and customer service quality. Canger and Kanungo (1988, p. 476) and Eylon, and Bamberger (2000) confirms that 'disempowering acts' may be showed as practices that utterly promote 'dependency', rebuff discourages 'self-expression' and monopolize the practice of dictatorial management manner and hopeless types of exploitations.

Empowerment is a strategic management method serves as a vibrant to avoid all the negative cognitions or attributes resulting in 'lack of frustration'. So, this condition further fosters bunch of proactive human qualities, such as, respects, competence, hopefulness, patience, hard-working efforts, togetherness, collective efficacy, support, dignity, integrity, empathy, tolerance, work-motivation, collaboration, and cooperation (Md. Raquib, *et al*, 2010). 'Lack of frustration' result of empowerment needs concrete 'empowered psychology' of management leaders both by heart and by appearance so that the workers may feel intrinsically that their leaders do not maintain dual-standards,

which means, keeping authoritarian philosophy in mind in one hand and promoting empowerment on the other (Md. Rauqib, *et al*, 2010).

In search for superior output, companies invest larger capital for choosing 'high quality' worker (Schmitt & Chan, 1998; Wright & Bonett, 2007). Managerial leaders have long acknowledged the significance of preserving little echelons of 'turnover' so as to reassure sky-scraping ranks of performance and keep away from the costs related with employing and training fresh personal (Abelson and Baysinger, 1984; Harvey, Harris, and Martinko, 2008). Literature show that employee empowerment tends to enhanced result, performance, job satisfaction and decreased staff turnover in companies (Ongori, 2007).

Bowen and Lawler (1995) include that empowerment is the sharing of information relating to the organization's performance, rewards based on the organizational performance, and knowledge that enables employees to understand and contribute to organizational performance. Petter, Byrnes, Choi, Fegan and Miller (2002) argues that seven dimensions of employee empowerment and that included power, decision-making, information, autonomy, initiative and creativity, knowledge and skills and responsibility.

The factors of empowerment that affect the work performance discussed below:

2.3 PARTICIPATION IN DECISION MAKING

2.3.1 Participation in Decision Making

According to Knoop (1995) determine that sharing decision making with other people to achieve organizational objectives known as participation in decision making (PDM). Participation in this factor means that employers giving the employees' freedom in selecting the methods that they can use in performing their jobs, getting employee input in job-related issues and so on (Ayupp and Then, 2010). In their study, the researchers also state that the higher the employee's participation in decision-making, the more positive would be the perception of these employees towards empowerment. Bowen (1995) and Lawler (1992) and also other researches, such as Konczack, Stelly and Trustly (2000), Conger and Kanungo (1988) and Siegall and Gardner (2000) show

that effect of coaching and participative culture in helping workers to think and work freely which consequently strengthens empowerment in the workplace.

The perception of involvement and participation was practiced during the era of the 1960s, trying to encourage decision making and recognizing the growth of problems that the organization was stumbling upon (Margulies, and Kleiner, 1995). Minett, and Ellis (1997) define that inspiring self-growth of the staffs was appraised as vital to an anticipated change in the culture of the organizations, and the pledge converts the organization into 'learning organization'.

2.3.2 Participation in Decision Making Relation to Employee Performance

Participative climate can increase feelings of psychological empowerment and have demonstrated that in participative climate, the acknowledgement, creation, liberation of workers is valued, and an emphasis is placed on initiative and individual contribution (Spreitzer, 1996). Wallach and Mueller (2006) concluded that work characteristics such as chances for worker participation in decision-making predicted employee empowerment amongst 160 paraprofessionals.

The effect of participation on performance has become increasing in recent years. Wagner (1994) discusses that many participation studies have demonstrated a consistent, although the smallest impact on performance. The form of participation and the technique in which participative techniques are employed determine the extent of any positive effect on performance (Cotton, Vollrath, Froggatt, Lengnick & Jennings, 1988; Cotton, Mcfarlin & Sweeney, 1993). Many researchers taken a more holistic approach to leaning participation agree that participative decision making requires a certain context over and beyond a set of program or techniques. He has disputed that the involvement of workers' efforts can even have a negative effect without redesign of work.

2.4 DELEGATION OF AUTHORITY

2.4.1 Delegation of Authority

Delegation of authority occurs in situations when manager transfers his or her right of decision-making and implementation of activity from decision to employees (Leana, 1987). Yukl (1998) said that delegation of authority is a tool of organizational effectiveness that contain the assigning of important works to employees and giving them authority related to decisions if it is firstly approved by the managers, or without any approval. Although participation of management leaves the manager-employee collaboration in the decision-making process, delegation of authority refers to decisions that the manager allows workers to make on their own.

Some researchers declare that delegation improves the employee morale. For example, there will improve the status of the employee's work and provide motivational factor if they know that they will have to answer for the decision (Muir, 1995). According to some studies, delegation explain that a manager's empowerment of a worker to take responsibility activities (Bass, 1990; Wagner, 1994; Konczack, Stelly and Trusty, 2000).

2.4.2 Delegation of Authority in Relation to Employee Performance

This is important for employer and employees understand about the delegation of authority. Managers maybe can apply the delegation of authority to improve the skills of their employees concerning work, also to enhance their commitment to the work and organization, and to make the employees become more powerful in organizations (Yukl and Fu, 1999). Some researchers have explained that empowerment as 'the behavior of supervisor' that empowers their subordinates (Lee and Koh, 2001). On the other hand, relating to the empowerment concept led to a revision of the concept and how the implementations regarding empowerment were perceived by workers to gain importance (Canger and Kanungo, 1988; Spreitzer, 1995). For example, Canger and Kanungo (1988) judged that the literature which described empowerment authority delegation (Lee and Koh, 2001) and investigated the answers to questions such as "Are employees automatically empowered when authority is shared?"

Furthermore, Leana (1987) concluded more authority delegated by managers to their employees when they are under a greater workload and organizational decisions and support needed by them are unimportant. Many researchers have pointed out the delegation's potential benefits to employees. The positive outcomes for example employee's performance, work satisfaction, task performance, perceived insider status, organization-based self-esteem and organizational citizenship, innovative behavior and affective commitment (Leana, 1986; Schriesheim, Neider and Scandura, 1988; Chen and Aryee, 2007; Ansari, Bui and Aafaqi, 2007). There are have strongly advocated the use of more delegation in the organization that the reason pointed out by researchers. Moreover, if the task is distributed accountability and following with skills and experience among employees, the delegation of authority become a more acceptable tool (Jha, 2004; Weshah, 2012). Jha (2004) proposed that the job characteristics lead to effective delegation is high. From this study, the motivating are highly if employees perceived a job and tasks can be easily delegated to them.

2.5 TRAINING

2.5.1 Training

Training is a type of activity which is planned, systematic and it becomes an enhanced level of skill, knowledge and competency that are needed to perform work effectively (Gordon, 1992). Peace and Rosenthal (2001) purpose that involvement on official training and learning programme is, nonetheless, merely a means through which staffs may be able to get hold of relevant job practice and incorporate norms and values of the pro-social clientele service. Nachshen (2005) state that study of impacts of the parent training agenda is an approach of parent empowerment as a response variable. According to Kreitner (1999), when staffs are enough trained, given all relevant information and the best possible instruments, completely engaged in key assessments and lastly rewarded what they have done, it can be said that empowerment takes place.

Training can be given in different methods such as on the mentoring and coaching, evaluate participation and cooperation of the employees. It can enable workers to participate actively in the work and procedures good performance, and also improving organizational performance (Elnaga and Imran, 2013). Besides that, training

programs not only development workers but also helps organizations to make better use of their human resources to gaining competitive advantage. So, training programs seem to enhanced worker's abilities and competencies that are needed in the workplace (Jie and Roger, 2005).

Training also not only develops worker's capabilities but training also generates their thinking ability and creativity to take good decision in time and more productive manner. Moreover, training also allows works to deal with customer in an effective manner and they're responding to customer complaints in a timely manner (Hollenbeck, Derue and Guzzo, 2004). Self-efficacy and results in superior performance of work are developed by training by substituting the traditional work practices by effective and efficient of work related practices (Kathiravan, Devadason and Zakkeer, 2006).

Richard, De Frank and Ivancevich (1998) agree that 'compensation and rewards' attached with enough grounding and training influence to those individuals who experienced with the lack of familiarity with a team-setting or functioning as part of a team. Training give benefits by positively influenced though the development of employee knowledge, ability, skills, competencies and behaviors for employee and organization. If motivated a trainee high, the new skill or knowledge required are more quickly and systematically. Organizations generate profits for its owners (shareholders); preparing quality of service to a customer and benefit, also invest in the training of employees (Evans and Lindsay, 1999). Money, job promotion and recognition should be related to training, something which the trainee desires.

2.5.2 Training in relation to employee performance

Most previous research shows that a strong positive relationship between human resource management practices and organizational of performance (Purcell et al, 2003). Training plays a significant difference between the organizations that are train their employees and that not train their employees (Benedicta, 2010). The ingredients of performance are efficiency and effectiveness apart from competitiveness and productivity and training is a tool of increasing individual's performance (Cooke, 2000).

Performance is the key elements to achieve the organization's goals so that performance increases the effectiveness and efficiency of the organization which is helpful for the achievement of organizational goals (Mwita, 2000). There are have questions that asks how an employee can work more efficiently and effectiveness to improve the growth and productivity of an organization (Qaiser Abbas and Sara Yaqoob, 2009). There are many factors which increase the work of the worker such as flexible scheduling, training and other. So, organizations are very necessary to design training very carefully (Micheal Armstrong, 2000). The training's design should be according to the needs of the workers (Ginsberg, 1997). The Organization always gets better results because they develop a good training design following to the need of the workers (Partlow, 1996; Tihanyi, Daily, Dalton, Ellstrand, 2000; Boudreau and Boswell, 2001). It clearly that design of training plays a very vital role in the workers and also organizational performance. Tsaur and Lin (2004) postulate that bad training design is nothing but money and time can be lossy.

2.6 REWARDS

2.6.1 Rewards

The rewards can come in many forms. Connect some incentive payments into the goals that have been set. Throw a section or department party to recognize their achievement and invite the employer to help recognize their efforts.

Any rewards that have been established will depend upon the specifics of goals, the results achieved, and department's budget. No matter the particulars of each situation, be creative and find a way to offer rewards as well as recognition for the accomplishments of the team. It will only increase their desire to make meaningful contributions since they will know that any improvements will benefit them as well.

2.6.2 Rewards in relation to employee performance

Researches have been found that rewards may have a negative impact on important dimensions of empowerment and discretionary behavior including self-determination, self-efficacy, and creativity Deci and Ryan (1980). Erstad (1997) said

that built into the empowerment of the teams is a reward system recognizing the contribution of the team as a unit.

In some service organizations, employees are encouraged and rewarded for being 'empowered', that is taking initiative and exercising their discretion (Schlesinger & Heskett 1911). Born and Molleman (1996) state that rewarding employees for empowering behavior is complex in traditional pay systems thus requiring more flexible systems of reward. They also said that more flexible pay system would be needed to deal appropriately with rewarding individual and/or team empowered performance.

Bowen and Lawer (1992) incorporate four components of structural empowerment: a) information about organizational performance, b) rewards based on organizational performance, c) knowledge that enables to understand and contribute to organizational performance, d) power to make decisions that influence work procedures and organizational direction. According to (Gkorezis and Petridou, 2011) structural empowerment overlooks the employees' view towards these management practices.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides an outline of the research methodology used in the research of the factors of empowerment in the employee's performance in manufacturing industry. The research methodology is the way to systematically solve the research problem and to get the data. It may be understood as a science of studying how research is done scientifically. In this chapter also, we can see also the step that is generally adopted to know how to collect analysis and interpretations of data.

