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Addis Ababa University
College of Business and Economics
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**The Effect of Employee Empowerment Practices on Employee Performance:
The Case of Ethiopian Agricultural Transformation Agency**

**A Research Project Work Submitted to the School of Commerce Addis Ababa University
in Partial Fulfillment for Master of Business Leadership**

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DECLARATION

I, Tesfaye Ketema, declare that this research project work entitled “The Effect of Empowerment Practices on Employee Performance: The case of Ethiopian Agricultural Transformation Agency” is the outcome of my own effort and study. All sources of materials used for the study have been duly acknowledged. This study has not been presented for a degree in any university.

Tesfaye Ketema

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Date:

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COLLEGE OF BUSINESS AND ECONOMICS
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This is to certify that the research project presented by Tesfaye Ketema entitled “The Effect of Empowerment Practices on Employee Performance: The case of Ethiopian Agricultural Transformation Agency” and submitted in partial fulfillment of the requirements for the degree of masters of art in Business Leadership complies with the regulation of the university and meets the accepted standards with respects to originality and quality.

Approved By:

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Advisor

Examiner (Internal).....SignatureDate.....

Examiner (External).....Signature.....Date.....

STATEMENT OF CERTIFICATION

This is to certify that Tesfaye Ketema has carried out this project work on the topic entitled “The Effect of Empowerment Practices on Employee Performance: The Case of Ethiopian Agricultural Transformation Agency” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the award of Degree of Master of Art in Business Leadership.

Abraraw Chane (PhD)

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Date: _____

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List of Abbreviations

ATA- Agricultural Transformation Agency
AAUSC- Addis Ababa University School of Commerce
CSV- Communicating Shared Vision
EP- Employee Performances
ET- Employee Training
HR –Human Resource
PDM-Participatory Decision Making
SPSS- Statistical Package for Social Science

ABSTRACT

Leadership is a highly valued commodity and the way of to improve peoples' personal, social, business and professional life. Empowerment activities are enabling workers to set their own work goals, make decisions, and solve problems within their sphere of influence. It has been suggested as a means of facilitating productive and motivated behavior in the organization. Therefore, the purpose of the study was to explain the effect of empowerment activities on employees' performance in Ethiopian Agricultural Transformation Agency. The type of this research adopted both descriptive and explanatory research design. In this research, quantitative approach is used. The study preferred census to determine sample size. The research is based on primary and secondary data. The primary data was collected using self-administered questioners distributed to 96 respondents. The study used SPSS 25 version, descriptive statistics, and correlation and regression analysis to analyze the data collected and to evaluate the relationship between the two variables. Based on the analysis, there is positive and high degree correlation between training and employee performance. Regarding to communicating shared vision, there is positive and high degree of correlation between Communicating shared vision and employee performance. And also, there is positive and high degree of correlation between Participatory decision making and employee performance. This research concludes that the three independent variables together predict the percentage of employee performance. In multiple linear regression equation, Participatory decision making has highest beta coefficient which is greatly influence on predicting employees' performance. The study recommends that involving the employees in decision making and maintaining their independency is very necessary to empower and build their capacity. In addition to this, managers/ supervisors better to take short term Leadership training especially regarding to empowerment activities. The study also recommends that future research that will take a part of survey all the regional offices across the country and better to study in multiple organizations. Such a study will increase accuracy of data and improve reliability.

Key words: *Empowerment, Training, Communicating shared Vision, Participatory decision Making, Employee Performance.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is a highly sought-after and highly valued commodity. People continue to ask themselves and others what makes good leaders. As individuals, they seek more information on how to become effective leaders. Many people believe that leadership is a way to improve their personal, social, and professional lives. Corporations seek those with leadership ability because they believe they bring special assets to their organizations and, ultimately, improve the bottom line (Northhouse, 2016).

After decades of dissonance, leadership scholars agree on one thing: They can't come up with a common definition for leadership. Because of such factors as growing global influences and generational differences, leadership will continue to have different meanings for different people. The bottom line is that leadership is a complex concept for which a determined definition may long be in flux. Despite definition are various according to different authors, the most common is: Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northhouse, 2016).

The model of servant leadership consists of three components: antecedent conditions, servant leader behaviors, and outcomes. The central focus of the model is the seven behaviors of leaders that foster servant leadership: conceptualizing, emotional healing, putting follower's first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. These behaviors are influenced by context and culture, the leader's attributes, and the followers' receptivity to this kind of leadership. When individuals engage in servant leadership, it is likely to improve outcomes at the individual, organizational, and societal levels. Empowering refers to allowing followers the freedom to be independent, make decisions on their own, and be self-sufficient. It is a way for leaders to share power with followers by allowing them to have control. Empowerment builds followers' confidence in their own capacities to think and act on their own because they are given the freedom to handle difficult situations in the way they feel is best(Northhouse, 2016).