3.2 RESEARCH FRAMEWORK

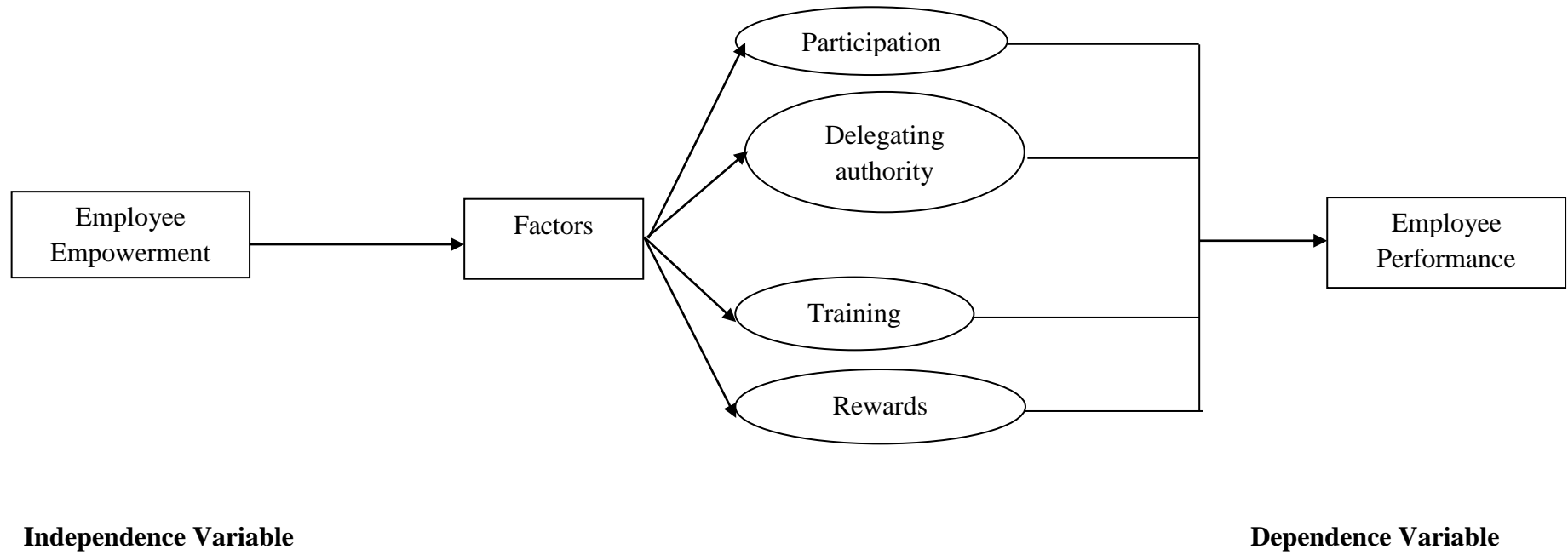


Figure 3.1: Research Framework

3.3 RESEARCH DESIGN

Research design is a procedure of creating an empirical test to support or answer a claim of knowledge. The purpose of research design is to ensure that the evidence obtained enables us to answer the initial objective clearly.

There are several types of research design and one of them is pre-experimental designs. The pre-experimental designs have three common designs that are one-short case study, one-group pretest and post test design and intact-group comparison. In this study, one – short case study has been chosen to develop research design. The treatment (X) is tried on the single group; and observation (o) is then made on the members of the group to access the effects of the treatment.

A single group is studying at a single point in time after some treatment that is presumed to cause change. The carefully studied single instance compared to general expectations of what the case would have looked like had the treatment not occurred and other events casually observed. In this study, the independent variable is employee empowerment, while dependent variable is job performance which is affected by independent variable, and to make sure there is any correlation relationship between independent and dependent variable.

3.4 RESEARCH PROCESS

The basic process of survey research can be outlined in the following:

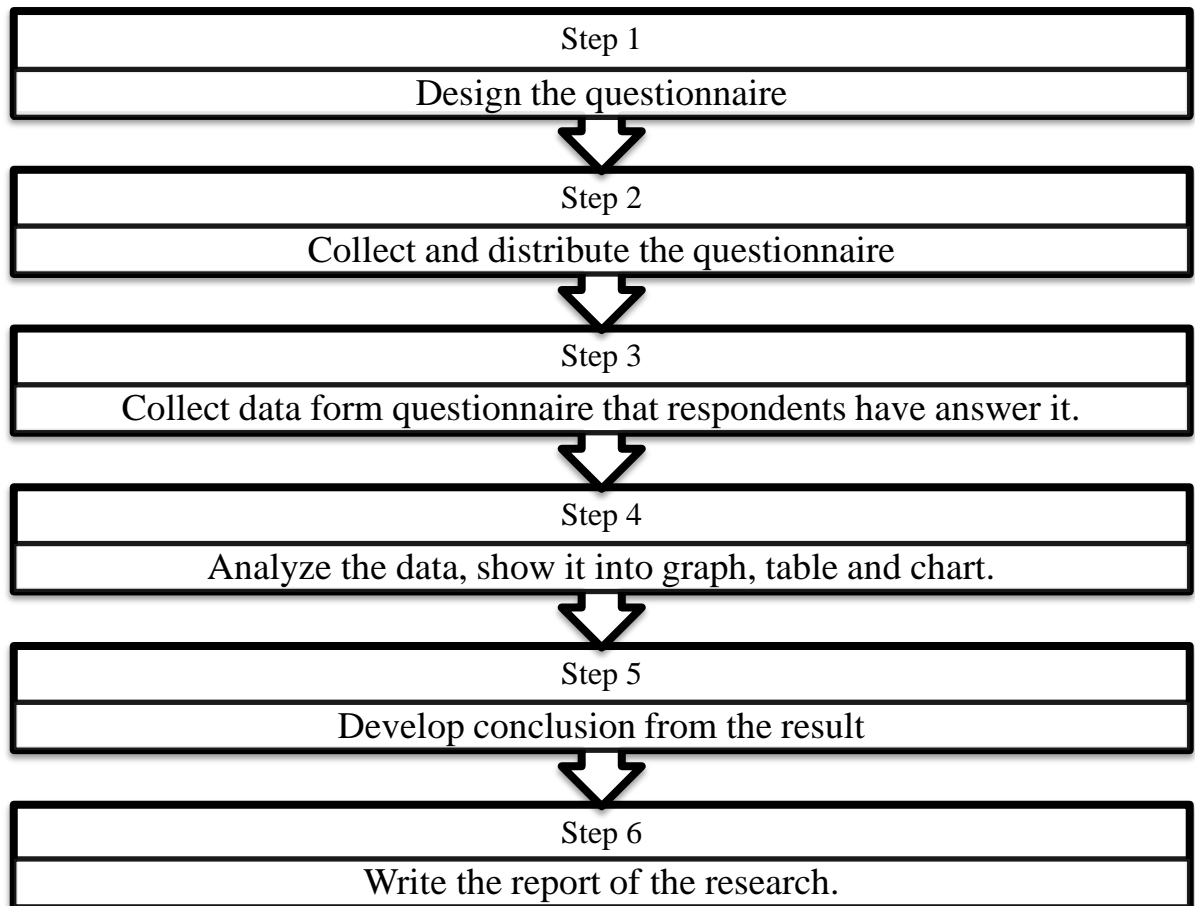


Figure 3.2: The research process

3.5 POPULATION AND SAMPLING

For any research, the sample size of any study must be determined during the designing stage of the study. However, the population must be defined and after that determine the size of the sample based on the number of population. According to Salant and Dillmon (1994), the number of samples is determined by four factors: 1) how much sampling error can be tolerated; 2) population size; 3) how varied the population is with respect to the characteristics of interest; and 4) the smallest subgroup within the sample for which estimates are needed.

Using Krejcie and Morgan (1970) theory, the estimation of sample size in this research is a commonly employed method. So, this study estimates the sample size using Krejcie and Morgan (1970) in Eq. (3.1)

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)} \quad (3.1)$$

s= required sample size

X^2 = the table value of chi-square for one degree of freedom at the desired confidence level.

N=the population size

P=the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d= the degree of accuracy expressed as a proportion (0.50)

The relationship between total population and sample size is established in table 3.1. The table shows that when population increases, the sample sizes also increase. However, it is considered to researcher whether the sample size is enough to provide accuracy to base decisions on the findings with confidence.

Table 3.1: Table for determining sample size from a given population

<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>
10 ⇒	10	220 ⇒	140	1200 ⇒	291
15 ⇒	14	230 ⇒	144	1300 ⇒	297
20 ⇒	19	240 ⇒	148	1400 ⇒	302
25 ⇒	24	250 ⇒	152	1500 ⇒	306
30 ⇒	28	260 ⇒	155	1600 ⇒	310
35 ⇒	32	270 ⇒	159	1700 ⇒	313
40 ⇒	36	280 ⇒	162	1800 ⇒	317
45 ⇒	40	290 ⇒	165	1900 ⇒	320
50 ⇒	44	300 ⇒	169	2000 ⇒	322
55 ⇒	48	320 ⇒	175	2200 ⇒	327
60 ⇒	52	340 ⇒	181	2400 ⇒	331
65 ⇒	56	360 ⇒	186	2600 ⇒	335
70 ⇒	59	380 ⇒	191	2800 ⇒	338
75 ⇒	63	400 ⇒	196	3000 ⇒	341
80 ⇒	66	420 ⇒	201	3500 ⇒	346
85 ⇒	70	440 ⇒	205	4000 ⇒	351
90 ⇒	73	460 ⇒	210	4500 ⇒	354
95 ⇒	76	480 ⇒	214	5000 ⇒	357
100 ⇒	80	500 ⇒	217	6000 ⇒	361
110 ⇒	86	550 ⇒	226	7000 ⇒	364
120 ⇒	92	600 ⇒	234	8000 ⇒	367
130 ⇒	97	650 ⇒	242	9000 ⇒	368
140 ⇒	103	700 ⇒	248	10000 ⇒	370
150 ⇒	108	750 ⇒	254	15000 ⇒	375
160 ⇒	113	800 ⇒	260	20000 ⇒	377
170 ⇒	118	850 ⇒	265	30000 ⇒	379
180 ⇒	123	900 ⇒	269	40000 ⇒	380
190 ⇒	127	950 ⇒	274	50000 ⇒	381
200 ⇒	132	1000 ⇒	278	75000 ⇒	382
210 ⇒	136	1100 ⇒	285	100000 ⇒	384

Source: Krejcie and Morgan (1970)

3.5.1 Population

One manufacturing industry will be targeted in area Segamat Johor that is Kilang Sawit RISDA Ulu Keratong to participate in this study. The population targeted for this study included all permanent employees both managerial level and non-

managerial level that is employed in this factory. The total of employees at Kilang Sawit RISDA Ulu Keratong is (N=150) respondents.

3.5.2 Sample

The relationship between total population and sample size is shown in Table 3.1 on the page 29. When number of population is increasing, the sample size also increases. According to Krejcie and Morgan (1970) when the population is N=150, the sample should be chosen is N=108. Convenience sampling from non-probability data also called as haphazard or accidental sampling was chosen because this survey only refer to the respondent who conveniently available to join this survey. Besides that, this sample also easy to use.

3.6 DATA COLLECTION TECHNIQUES

Data is one of the important and vital aspects of any research studies. Every research is based on the data which is analyzed and interpreted to get information. There are two sources of data have been used in this research: primary data and secondary data collection.

3.6.1 Primary Data

Primary data are the data collected for the first time like surveys, experimental or direct observations. The researchers are collecting the real time data from them means that the original data has been collected for the purpose in mind. This data also has not been published yet and is more reliable, real, and objective than secondary data. Primary data also not changed or converted by human beings; therefore its validity than secondary data.

The collection data tool that has been chosen in this study is questionnaire. Most commonly use the questionnaire in the survey. Questionnaires have a list of questions whether in an open-ended or close-ended for which respondents will give an answer according to their knowledge. It is can be conducted via mail, telephone, in an institute, live in a public area, through electronic mail or fax and other methods.

3.6.2 Secondary Data

Data that have been collected by others is a secondary data. This data may be available in the published or unpublished form. The researchers will find the secondary data when it is not possible to collect the primary data. Basically, secondary data provide the researcher to understand more about the topic and give clear perspective and view on the current study.

One of the secondary data that have been used in this study is journals, industry surveys, academics material and web site. This research uses more journals and book for obtaining data. Journals are becoming more important as far as data collection is concerned. Journals provide up-to-date information compare book which is sometimes used old information and secondly, journals have more information on the specific topic on which the researchers are searching rather than talking about more general topics.

Nowadays, books are available for any topics that want to research. Usually, the books are used before the topics of research have selected. Books provide insight on how much work has already been done on the same topics and then can prepare the literature review.

3.7 DEVELOPMENT OF QUESTIONNAIRE

For this study, the questionnaires have been chosen as a tool to collect data. Questionnaires are used because: a) the cost questionnaire is low, b) structured information in the questionnaire makes analyzes somewhat uncomplicated and c) questionnaires give respondents extensive time to answer the question.

However, the questionnaires also have a negative impact in collecting the data. Sekaren (2000) specify the main problems encountered using the questionnaire would be poor response levels and the likelihood of social desirability, validity of responses provided being questioned and faking.

A total of 108 questionnaires were distributed to all permanent employees in Kilang Sawit RISDA Ulu Keratong. The questionnaires are provided to the respondents with a cover letter. A cover letter will show the objectives of the study, assurance that

anonymity and confidentiality would be protected as no personal information was required, and that the responses would be used for research purposes only. Moreover, the instructions for completing each the questionnaire were also being included. Besides that, the questionnaire also designed in two languages to make the respondents easily answer the question if they cannot understand in English language. If the respondents have any problem with the questionnaire, there has a number telephone in the cover letter of the questionnaire so that they can ask about the problem when answering the questionnaire.

The respondent will have 30 minutes to answer all questions in the survey. The researcher is explained to respondents what are required from them. The researcher is available throughout the various sessions to answer any questions.

Questionnaires are divided into three sections, section A, section B and section C.

3.7.1 Section A

From the sample, a self-developed questionnaire was used to acquire demographic information or respondent's background. In section A, five questions will be asked and respondents are requested to fulfil the information to see their age, monthly salary, educational level, gender, and years of service in the organization. However, the five questions in section A have different data and both data will be measured by frequency distribution. Both data will compute in mode to see higher frequency.

In section A, nominal data and interval-level data will be used to get the information about background of respondents. Nominal data is a qualitative data that cannot be ranked as such in this questionnaire like gender and educational level. So, gender and education level will use nominal data.

For ratio-level data, data show the characteristics of interval measurement and there exists a true zero like salary, age and years of service in the organization. So, question like salary, age and year of service will use ratio-level data. Overall of the

demographic profile in questionnaire is five (5) include gender, age, education level, year of service and salary.

3.7.2 Section B

For the section B, the question will ask about the factors of empowerment in their organization, where adapting Bowen and Lawler's (1992) work because of their researchers considerable in this field. 19 questions will be put in this section regarding empowerment. In this study, the factor of empowerment only has four factors that are participating in decision making, delegation of authority, training and rewards.

The type of question in section B is in the rating scale. Rating scale is an instrument that requires the respondents to assign the rated object that has numerals assigned to them. A rating scale is a set of categories designed to elicit information about a quantitative attribute. The rating scale has a few such as ordinal level scale, interval level scale and ratio level scale. However, in this section, ordinal-level scale has been chosen. Ordinal-level data classifies data into categories that can rank. In the social sciences, common examples are Likert scale 1-10 rating scales which are a person required to select the number considered to reflect the perceived question.

19 questions in this section are divided equally according to factors of empowerment on hypothesis. For participation in decision making have six questions statement (1-6) and delegation of authority six question statements (7-12). Besides that, training has five statements and rewards only have two questions. The response scale is a seven-point Likert scale ranging from 1 (very strongly disagree) until 7 (very strongly agree). So, respondents required to choose one of the seven scales in each state in section B.

3.7.3 Section C

This section also uses ordinal-level scale from 1 (very strongly disagree) to 7 (very strongly agree).

Section C will have 18 questions that required respondent to scale about their performance in the work. This section also uses seven Likert-scale ranking to ranking

their performance. In this section, the respondents are asked to answer their work performance along they work in Kilang Sawit RISDA Ulu Keratong.

3.8 DATA ANALYSIS METHOD

Statistical methods can manipulate, interpret, summarize and describe the quantity of data collection. This research data are statistically analyzed by the Statistical Package for the Social Sciences (SPSS) 20. This software will determine the information according to data from the questionnaire.

Each answer from respondents will be labelled for easier to key in the SPSS. The statistical techniques enable to analyze the raw data precisely obtained from the measuring instruments. The data analysis method can be analyzed according to objectives.

3.8.1 Reliability

Reliability is the level of consistency that demonstrates the procedure of the instrument. Three types of reliability referred to in quantitative research, which describes to: 1) the level to which a measurement, given repeatedly, remains same, 2) the stability of a measurement over time; and 3) the similarity of measurements within a given period time (Kirk and Miller, 1986, p, 41-42).

According to Gliem and Gliem (2003), the individual majority reported correctly that Cronbach's alpha as the measure of internal consistency reliability, but then chooses to conduct data analysis using individual items. According to Gliem and Gliem (2003) again, Cronbach alpha is a technique of reliability test that requires only a single test administration to show a unique estimate of the reliability for a given test. Besides that, the average value of the reliability coefficients one would obtain for all combinations that are possible for items when split into two half tests. Normally, ranges of Cronbach alpha reliability coefficient between 0 and 1.

According to George & Mallory (2003) provides the following techniques:

Table 3.2: Rule of thumb for Cronbach's alpha

Cronbach's alpha value	Internal consistency
> 0.90	Excellent (High-stakes testing)
0.80 - 0.89	Good (Low-takes testing)
0.70 - 0.79	Acceptable
0.60 – 0.69	Questionable
0.50 – 0.59	Poor
< 0.50	Unacceptable

Source: George and Mallory (2003)

3.8.2 Normality Test

Normality refers to the shape of the distribution of data. When the shape forms a 'bell' shape across the 'tops' of the bars in the histogram, a normal curve is formed. Normality test is test to compare the shape of the sampling distribution of the shape of a normal curve. The data can be assumed as normality when the sample is assumed as normal shape and so, the population from which it came is normally distributed.

Normality test is used to determine if a data set is well-modeled by normal distribution and also to determine whether a random variable underlying the data set to be normally distributed. Normality test is conducted based on the distribution analysis and the test for normality were independent variables are observed distribution whether it fits the normal distribution or not.

3.8.3 Frequency Distribution

The method to analyze the demographic respondent is frequency distribution. The frequency and percentage are viewing to see the distribution of respondent who fill the survey of this study. The frequency will be transformed to graph to make an easy to see the distribution of respondent profile. The objective of graphs is to transfer the data to the viewer in pictorial form. The graph can be represented using histogram, ogive, Pareto, time series graphs, pie charts and frequency polygon. The graph will be used to analyze data from section A: background of respondents to determine the frequency and percentage of respondents for each answer of question in demographic section.

3.8.4 Multiple Regression Analysis

Regression analysis is a statistical tool for the investigation of the relationship between variables. Regression analysis is used when researchers want to predict a continuous dependent variable from a number of independent variables. Regression analysis has two types: simple regression analysis and multiple regression analysis. In this study, multiple regression analysis will be used because several independent variables will be predicting the dependent variable. A multiple regression analysis also tells that how well each independent variable predicts the dependent variable, controlling for each of the other independent variables. The output of regression analysis will show the value of prediction (r), regression coefficient (β) in unstandardized and standardized. If the value of beta is positive, it means that there is a positive relationship between independent variables and a dependent variable. If the value of β is negative, it shows that the relationship is not significant.

3.8.5 Descriptive Statistics

Section B use descriptive statistics as a method to analyze the data of factors of empowerment. This descriptive statistic is used to answer the first objective in this study which is to get which most influence factor of empowerment on work performance in manufacturing industry. The most influential factor can get by seeing the highest mean score in each factor in SPSS. If one of the factors of empowerment gets high mean score, the factor is considered the most influential factor of empowerment on work performance in Kilang Sawit RISDA Ulu Keratong.

3.8.6 Pearson Correlation Analysis

Rosnow and Rosenthal (1996) assume that the correlation procedures are used to measure the strength of association between two variables. The correlation coefficient is appraised used for getting an index of the relationship between two variables when the relationship between variables is linear and when two variables correlated are continuous (Cohen & Swerdlik, 2002). The value of correlation to prove the relationship is strong or not, can refer to Mc Burney (2001) rule of thumb table.

Table 3.3: Rule of thumb of Pearson correlation

$r \geq 0.20$	Very weak relationship
$0.21 < r < 0.40$	Weak relationship
$0.41 < r < 0.60$	Moderate relationship
$0.61 < r < 0.80$	Strong relationship
$r \geq 0.81$	Very strong relationship

Source: Mc Burney (2001)

The value of r can be found by using the Eq. (3.2). The equation given by,

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

(3.2)

The Pearson Product Moment Correlation Coefficient will be used to test whether a statistically significant relationship exists between factors of empowerment on the performance of employees in the manufacturing industry. Besides that, this method also will be used to analyze the relationship overall empowerment towards work performance in Kilang Sawit RISDA Ulu Keratong.

3.9 PILOT TEST

To do the pilot test, firstly, the questionnaire will be tested on a small sample. If this is not possible, the questionnaire will be tested on 30 respondents of employee to detect any defect in the questionnaire and correct again before distributing it to right respondents. This test also enables to convert an open-ended question into a closed question by determining the range of possible answer. The trial analysis also is able to perform on the pilot test sample and hence the analysis procedures will be tested out. After doing a pilot survey, amendments can be made to help maximize response rate and decrease the error rate on questionnaires. The result of pilot test for 30 respondents in this study is verified in below:

3.9.1 Reliability Analysis

The total cronbach's alpha for this pilot test is 0.801. The independent variable training shows the highest cronbach's alpha that is 0.915. Then, followed by participation in decision making (0.894). Value of Cronbach's Alpha for delegation of authority is 0.894. Lastly, is rewarded only gets least value that is 0.867. The value of Cronbach's alpha for dependent variable work performance is 0.918. Refer to table 3.2; the total of cronbach's alpha in this study is strong. So the questionnaire can use to get the true total respondents.

3.9.2 Normality Test

This is the normality test for pilot test. From this table, the p-value for participation of decision making and rewards is 0.000 and 0.004. So, data participation of decision making and rewards only have normal data because the p-value not more than 0.05.

Table 3.4: Normality table for pilot test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Participation	.257	30	.000	.796	30	.000
Delegation authority	.135	30	.173	.963	30	.370
Rewards	.199	30	.004	.908	30	.013
Training	.137	30	.154	.885	30	.004

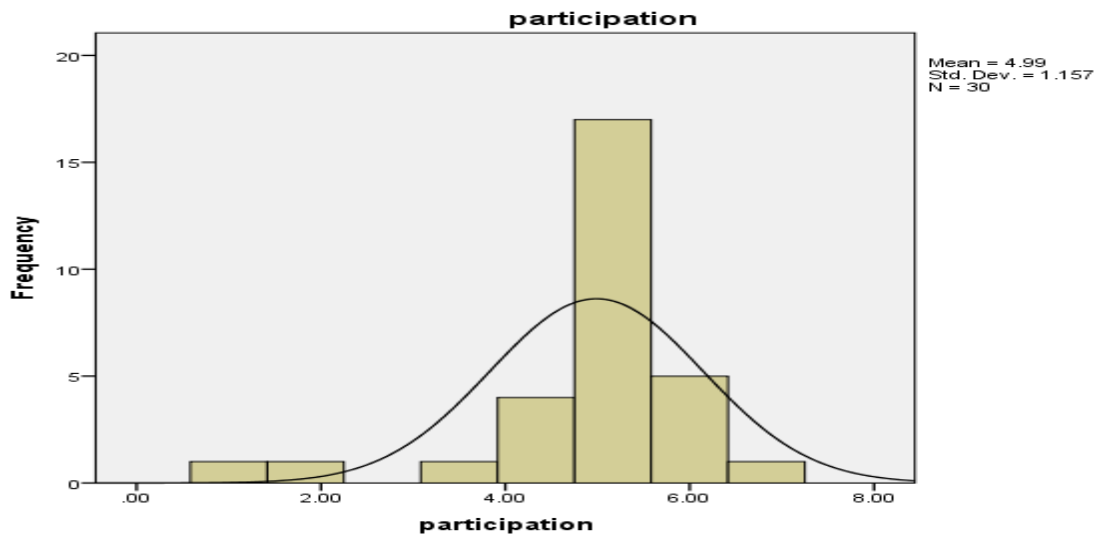


Figure 3.3: Histogram of pilot test participation in decision making

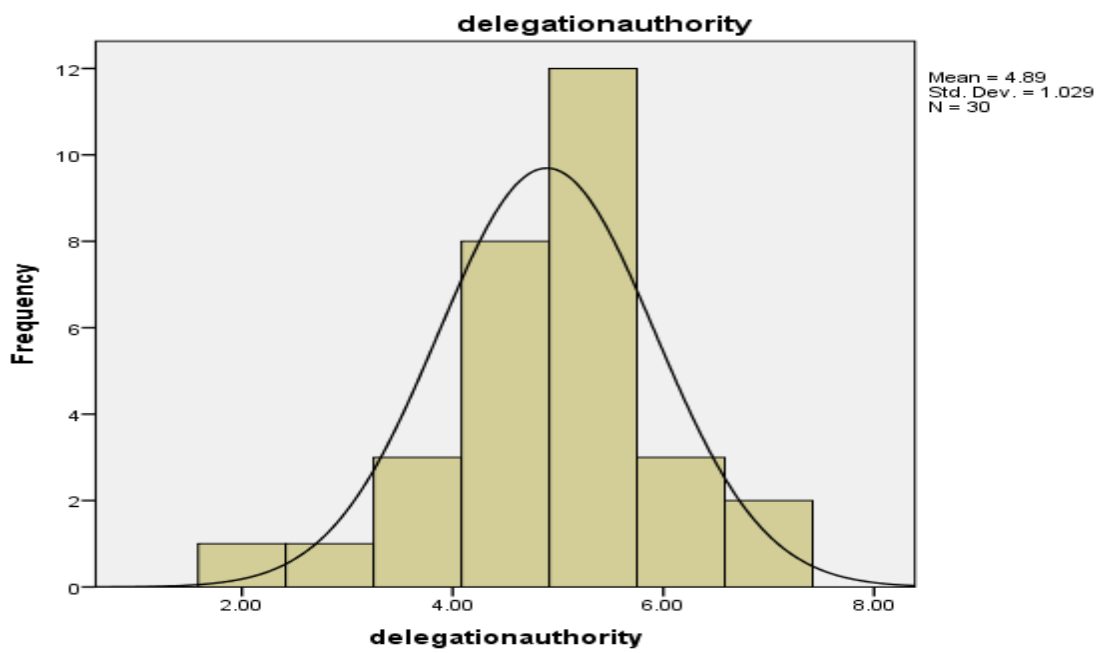


Figure 3.4: Histogram of pilot test delegation of authority

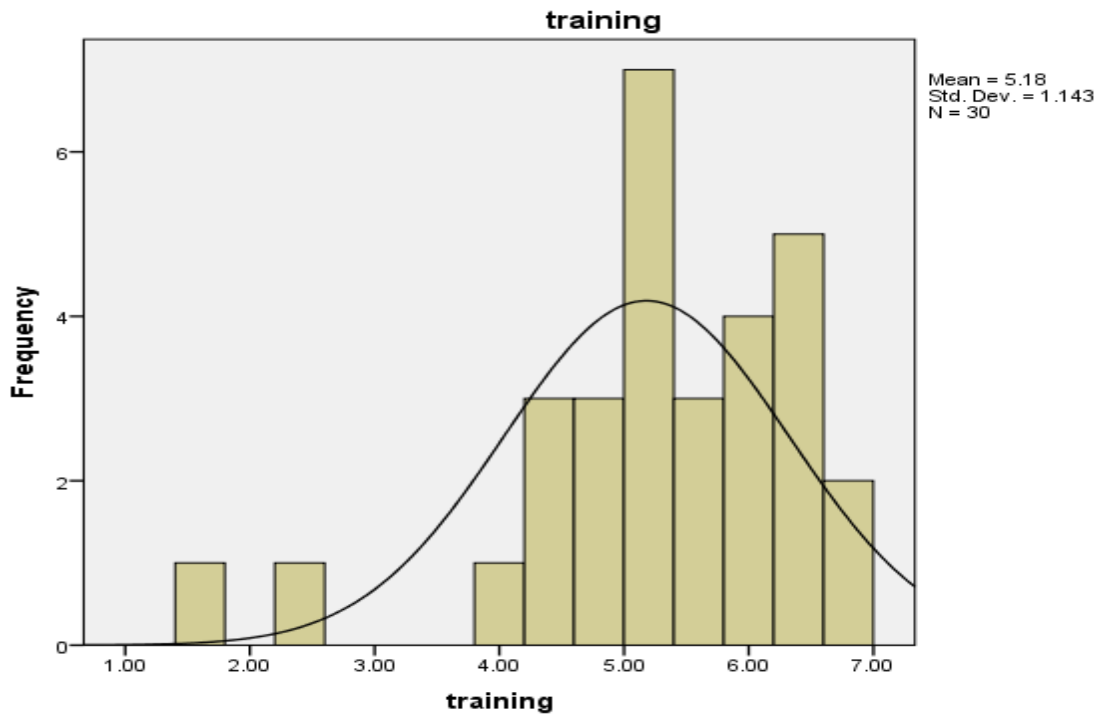


Figure 3.5: Histogram of pilot test training

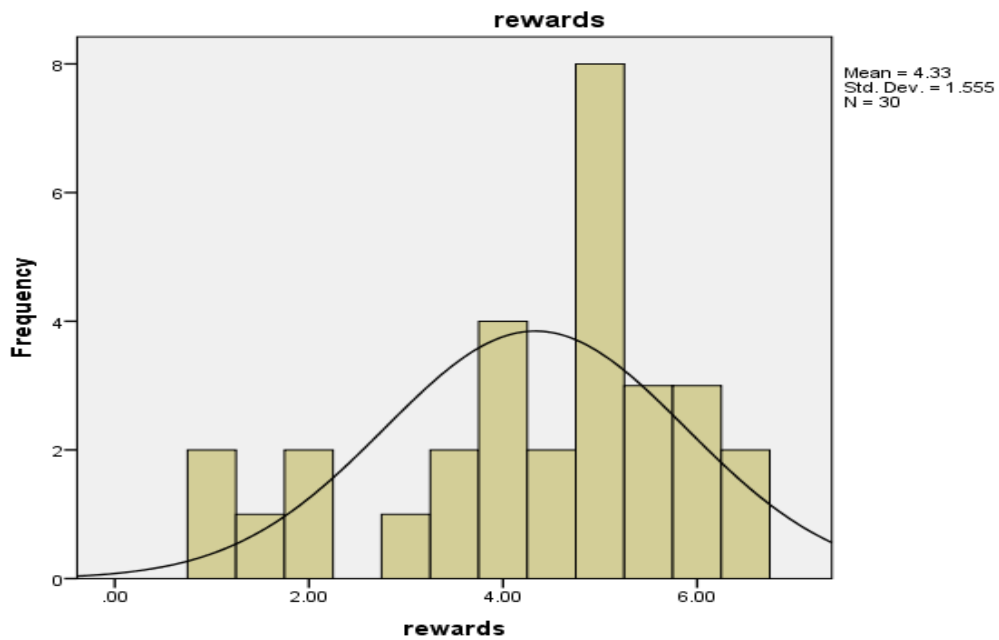


Figure 3.6: Histogram of pilot test rewards

The four graphs show that the distribution of data for pilot test. The distribution of data have bell curve in every graph. So, it is considered that data is normal.

3.9.3 Descriptive Statistics

Table 3.5: Mean score on the dimension of empowerment variables for pilot test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
participation	30	1.00	7.00	4.9889	1.15713
Delegation authority	30	2.00	7.00	4.8944	1.02878
rewards	30	1.00	6.50	4.3333	1.55549
training	30	1.60	6.80	5.1800	1.14271
Valid N (listwise)	30				

Referring to mean score for every factor, training has a higher mean score that is 5.1800. It is show that the training is the most influential factor of empowerment for 30 respondents. The other variables like participation in decision making (4.9889), delegation authority (4.8944) and rewards (4.3333).

3.9.4 Pearson Correlation Analysis

Table 3.6: Table of correlation for pilot test

		Correlations				
		participation	Delegation authority	rewards	training	Work performance
participation	Pearson Correlation	1	.780**	.090	.441*	.462*
	Sig. (2-tailed)		.000	.636	.015	.010
	N	30	30	30	30	30
Delegation authority	Pearson Correlation	.780**	1	.231	.472**	.566**
	Sig. (2-tailed)	.000		.219	.008	.001
	N	30	30	30	30	30
rewards	Pearson Correlation	.090	.231	1	.508**	.581**
	Sig. (2-tailed)	.636	.219		.004	.001
	N	30	30	30	30	30
training	Pearson Correlation	.441*	.472**	.508**	1	.866**
	Sig. (2-tailed)	.015	.008	.004		.000
	N	30	30	30	30	30
Work performance	Pearson Correlation	.462*	.566**	.581**	.866**	1
	Sig. (2-tailed)	.010	.001	.001	.000	
	N	30	30	30	30	30

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

* . Correlation is significant at the 0.05 level (2-tailed).

All the factors have positive relationship with work performance. However training have higher relationship with work performance because have higher value than other factor, that is 0.866. The other relationship between participation in decision making and work performance is 0.462. Value of relationship between delegation of authority and work performance is 0.566. Lastly, relationship between rewards and work performance is 0.581.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the data gathered from this study, interpretation of the results from the conducted survey and from Statistical Package Social Science (SPSS). The data have been analyzed in relation to the answer the research objective from chapter one. The objective of this study is:

- a) To identify the factors of empowerment that influences the work performance in manufacturing industry.
- b) To determine the relationship of empowerment on work performance in manufacturing industry.

In this chapter, the data gathered from the employees of Kilang Sawit RISDA Ulu Keratong in relation to the research objectives. This chapter also discusses the result of the questionnaire responded by 104 participants. Before the initiation of the research study the significance, rationale and purpose of the study were provided respondents. Furthermore, the respondents have also been given the assurance that all the data they will give are used for the purpose of the research and the identities of the respondents will be confidential.

The conduct of this study entails a detailed account of the demographic profile of the respondents. It is assumed that the attributes of the respondents influence their behavior and answer on the survey questions. Of particular significance to the achievement of the goals and objectives of the study, which is to be an instrument of analysis to measure where it is now and where it is heading, thus what changes are to be made, is to be able to answer the research question.

4.2 SAMPLING

Table 4.1: Sample size determination and overall representative rate

Name of Company	Kilang Sawit RISDA Ulu Keratong	Total
Population	150	150
Sample Size (Krejcie & Morgan, 1970)	72% of total population	108
Total Responses	104	104
% Overall Representative Rate	96% of the total responses	

The total population of Kilang Sawit RISDA Ulu Keratong is one hundred and fifty (150). According to Krejcie and Morgan table (1970), the sample size according to population 150 is 108, mean that 72% of the total population. According to Mohd Najib (2003), appropriate sample size to represent population is thirty percent (30%) of the total population. However, the total respondent for this study only 104. The four questionnaires were rejected because 1 respondent don't complete the questionnaire and 3 questionnaires were missing.

4.3 SCALE RELIABILITY TEST

Cronbach's alpha is a tool for assessing reliability scale which is used for Kilang Sawit RISDA Ulu Keratong. Cronbach's alpha reliability co-efficient normally ranges between 0 and 1 however; there are actually no lower limit to the co-efficient. The closer Cronbach's Alpha co-efficient is to 1.00 the greater the internal consistency of the items in the scale.

Table 4.2: Cronbach's alpha for each item

Construct	Total Items	Items Dropped	Cronbach's Alpha
Participation in decision making	6	-	0.767
Delegation of authority	6	-	0.834
Training	5	-	0.879
Rewards	2	-	0.924
Work performance	18	-	0.863
Total Cronbach's alpha			0.925

The table above show that the scale of reliability for the factor of empowerment and work performance. The scale was found reliable in this study, and the alpha value for each of the four construct on the factor of empowerment is participation in decision making (0.767), delegation of authority (0.834), training (0.879), rewards (0.924) and dependent variable work performance is 0.863. The total Cronbach's Alpha for this study is 0.925. According to Cronbach's alpha scale and George & Mallory (2003) table, only rewards indicate an excellent consistency of the items. However, for delegation of authority, training, rewards and work performance indicates good scale. For participation in decision making, the question is in acceptable. So, overall of the question of this study is in excellent according to the rule of thumb by George and Mallory (2003).

4.4 NORMALITY TEST

Normality test also is called as a Gaussian distribution, after Carl Friedrich Gauss, the normal distribution is the basis of much parametric statistical analysis. In statistics, test of normality is used to identify if data that have been set is well-modeled by a normal distribution and to estimate how likely it is for a random variable underlying the data set to be normally distributed.

4.4.1 Distribution of Analysis

The analysis of the distribution of variables is found in the shape of the histogram with standard deviation and mean for the number of population. It is to

examine graphed data before analyzing the true normality. The histogram is plotted to present when the shape of the histogram approximates a bell curve, the data come to normal population. The distribution's analysis of the variable is shown in below:

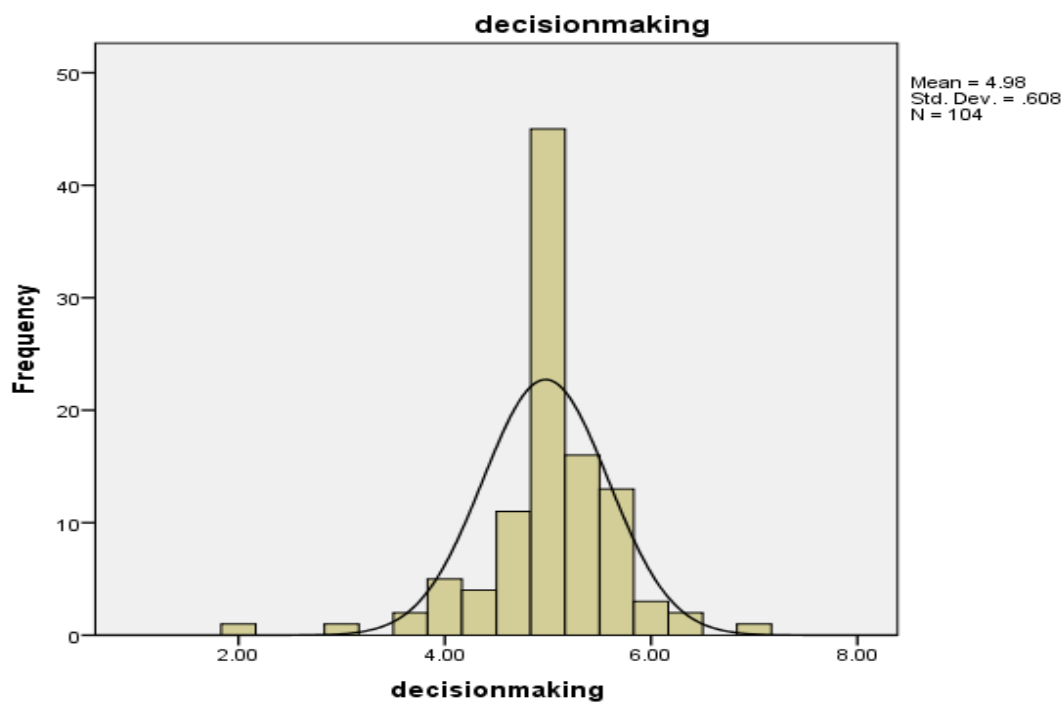


Figure 4.1: Histogram of participation in decision making

Figure 4.1 presents the distributions of the histogram indicate that the mean is 4.98 with standard deviation 0.608 for total respondents 104. The shape of the histogram is in a bell - curve, it shows that the first independent variable data is normal. But, this distribution has outlier at 2.00.

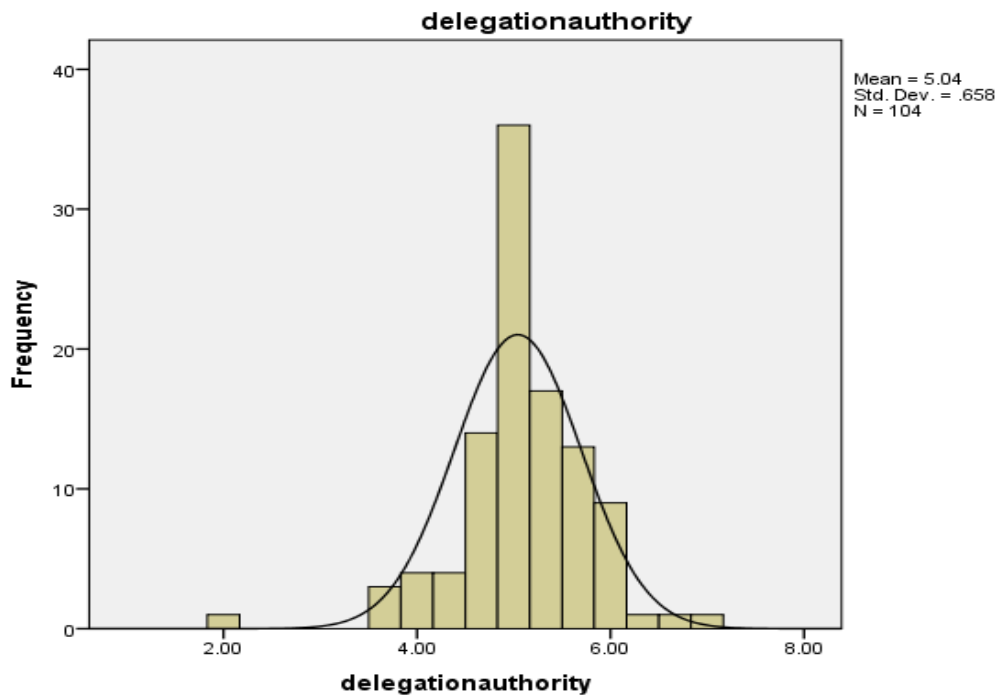


Figure 4.2: Histogram of delegation of authority

Figure 4.2 presents that the distribution of the histogram for delegation of authority with mean 5.04 and standard deviation 0.658 for 104 respondents. The shape of the histogram approximates has a bell-curve so that the distribution is normal. This distribution also has an outlier at 2.00.

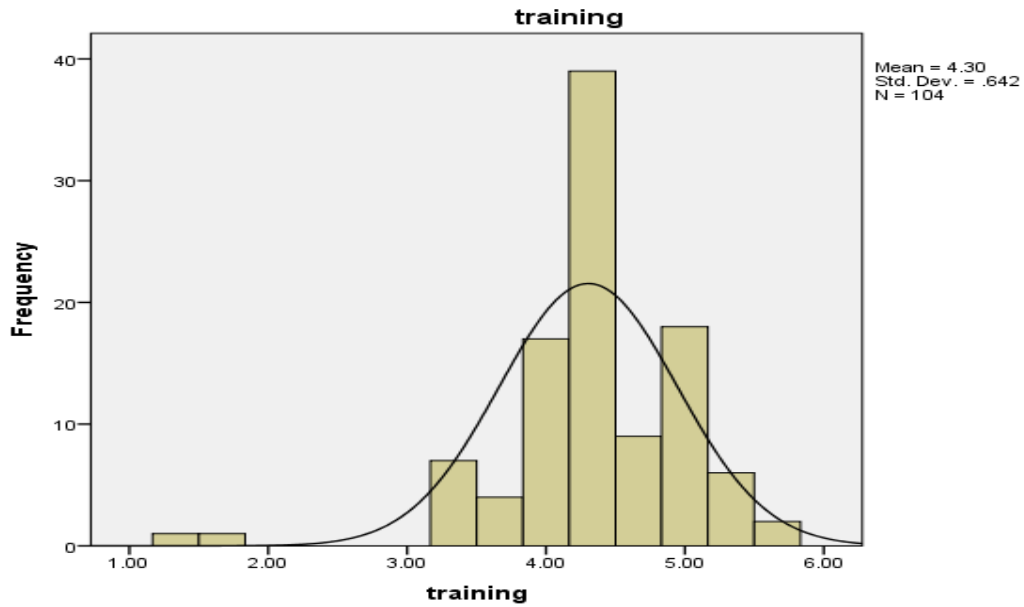


Figure 4.3: Histogram of training

Figure 4.3 presents that the distribution of the histogram that shows the value of mean 4.30 and standard deviation for total N 104. The shape of the histogram approximates has a bell-curve and the distribution is normal. This training distribution also has outlier at range 1.00 to 2.00.

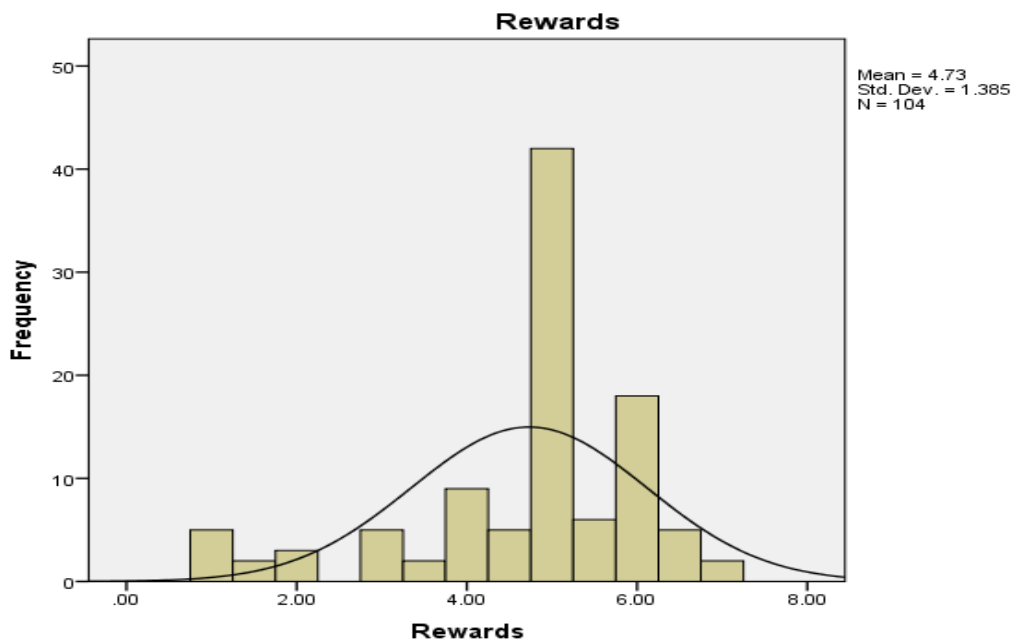


Figure 4.4: Histogram of rewards

Figure 4.4 shows that the distribution of the histogram of fourth independent variable rewards. The value of average for this variable is 4.73 and the standard deviation is 1.385 in 104 respondents. So, it shows that the distribution is normal.

4.4.2 Test for Normality

Table 4.3: Normality table for each variable

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Decision making	.236	104	.000	.861	104	.000
Delegated authority	.157	104	.000	.924	104	.000
Training	.146	104	.000	.877	104	.000
Rewards	.279	104	.000	.853	104	.000

a. Lilliefors Significance Correction

The above table shows that the results from two tests of normality, that is Kolmogorov- Smirnov Test and Shapiro-Wilk Test. The Kolmogorov - Smirnov test is for normality sometimes termed the KS Lilliefors test for normality. The Kolmogorov – Smirnov test is for larger sample size data set while Shapiro – Wilk is more to the small sample size data set. As total respondents of this study is 104, so that Kolmogorov – Smirnov test will be referred to access normality. If the P – value is less than 0.05, it can be said that the population is normally distributed. So, we can see that the data is normal because the p-value for four independent variables is less than 0.05. So this data for this study is normally distributed.

4.5 REGRESSION ANALYSIS

A multiple regression model is for model for predicting job performance in Kilang Sawit RISDA Ulu Keratong was developed with various factors of empowerment constructs like participation in decision making, delegation of authority, training and rewards as predictions that each predictor would have differing prediction ability on work performance.

The coefficient of determination was compared to determine the percentage variation in the dependent variable. F value was to compute the significance of R2 with

F-distribution at the 5 % level of significance. The model is found fit on the significance (0.00) of independent variable providing work performance depends on factors of empowerment comprising participation in decision making, delegation of authority, training and rewards.

Table 4.4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.695 ^a	0.483	0.462	0.39042

The regression analysis yielded a multiple correlation coefficient (R) of 0.695 which means that there was a strong relationship between the dependent variable (work performed) and the set of the predictors comprising participation in decision making, delegation of authority, training and rewards as a whole. Besides that, the coefficient of determination (R^2) of 0.483 indicates that 48.3% of the variation in work performance can be explained by all the variables of factors of empowerment. Meanwhile, the residual of 51.7% is explained by other variables out of the model.

Table 4.5: ANOVA^a table

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.105	4	3.526	23.133	0.000 ^b
Residual	15.091	99	0.152		
Total	29.195	103			

a. Dependent Variable: work performance

b. Predictors: (Constant), Rewards, decision making, training, delegation authority

In general, the analysis yielded a significant regression model with an F value of 23.133 with p value 0.000 ($p < 0.05$).

Table 4.6: Multiple linear regression analysis work performance as dependent variable

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.691	0.354		4.778	0.000
	Decision making	0.195	0.084	0.223	2.334	0.022
	Delegation of authority	0.050	0.078	0.062	0.638	0.525
	Training	0.403	0.075	0.485	5.365	0.000
	Rewards	0.024	0.032	0.061	0.741	0.460

a. Dependent Variable: work performance

From this study, the coefficient values revealed that work performance is significantly influenced by decision making ($\beta=0.223$) and training ($\beta=0.485$). This study found that training was the most significant variable in explaining variations in the work performed followed by decision making. However, delegation of authority and rewards did not have a significant impact in determining work performance.

This is the equation of regression:

$$\text{Work performance} = 1.691 (\text{constant}) + 0.195 (\text{decision making}) + 0.050 (\text{delegation of authority}) + 0.403 (\text{training}) + 0.024 (\text{rewards})$$

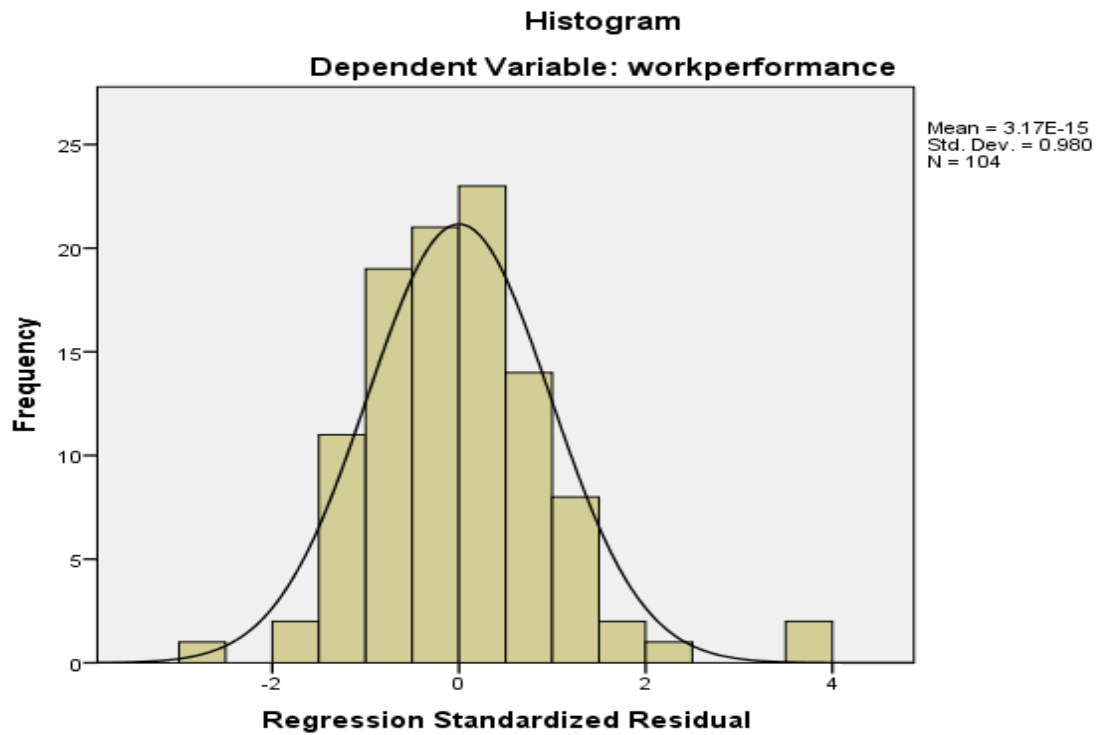


Figure 4.5: Histogram regression of work performance.

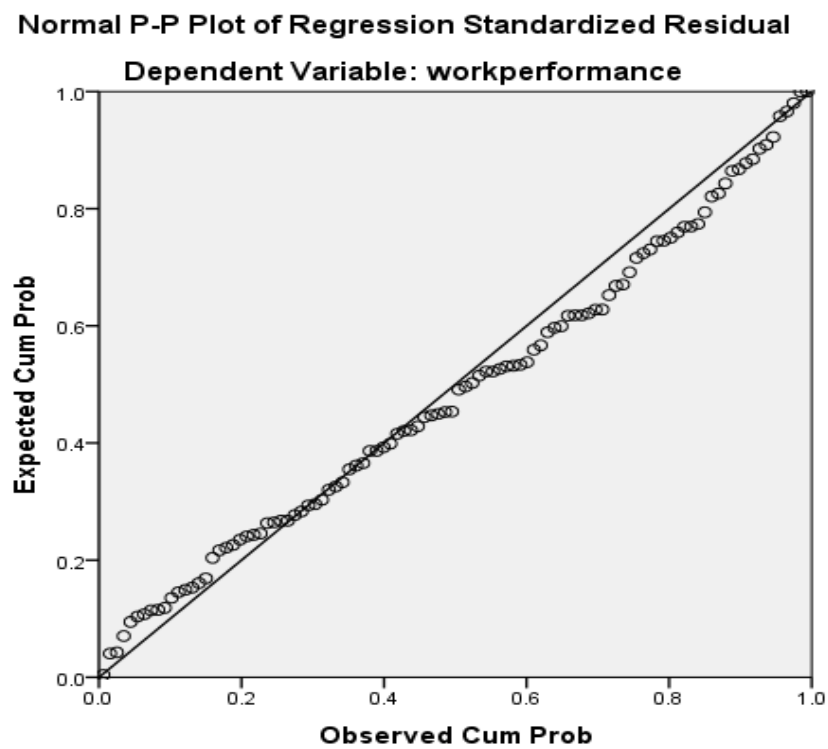


Figure 4.6: Plot for regression of dependent variable.

4.6 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The demographic of the respondents that have been as in the questionnaire are shown in table 4.4 to table 4.7. The demographic details have been asked in question 1 to question 5. The sample has a good spread of gender, age, educational level, length of service in the organization and a monthly salary of the subjects know the background of the employees.

4.6.1 Breakdown of Gender

Table 4.7: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	65	62.5	62.5	62.5
Valid Female	39	37.5	37.5	100.0
Total	104	100.0	100.0	

The number of the male respondents (62.5%) is closed to the male (37.5%) with the total of 65 for male and 39 for female. Based on the table and graph, the dominated gender among the respondents is male. Based on the collated questionnaires, over a half of the population is composed of male respondents while 37.5% are female. This shows that there is mostly male who have worked in Kilang Sawit RISDA Ulu Keratong have interest in participating in research studies.

4.6.2 Breakdown of Age Group

Table 4.8: Age group of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 20 years old	1	1.0	1.0	1.0
Valid 20 to 35 years old	66	63.5	63.5	64.4
Valid 36 to 50 years old	28	26.9	26.9	91.3
Valid 51 to 65 years old	9	8.7	8.7	100.0
Total	104	100.0	100.0	

Table 4.5 shows the age range of the respondents. Sixty three point five percent (63.5%) of the respondents were 20 to 35 years old, showing that the most of them were already considered as a young adult. Twenty six point nine percent (26.9%) of the respondents were between 36 to 50 years old. Eight point seven percent (8.7%) of the respondents were 51 to 65 years old. One point zero percent (1.0%) of the respondents were under 20 years old. Lastly, there is zero percent of respondents who are in the ages above 66 years old.

4.6.3 Breakdown of Education Level

Table 4.9: Education level for respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Below SPM	49	47.1	47.1	47.1
Post school diploma or certificate	44	42.3	42.3	89.4
Valid Bachelor degree	10	9.6	9.6	99.0
Master degree	1	1.0	1.0	100.0
Total	104	100.0	100.0	

Likewise, the respondents were asked for their educational attainment and report shows 47.1% of them are below SPM. The survey indicates that most of the respondents are below SPM that is engaged in the study. Next percentage is post school diploma or certificate is 42.3%. 9.6% are for bachelor degree that only 10 employees have bachelor certificate. Only one employee has a master's degree (1.0%) but no one employee have a PhD degree (0%).

4.6.4 Breakdown of Period of Service

Table 4.10: Length of service of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 1 years	15	14.4	14.4	14.4
1 to 2 years	31	29.8	29.8	44.2
3 to 5 years old	21	20.2	20.2	64.4
6 to 10 years old	15	14.4	14.4	78.8
Above 10 years	22	21.2	21.2	100.0
Total	104	100.0	100.0	

Table 4.7 shows the frequency and percentage distribution of the respondents according to their length of service in the company. Mostly of employees work in the factory for 1 to 2 years (29.8 %). 22 employees have been working above 10 years (21.2 %). 21 employees work in 3 to 5 years (20.2 %). 15 of the employees work in under 1 years (14.4 %) and 15 of employees work in 6 to 10 years (14.4 %).

4.6.5 Breakdown of Monthly Salary

Table 4.11: Monthly salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below RM 1000	25	24.0	24.0	24.0
RM 1001-RM 1500	49	47.1	47.1	71.2
RM 1501-RM 2000	15	14.4	14.4	85.6
RM 2001-RM 2500	5	4.8	4.8	90.4
RM 2501-RM 3000	7	6.7	6.7	97.1
Above RM 3000	3	2.9	2.9	100.0
Total	104	100.0	100.0	

Table 4.8 shows the frequency of salary that employees get monthly. Mostly salary that employees get from this factory in the range RM 1001-RM 1500 that is 47.1 %. Next 25 employees get the salary below RM 1000 (24.0%). Maybe they are new worker. For the rest respondent get the salary in range RM 1501-RM 2000 that is 14.4

%, for the respondent get salary in range RM 2501- RM 3000 is 6.7 %. Besides that, 4.8 % respondent gets salary between RM 2001- RM2500 and 2.9% of employees get salary above RM 3000.

4.7 DESCRIPTIVE ANALYSIS

The purpose of this analysis is to answer the first objective. The first objective of this study is to identify the factor of empowerment which is most influentially for employees in the manufacturing industry.

The type of questionnaire for this four factor of empowerment is in seven Likert scale question from 1= very strongly disagree, 2= strongly disagree, 3= disagree, 4= neither agree nor disagree, 5= agree, 6= strongly agree and 7=very strongly agree. Then, each question in survey combined according to the variable then run into SPSS to see the mean score of each variable.

Table 4.12: Mean score on the dimension of empowerment variables

		Decision making	Delegation of authority	Training	Rewards
N	Valid	104	104	104	104
	Missing	0	0	0	0
	Mean	4.9776	5.0417	4.3045	4.7308
	Std. Deviation	0.60831	0.65760	0.64170	1.38459
	Minimum	2.00	2.00	1.33	1.00
	Maximum	7.00	7.00	5.67	7.00

According to the table above, the mean for delegation of authority is high score 5.0417. So, it means that, the delegation of authority is most factor influence empowerment in work performance in Kilang Sawit RISDA Ulu Keratong.

The next factor that influences the empowerment in the manufacturing industry is participation in decision making. The mean score for the factor of participation in decision making is 4.9776 less than from the mean score of delegation of authority.

Besides that, the moderate factor of empowerment is rewarded. The mean score for rewards is 4.7308. Not all of employees have an opinion that rewards are influence

factor of empowerment. So that's why the most influential factor of empowerment is not rewarded.

Lastly, the least mean score for the factor of empowerment is training. It is because the training only have mean score 4.3045. Not all employees receive training in their work. So, it is the one reason why training is not most influential factor of empowerment in employee performance in Kilang Sawit RISDA Ulu Keratong.

4.8 PEARSON CORRELATION ANALYSIS

The magnitude of the correlation determines the strength of the correlation. This correlation is to answer the second objective.

Table 4.13: Inter-correlations of the major variables

		Correlation				
		Empowerment	PDM	DoA	Training	Rewards
Empowerment	Pearson Correlation					
	Sig. (2-tailed)	1				
	N	104				
PDM	Pearson Correlation	0.794**				
	Sig. (2-tailed)	0.000	1			
	N	104	104			
DoA	Pearson Correlation	0.829**	0.604**			
	Sig. (2-tailed)	0.000	0.000	1		
	N	104	104	104		
Training	Pearson Correlation	0.797**	0.505**	0.478**		
	Sig. (2-tailed)	0.000	0.000	0.000	1	
	N	104	104	104	104	
Rewards	Pearson Correlation	0.634**	0.268**	0.403**	0.425**	
	Sig. (2-tailed)	0.000	0.006	0.000	0.000	1
	N	104	104	104	104	104

WP	Pearson Correlation	0.654**	0.522**	0.453**	0.654**	0.352**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	104	104	104	104	104

The table above shows that there was significant correlation between participation in decision making and work performance. H1 is accepted because the relationship between participation in decision making and work performance was found to be significantly positive correlated at 0.522, p-value= 0.00. This implies that the higher the employees' participation in decision making (such as giving the employees' freedom in deciding the methods that they could use performing their jobs, getting an employees' input work-related issues, etc.), the more positive would be the perception of these employees towards empowerment.

Delegation of authority was significantly positively correlated to work performance with r about 0.453, p-value 0.00. Employees are allowed to get involved in cession of activities, so that they play a role in choosing a job and condition of its implementation. Because in this case, it is more possible that they accept their delegated tasks eagerly, perform the jobs with competence and experience getting empowered. So that the relationship between the delegation of authority and work performance is moderate.

Training also was significantly positively correlated to work performance with r of 0.654, and p-value 0.00. This implies that the more training being given by the supervisor or manager, the more there would be a positive perception of front-line employees toward empowerment. Thus, a hypothesis H3 is accepted.

Lastly, there was a weak relationship between H4 rewards and work performance where r is 0.352, p-value 0.00. This implies that the more reward given by a supervisor or manager, the more positive would be the perception of front-line employees toward work performance.

The value of r for H5 is 0.654, p-value 0.00. According to the table in chapter 3, it shows that the relationship between overall empowerment and work performance are moderate. So that, the hypothesis acceptable. It is proven that the empowering influence moderately to employee performance in their work.

4.9 DISCUSSION

Based on the result gathered, the following findings are thereby presented. There were a total of 104 respondents in which 65 male and 39 female. Majority employees are in age 20 to 35 years old. Most of the employees in Kilang Sawit RISDA Ulu Keratong have a below SPM education background. The other employees have a post school diploma or certificate. Besides that, majority of employees in this factory work in the organization in 1 to 2 years. The second majority of the period of service in the organization of employees is 3 to 5 years. For the salary, most of the employees get their salary in range RM 1001- RM 1500.

The factor of empowerment that most influence the employees' performance is delegation of authority. From the raw data from SPSS software, the factor of empowerment that is delegation of authority get higher mean 5.0417 than another factor.

From the correlation, the relationship between factors of empowerment on work performed in the manufacturing industry is determined. The strong relationship between the factors of empowerment and work performance in Kilang Sawit RISDA Ulu Keratong is training. The correlation scale of training is 0.654. So, the second objective have been answered that the all factors of empowerment have a moderate relationship with work performance.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the summary, conclusion and recommendation of the research and also limitation when this study has been conducted for “ the study of factor of empowerment on work performance in manufacturing industry” done by the researchers.

5.2 SUMMARY

The two objectives of this study have been answered in the chapter four. The findings show that the delegation of authority is the most influential factor of empowerment for employees in Kilang Sawit RISDA Ulu Keratong. The employees feel empowered when they are getting trust and power from their employer doing their task.

The study also acknowledges the importance of employees’ participation in decision making. Encouragement from employers and peers will encourage the employees’ interest to contribute ideas. Besides that, training also has a higher significant relationship with work performance. Thus, employees should be exposed to different aspects of operation of manufacturing not only when they first join this industry but also continuously in their career. Experienced employees also should be given chances to conduct training courses for their peers. A significant relationship was also found between rewards and work performance. Thus, it is recommended that those who contribute ideas that benefit the organization should be given rewards, monetary or

non-monetary. Besides that, overall empowerment and work performance is interlinked. It concludes that, empowerment also influence to employee performance in Kilang Sawit RISDA Ulu Keratong.

5.3 CONCLUSION

Based on the findings, the researchers come up with the following conclusions:

Employees should be aware of their responsibilities, duties and goals of the organization. Providing an environment in which, employees feel they are empowered, requires employees to achieve the vision of organization path and how they can help it. Besides that, to ensure that employees feel more empowered, the factors such as participation in decision making, delegation of authority, training and rewards should be given due attention by the management. Delegation of authority empowers employees through giving them a sense of power. Employees believe that, entrusting them to do work is a confirmation to their merits. Working capacity increases with delegating authority, increased responsibility, sense of autonomy in decision making and self-efficiency, resulting in increased productivity and effectiveness of the organization.

Training is one of the initiative way for employees to increase efficiency of their job performance. According to Gal-Or and Amit (1998), empowerment can help companies to keep their best employees by giving them better training, more responsibility, and a greater role in determining their firm's destiny. The findings indicate that companies should increase investment in training their employees so that they have mastery over their job. When employees are in expertise, their power will increase and this will lead to a more positive perception toward empowerment.

As whole, empowerment is a process of applying the ideas of employees in decision making and benefiting their cooperation to improve and promote of employee's job, utilizing employees' experiences and encouraging them to participate as working groups. All the factors of empowerment contribute to make the employees' performance become better when they are doing their job. This study reinforces the importance of the human elements, which is a key organizational resource. It indicates

that front-line employees have the potential and eagerness to learn, grow and develop with the support of the management as well as their colleagues.

5.4 LIMITATION OF THE STUDY

The conclusion derived from the findings of this study need to consider the following limitations:

- a) Time was a constraint on collecting data from a bigger group of respondents. The small sample size of 108 respondents may limit the findings of the research.
- b) The data or sampling access was constrained by strict adherence to respondents' company rules and regulations in getting approval to facility surveys in the respondents' company. This may have limited the sample size.
- c) Not all employees available in the company due to shift time of work. Half of their employees work on the night shift. So it was hard to find the employees who work on night shift.
- d) This study was focused on four dimensions only and not includes other factors that can influence employee's perception of empowerment like education, clear goals, making trust and providing information (Ghorbani, Alilou and Noubari, 2012).

5.5 RECOMMENDATION FOR PRACTICE

Since delegation of authority is one of the dimensions of empowerment, and it also is the most influential factors of empowerment, the recommendation is provided to improve this dimension in all industries. Employees are allowed to get involved in a variety of activities, so that they can play a role in choosing jobs and condition of its implementation. Because in this case, it is more possible that they can accept their delegated task eagerly, performs the works with competence and experience getting empowered.

Besides delegation of authority, one of the dimensions is rewarded. So for increasing empowerment in term of rewards and consequently their better performance, the rewards are paid based on performance assessment and for more effectiveness, it must be donated in a special ceremony. Another suggestion delegation of authority,

giving more responsibility and giving right to making decision are applied in rewards system so that employees can improve skill and knowledge in their work.

Recommendation for participation in decision making also might be improve empowerment and work performance in manufacturing industries. There are four recommendations for this dimension. Firstly, employers should give suggestion form to all employees. Suggestion forms must be designed and printed to employees fill their suggestion in the form so that employers can consider and implementing their suggestion to improve company performance. Second suggestion is accepting the suggestion because it can be motives for continuous suggestion presenting. Managers also should give rewards to employees who give a creative and useful suggestion. Useful suggestion can raise their quality of work and reduce turnover in all industries. In the case suggestion is rejected, the reasons of rejection must be announced and individuals must have the right to inspection ad pursuance.

In terms of training, managers must prepare the training to produce quality employees to do many works in one company. Employees are one of the biggest asset in the company. So when a company can produce a quality of employees, the company performance increase employees experience can be improved.

5.6 RECOMMENDATION FOR FURTHER RESEARCH

Further studies should be conducted more in Malaysian and comparative studies of different manufacturing industry to determine the employees' perception of empowerment on their job performance. A comparative study among employees in different industries also could be conducted in addition to studying the relationship between the factor of empowerment with job satisfaction, quality, productivity, job commitment and customer satisfaction. Research also could be conducted on the relationship between the impacts of empowerment on work performance.

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APPENDIX A



QUANTITATIVE QUESTIONNAIRES

SOAL SELIDIK KUANTITATIF

Dear respondents,

This survey formed for my Bachelor thesis. The purpose of the research is to get a better understanding of empowerment among employees in manufacturing industry.

These questionnaires have three sections: section A, section B and section C.

You are invited to participate in this survey. Please answer ALL the questions as best you can. Try to be as honest and accurate as you can, based on your experience. Your answer is very important, as it will contribute to the mentioned purpose above.

Your answer will be keep with utmost confidentiality. Only aggregate data will be reported on. If you have a problem with the question in the survey, you can contact me.

Thank you for your participation and co-operation in this study.

Kepada responden,

Kajian ini dibuat untuk Projek Sarjana Muda saya. Tujuan kajian ini adalah untuk mendapatkan maklumat mengenai kuasa dikalangan pekerja dalam sector pembuatan.

Soal selidik ini mempunyai tiga bahagian: bahagian A, bahagian B dan bahagian C .

Anda dijemput untuk mengambil bahagian dalam soal selidik ini. Jawab semua soalan dengan sedaya mungkin. Jawab dengan jujur dan tepat berdasarkan pengalaman anda. Jawapan anda adalah penting dalam menyumbang kepada tujuan yang disebutkan di atas.

Jawapan anda akan di simpan dengan penuh kerahsiaan. Hanya data yang perlu yang akan dilaporkan. Jika anda mempunyai sebarang masalah, anda boleh menghubungi saya.

Terima kasih di atas penyertaan dan kerjasama anda dalam kajian ini.

No Telephone: 010-7164059
 Email: solehan91@gmail.com
 Siti Solehan Binti Tajuddin.
 Researcher/Pengkaji

SECTION A: DEMOGRAPHIC DATA**BAHAGIAN A: LATARBELAKANG RESPONDEN**

Instruction: Complete the following questions to reflect to your background. Please mark the appropriate box in your answer choice with an “X”.

Arahan: lengkapkan soalan di bawah untuk menunjukkan latar belakang anda.

1. Gender (*Jantina*)Male (*Lelaki*) Female (*Perempuan*) 2. Age (*Umur*)Below 20 years old (*Bawah 20 tahun*) 20 to 35 years old (*20 hingga 25 tahun*) 36 to 50 years old (*36 hingga 50 tahun*) 51 to 65 years old (*51 hingga 65 tahun*) Above 66 years old (*Atas 66 tahun*) 3. Race (*Bangsa*)Malay (*Melayu*) Chinese (*Cina*) Indian (*India*) Others (*Lain-lain*) 4. Education Level (*Peringkat pengajian*)Below SPM (*Bawah SPM*) Post school diploma or certificate (*Diploma or sijil*) Bachelor degree (*Ijazah sarjana muda*)

Master degree (*Ijazah sarjana*)

PHD degree (*Doktor falsafah*)

5. Length of service in the organisation (*Tempoh berkhidmat dalam organisasi*)

Below 1 year (*Bawah 1 tahun*)

1 to 2 years (*1 hingga 2 tahun*)

3 to 5 years (*3 hingga 5 tahun*)

6 to 10 years (*6 hingga 10 tahun*)

Above 10 years (*Atas 10 tahun*)

6. Monthly Salary (*Pendapatan Sebulan*)

Below RM 1000 (*Bawah RM 1000*)

RM 1001-RM 1500 (*RM 1001-RM 1500*)

RM 1501-RM 2000 (*RM 1501-RM 2000*)

RM 2001-RM 2500 (*RM 2001-RM 2500*)

RM 2501-RM 3000 (*RM 2501-RM 3000*)

Above RM 3000 (*Atas RM 3000*)

SECTION B: CAUSE OF EMPLOYEE EMPOWERMENT

BAHAGIAN B: FAKTOR KUASA PEKERJA

Describe your present work situation by using the following scale to indicate the extent to which you agree or disagree with each. Please mark the appropriate block with **X**.

Jelaskan keadaan kerja semasa anda dengan menggunakan skala berikut untuk menunjukkan sejauh mana anda setuju atau tidak setuju dengan setiap pernyataan di bawah.

1=Very Strongly Disagree (VSD)

5=Agree (A)

1=Sangat-sangat Tidak Setuju

5=Setuju

2=Strongly Disagree (SD)

6=Strongly Agree (SA)

2=*Sangat Tidak Setuju*6=*Sangat Setuju*3=*Disagree (D)*7=*Very Strongly Agree (VSA)*3=*Tidak Setuju*7=*Sangat-sangat Setuju*4=*Neither Agree Nor Disagree (NAND)*4=*Samada Setuju atau Tidak setuju*

Participation in decision making/ <i>penyertaan dalam membuat keputusan</i>								
NO	STATEMENT	VSD	SD	D	NAND	A	SA	VSA
1.	I am involved in making decisions in my work. <i>Saya terlibat dalam membuat keputusan berkaitan dengan kerja saya.</i>	1	2	3	4	5	6	7
2.	I have the opportunity to give some idea for any improvements in my work. <i>Saya berpeluang memberi sebarang idea kepada perubahan dalam kerja saya.</i>	1	2	3	4	5	6	7
3.	I participate in setting the goals and objectives in my jobs. <i>Saya terlibat dalam menetapkan matlamat dan objektif dalam kerja.</i>	1	2	3	4	5	6	7
4.	I find out the information when I need to make good decisions. <i>Saya mencari maklumat apabila saya perlu membuat keputusan yang baik.</i>	1	2	3	4	5	6	7
5.	My boss needed my suggestion. <i>Majikan saya memerlukan cadangan daripada saya.</i>	1	2	3	4	5	6	7
6.	When I gain expertise, then I allowed doing more decisions in work. <i>Saya dibenarkan membuat banyak keputusan jika saya mempunyai kepakaran dalam kerja saya.</i>	1	2	3	4	5	6	7
Delegation of authority/ <i>perwakilan kuasa</i>								
7.	I have confidence in delegating a complete task. <i>Saya mempunyai keyakinan dalam mewakili tugas yang lengkap.</i>	1	2	3	4	5	6	7
8.	I have been authorised by management to improve work processes and procedures.	1	2	3	4	5	6	7

	<i>Saya telah diberi kuasa oleh pengurusan untuk membaiki proses kerja dan cara kerja saya.</i>							
9.	I have been allowed to undertake delegated work in my own way. <i>Saya dibenarkan untuk mengendalikan kerja yang diwakilkan dalam cara saya sendiri.</i>	1	2	3	4	5	6	7
10.	My manager is clear about my delegations and authority I have. <i>Majikan saya tahu tentang perwakilan dan kuasa yang saya ada.</i>	1	2	3	4	5	6	7
11.	My manager gives me the authority to make changes necessary to improve things. <i>Majikan saya beri saya kuasa untuk membuat perubahan yang diperlukan untuk membaiki sesuatu.</i>	1	2	3	4	5	6	7
12.	My manager allows me to take responsibility for the outcome of my work objectives. <i>Majikan saya membenarkan saya bertanggungjawab kepada hasil objektif kerja saya.</i>	1	2	3	4	5	6	7
Training/Latihan								
13.	I have been given training for the job. <i>Saya diberi latihan untuk kerja saya.</i>	1	2	3	4	5	6	7
14.	I can develop my skill and ability of work from the training. <i>Saya boleh membina kemahiran dan kebolehan saya daripada latihan kerja saya.</i>	1	2	3	4	5	6	7
15.	I have received the training effectively and efficiency. <i>Saya menerima latihan dengan berkesan dan cekap.</i>	1	2	3	4	5	6	7
16.	My manager ensures that continuous learning and skill development are priorities in our work. <i>Majikan saya memastikan pembelajaran yang berterusan dan perkembangan kemahiran adalah keutamaan dalam kerja.</i>	1	2	3	4	5	6	7
17.	My manager empowers me and teaches me to make decision. <i>Majikan saya memberi kuasa dan</i>	1	2	3	4	5	6	7

	<i>mengajar saya membuat keputusan.</i>							
Rewards/ ganjaran								
18.	I have been paid fairly for the work I do. <i>Saya diberi ganjaran sama dengan kerja yang saya buat.</i>	1	2	3	4	5	6	7
19.	Compensation paid by the company is attractive. <i>Ganjaran yang diberi oleh syarikat amat menarik.</i>	1	2	3	4	5	6	7

SECTION C: WORK PERFORMANCE

BAHAGIAN C: PRESTASI KERJA

Describe your present work performance as objectively as you can by using the following scale to indicate the extent to which you agree or disagree with each. Please mark the appropriate block with **X**.

Gambarkan prestasi kerja anda dengan menggunakan skala berikut untuk melihat sejauh mana anda setuju atau tidak dengan setiap pernyataan di bawah. Sila tandakan skala dengan X.

1=Very Strongly Disagree (VSD)

5=Agree (A)

1=Sangat-sangat Tidak Setuju (VSD)

5=Setuju(A)

2=Strongly Disagree (SD)

6=Strongly Agree (SA)

2=Sangat Tidak Setuju (SD)

6=Sangat Setuju (SA)

3=Disagree (D)
(VSA)

7=Very Strongly Agree

3=Tidak Setuju (D)
(VSD)

7=Sangat-sangat Setuju

4=Neither Agree Nor Disagree (NAND)

4=Samada Setuju atau Tidak Setuju (NAND)

Turnover								
NO	STATEMENT	VSD	SD	D	NAND	A	SA	VSA
1.	I would like for looking a new job. <i>Saya suka mencari kerja baru.</i>	1	2	3	4	5	6	7
2.	I often think about quitting my job. <i>Saya terfikir untuk berhenti kerja.</i>	1	2	3	4	5	6	7

3.	I probably look for a new job in the next year. <i>Saya berkemungkinan mencari kerja baru tahun hadapan.</i>	1	2	3	4	5	6	7
Work itself/Kerja dengan sendiri								
4.	I feel satisfy with my job. <i>Saya berpuas hati dengan kerja saya.</i>	1	2	3	4	5	6	7
5.	I like my job. <i>Saya suka kerja saya.</i>	1	2	3	4	5	6	7
6.	I enjoy with my work. <i>Saya seronok dengan kerja saya.</i>	1	2	3	4	5	6	7
7.	I feel motivated to perform to my best in my work. <i>Saya rasa bersemangat untuk buat yang terbaik dalam kerja saya.</i>	1	2	3	4	5	6	7
Quality of work/Kualiti kerja								
8.	I am encouraged to develop new and more efficient ways to do work. <i>Saya digalakkan untuk membina cara baru dan lebih cekap dalam membuat kerja.</i>	1	2	3	4	5	6	7
9.	I feel that working for the company will lead to achieve my personal goal. <i>Saya rasa dengan bekerja dalam syarikat boleh mencapai matlamat peribadi saya.</i>	1	2	3	4	5	6	7
10.	I will get adequate support from company to perform better job. <i>Saya akan dapat sokongan yang cukup untuk melaksanakan kerja yang baik.</i>	1	2	3	4	5	6	7
11.	I have enough freedom to take any action when needed. <i>Saya mempunyai kebebasan yang cukup untuk mengambil sebarang tindakan apabila diperlukan.</i>	1	2	3	4	5	6	7
Supervision/Penyeliaan								
12.	I am satisfied with the way of my supervisor treats me. <i>Saya berpuas dengan cara penyelia saya layan saya.</i>	1	2	3	4	5	6	7
13.	My supervisor helps me to achieve my career goals. <i>Penyelia saya membantu saya mencapai matlamat kerjaya saya.</i>	1	2	3	4	5	6	7
14.	My supervisor gives me useful feedback about my work.	1	2	3	4	5	6	7

	<i>Penyelia saya memberi maklumbalas yang berguna tentang kerja saya.</i>							
--	---	--	--	--	--	--	--	--

Opportunities for growth								
15.	I have adequate opportunities for professional growth in this organization. <i>Saya mempunyai peluang yang cukup dalam mencapai tahap professional dalam organisasi ini.</i>	1	2	3	4	5	6	7
16.	My manager is actively interested in my professional development and advancement. <i>Majikan saya berminat dalam perkembangan professional dan kemajuan saya.</i>	1	2	3	4	5	6	7
17.	I am encouraged to learn from my mistakes. <i>Saya digalakkan belajar daripada kesilapan.</i>	1	2	3	4	5	6	7
18.	My work is challenging and rewarding. <i>Kerja saya mencabar dan bermanfaat.</i>	1	2	3	4	5	6	7

~End of question~

APPENDIX B

Frequency information

Frequencies

		Statistics				
		Gender	Age	Education level	Period of service	Monthly salary
N	Valid	104	104	104	104	104
	Missing	0	0	0	0	0
Mean		1.38	2.43	1.64	2.98	2.32
Median		1.00	2.00	2.00	3.00	2.00
Mode		1	2	1	2	2
Std. Deviation		.486	.665	.696	1.372	1.248

Frequency Table

Demographic	Characteristics and Classification	Frequency	Percentage (%)
Gender	Male	65	62.5
	Female	39	37.5
Age	Below 20 years old	1	1.0
	20 to 35 years old	66	63.5
	36 to 50 years old	28	26.9
	51 to 65 years old	9	8.7
	Above 66 years old	0	0
Education level	Below SPM	49	47.1
	Post school diploma or certificate	44	42.3
	Bachelor degree	10	9.6
	Master Degree	1	1.0
	PhD degree	0	0
Period of Service	Below 1 year	15	14.4
	1 to 2 years	31	29.8
	3 to 5 years	21	20.2
	6 to 10 years	15	14.4
	Above 10 years	22	21.2
Salary	Below RM 1000	25	24.0
	RM 1001-RM 1500	49	47.1
	RM 1501-RM 2000	15	14.4
	RM 2001-RM 2500	5	4.8
	RM 2501-RM 3000	7	6.7
	Above RM 3000	3	2.9

a) Participation of decision making

Decision making				
	Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	1	1.0	1.0
	3.17	1	1.0	1.9
	3.50	1	1.0	2.9
	3.67	1	1.0	3.8
	3.83	1	1.0	4.8
	4.00	1	1.0	5.8
	4.17	3	2.9	8.7
	4.33	4	3.8	12.5
	4.50	2	1.9	14.4
	4.67	9	8.7	23.1
Valid	4.83	5	4.8	27.9
	5.00	40	38.5	66.3
	5.17	12	11.5	77.9
	5.33	4	3.8	81.7
	5.50	9	8.7	90.4
	5.67	4	3.8	94.2
	5.83	2	1.9	96.2
	6.00	1	1.0	97.1
	6.17	2	1.9	99.0
	7.00	1	1.0	100.0
	Total	104	100.0	100.0

a) Delegation of authority

Delegation authority				
	Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	1	1.0	1.0
	3.67	3	2.9	3.8
	3.83	2	1.9	5.8
	4.00	2	1.9	7.7
	4.33	4	3.8	11.5
	4.50	5	4.8	16.3
	4.67	9	8.7	25.0
	4.83	7	6.7	31.7
Valid	5.00	29	27.9	59.6
	5.17	5	4.8	64.4
	5.33	12	11.5	76.0
	5.50	11	10.6	86.5
	5.67	2	1.9	88.5
	5.83	4	3.8	92.3
	6.00	5	4.8	97.1
	6.33	1	1.0	98.1
	6.67	1	1.0	99.0

7.00	1	1.0	1.0	100.0
Total	104	100.0	100.0	

b) Training

training				
	Frequency	Percent	Valid Percent	Cumulative Percent
1.33	1	1.0	1.0	1.0
1.67	1	1.0	1.0	1.9
3.33	1	1.0	1.0	2.9
3.50	6	5.8	5.8	8.7
3.67	4	3.8	3.8	12.5
3.83	6	5.8	5.8	18.3
4.00	11	10.6	10.6	28.8
4.17	24	23.1	23.1	51.9
4.33	15	14.4	14.4	66.3
4.50	2	1.9	1.9	68.3
4.67	7	6.7	6.7	75.0
4.83	2	1.9	1.9	76.9
5.00	16	15.4	15.4	92.3
5.17	5	4.8	4.8	97.1
5.33	1	1.0	1.0	98.1
5.50	1	1.0	1.0	99.0
5.67	1	1.0	1.0	100.0
Total	104	100.0	100.0	

c) Rewards

Rewards				
	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	4.8	4.8	4.8
1.50	2	1.9	1.9	6.7
2.00	3	2.9	2.9	9.6
3.00	5	4.8	4.8	14.4
3.50	2	1.9	1.9	16.3
4.00	9	8.7	8.7	25.0
4.50	5	4.8	4.8	29.8
5.00	42	40.4	40.4	70.2
5.50	6	5.8	5.8	76.0
6.00	18	17.3	17.3	93.3
6.50	5	4.8	4.8	98.1
7.00	2	1.9	1.9	100.0
Total	104	100.0	100.0	

d) Work performance

Work performance					
	Frequency	Percent	Valid Percent	Cumulative Percent	
	2.39	1	1.0	1.0	1.0
	2.50	1	1.0	1.0	1.9
	3.94	2	1.9	1.9	3.8
	4.00	1	1.0	1.0	4.8
	4.06	1	1.0	1.0	5.8
	4.11	1	1.0	1.0	6.7
	4.17	2	1.9	1.9	8.7
	4.22	1	1.0	1.0	9.6
	4.33	3	2.9	2.9	12.5
	4.39	3	2.9	2.9	15.4
	4.44	1	1.0	1.0	16.3
	4.50	2	1.9	1.9	18.3
	4.56	3	2.9	2.9	21.2
	4.61	12	11.5	11.5	32.7
	4.67	18	17.3	17.3	50.0
	4.72	4	3.8	3.8	53.8
Valid	4.78	6	5.8	5.8	59.6
	4.83	5	4.8	4.8	64.4
	4.89	6	5.8	5.8	70.2
	4.94	5	4.8	4.8	75.0
	5.00	4	3.8	3.8	78.8
	5.06	2	1.9	1.9	80.8
	5.11	3	2.9	2.9	83.7
	5.17	2	1.9	1.9	85.6
	5.22	3	2.9	2.9	88.5
	5.28	3	2.9	2.9	91.3
	5.44	1	1.0	1.0	92.3
	5.50	4	3.8	3.8	96.2
	5.83	1	1.0	1.0	97.1
	5.89	1	1.0	1.0	98.1
	6.00	1	1.0	1.0	99.0
	6.61	1	1.0	1.0	100.0
	Total	104	100.0	100.0	

APPENDIX C

Reliability Analysis

a) Participation in decision making

Case Processing Summary			
		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0

Total	104	100.0
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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.767	6

b) Delegation of authority

Case Processing Summary

		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0
	Total	104	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.834	6

c) Training

Case Processing Summary

		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0
	Total	104	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.879	5

d) Rewards

Case Processing Summary

		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0
	Total	104	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.924	2

APPENDIX D

Normality Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Decision making	104	100.0%	0	0.0%	104	100.0%
Delegation authority	104	100.0%	0	0.0%	104	100.0%
training	104	100.0%	0	0.0%	104	100.0%
Rewards	104	100.0%	0	0.0%	104	100.0%

Descriptives

			Statistic	Std. Error
Decision making	Mean		4.9776	.05965
	95% Confidence Interval for Mean	Lower Bound	4.8593	
		Upper Bound	5.0959	
	5% Trimmed Mean		5.0039	
	Median		5.0000	
	Variance		.370	
	Std. Deviation		.60831	
	Minimum		2.00	

	Maximum		7.00	
	Range		5.00	
	Interquartile Range		.33	
	Skewness		-1.170	.237
	Kurtosis		6.412	.469
	Mean		5.0417	.06448
	95% Confidence Interval for Mean	Lower Bound	4.9138	
		Upper Bound	5.1696	
	5% Trimmed Mean		5.0591	
	Median		5.0000	
	Variance		.432	
Delegation authority	Std. Deviation		.65760	
	Minimum		2.00	
	Maximum		7.00	
	Range		5.00	
	Interquartile Range		.62	
	Skewness		-.776	.237
	Kurtosis		4.378	.469
	Mean		4.3045	.06292
	95% Confidence Interval for Mean	Lower Bound	4.1797	
		Upper Bound	4.4293	
	5% Trimmed Mean		4.3351	
	Median		4.1667	
	Variance		.412	
training	Std. Deviation		.64170	
	Minimum		1.33	
	Maximum		5.67	
	Range		4.33	
	Interquartile Range		.79	
	Skewness		-1.353	.237
	Kurtosis		5.662	.469
	Mean		4.7308	.13577
	95% Confidence Interval for Mean	Lower Bound	4.4615	
		Upper Bound	5.0000	
	5% Trimmed Mean		4.8280	
	Median		5.0000	
	Variance		1.917	
Rewards	Std. Deviation		1.38459	
	Minimum		1.00	
	Maximum		7.00	
	Range		6.00	
	Interquartile Range		1.38	
	Skewness		-1.231	.237
	Kurtosis		1.269	.469

Extreme Values

		Case Number	Value
Decision making		100	7.00
		31	6.17
	Highest	101	6.17
		99	6.00
		20	5.83 ^a
		74	2.00
		30	3.17
	Lowest	86	3.50
		35	3.67
		64	3.83
Delegation authority		95	7.00
		100	6.67
	Highest	99	6.33
		5	6.00
		16	6.00 ^b
		74	2.00
		86	3.67
	Lowest	48	3.67
		36	3.67
		76	3.83 ^c
training		77	5.67
		75	5.50
	Highest	54	5.33
		31	5.17
		85	5.17 ^d
		96	1.33
		74	1.67
	Lowest	86	3.33
		87	3.50
		82	3.50 ^e
Rewards		19	7.00
		52	7.00
	Highest	28	6.50
		35	6.50
		54	6.50 ^f
		100	1.00
		96	1.00
	Lowest	50	1.00
		49	1.00
		46	1.00

a. Only a partial list of cases with the value 5.83 is shown in the table of upper extremes.

b. Only a partial list of cases with the value 6.00 is shown in the table of upper extremes.

c. Only a partial list of cases with the value 3.83 is shown in the table of lower extremes.

d. Only a partial list of cases with the value 5.17 is shown in the table of upper extremes.

e. Only a partial list of cases with the value 3.50 is shown in the table of lower extremes.

f. Only a partial list of cases with the value 6.50 is shown in the table of upper extremes.

APPENDIX E

Regression Analysis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Rewards, decision making, training, delegation authority ^b	.	Enter

a. Dependent Variable: work performance

b. All requested variables entered.

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.8996	5.4942	4.7591	.37005	104
Residual	-1.03969	1.53863	.00000	.38277	104
Std. Predicted Value	-5.025	1.987	.000	1.000	104
Std. Residual	-2.663	3.941	.000	.980	104

a. Dependent Variable: work performance

Appendix F

FYP 1 gphant chart

Month		February				March				April				May			
WEEK		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ACTIVITY																	
Briefing with FYP's coordinator and Supervisor	Estimate																
	Actual																
Define Problem Background & Problem Statement	Estimate																
	Actual																
Define Research Objective & Research Question	Estimate																
	Actual																
State Scope of Study	Estimate																
	Actual																
Finding Material (journal/articles/etc.)	Estimate																
	Actual																
Writing literature review	Estimate																
	Actual																
Determine research methodology & research instrument	Estimate																
	Actual																
Compile and submit a report	Estimate																
	Actual																
Presentation FYP 1	Estimate																
	Actual																