The definition of empowerment refers to the freedom and the ability of employees to make decisions and commitments. Unfortunately, likewise the leadership definition, neither managers nor researchers can agree on the definition of empowerment. (Quinn and Spreitzer,1997), in their consulting work with a Fortune 500 manufacturing company, found that executives were split about 50-50 in their definition. One group of executives "believed that empowerment was about delegating decision making within a set of clear boundaries."

Empowerment would start at the top, specific goals and tasks would be assigned, responsibility would be delegated, and people would be held accountable for their results. The other group believed that empowerment was “a process of risk taking and personal growth.” This type of empowerment starts at the bottom, with considering the employees’ needs, showing them what empowered behavior looks like, building teams, encouraging risk-taking, and demonstrating trust in employees’ ability to perform. (Langton et al. 2003)

Empowerment is a psychological concept represented by four dimensions: self-determination, meaning, competence, and impact of the individual’s role in the organization. If any dimension weakens, the employee’s sense of empowerment will weaken. Self-determination: Empowered employees feel that they have freedom, independence, and discretion over their work activities. Meaning: Employees who feel empowered care about their work and believe that what they do is important. Competence: Empowered people are confident about their ability to perform the work well and have a capacity to grow with new challenges. Impact: Empowered employees view themselves as active participants in the organization; that is, their decisions and actions have an influence on the company’s success. (McShane & Glinow, 2010)

Empowerment is enabling workers to set their own work goals, make decisions, and solve problems within their sphere of influence. It has been suggested as a means of facilitating productive and motivated behavior in the organization. At the root of empowerment there lies the concept of power. It can be defined following two lines. In the Structural Approach, which is the traditional approach to empowerment, the focus is in the action of the “power holder” who transfers power to the less powerful. In this sense empowerment is understood as the granting of power and decision-making authority down the organizational hierarchy and granting employees the ability to significantly affect organizational outcome. In the Motivational Approach, empowerment was conceptualized as psychological enabling defined as a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness. (Abdurazak et al, 2014)

Empowerment: Refers to power sharing, the delegation of power or authority to subordinates in the organization. Empowerment is the process of giving employees throughout an organization the authority to make important decisions and to be responsible for their outcomes. Self-managed teams are work groups who have been empowered and given the responsibility for leading themselves and ensuring that they accomplish their goals (George & Jones, 2012).

Empowerment is the process of giving lower-level employees the authority to make decisions and be responsible for their outcomes. Empowerment often requires managers and supervisors to change the ways they think about decision making. Rather than supervisors making the decisions and then telling employees how to carry them out, empowerment requires that the responsibility for decision making to be shared with employees throughout an organization (George & Jones, 2012).

Performance is degree of accomplishment of the tasks that make up an employee job. It reflects how well an employee is fulfilling the requirements of a job (Byars and Rue 2000). Armstrong (2006) defined performance in output terms as the achievement of quantified objectives and how these objectives are achieved. High performance results from appropriate behavior especially discretionary and the effectiveness of skills and competencies. It is not just a matter of achieving targets but how well they are achieved. Performance in a given situation can be viewed as a resulting from the interrelationships among effort abilities and role perceptions. Therefore employee performance refers to the level at which the employees are performing. It is an ongoing activity with the ultimate goal of improving both individual and corporate performance. To attain an acceptable level of performance a minimum level of proficiency must exist in each of the performance components (Byars and Rue, 2000). To manage and improve employee's performance, managers must explore the cause of action, plans and empower workers to find solutions and use performance focused communication (Cardy et al, 2010). Improving performance is only achievable where there are effective processes of continuous development. Further, employee performance is enhanced by among other factors as job satisfaction, commitment and capability to perform. Moreover quality of work life therefore facilitates improved performance. An organization system that continually aligns its strategy, goals, objectives and internal operations with the demand of its external environment usually maximizes its performance (Cardy et al, 2010). Many organizations have developed standards to manage employee performance and their emphasis is on improvement, learning and development in order to achieve their overall business strategy and to create a high performance workforce.

1.2 Background of the Organization

In December 2010 the Council of Ministers in Ethiopia passed Regulation 198/2010 which established the Agricultural Transformation Agency (ATA) as the Secretariat of an Agricultural Transformation Council chaired by the Prime Minister. The ATA's mandate is articulated in the Ethiopian Council of Ministers Regulations No. 198/2010 and 380/2016,

which specify four distinct Strategic Goals for the agency: To identify systemic constraints of agricultural development, through conducting studies, and recommend solutions in order to ensure sustainability and structural transformation, to support implementation of recommended solutions, to support the establishment of strong linkages among agricultural and related institutions and projects in order to ensure the effectiveness of agricultural development activities, and to manage and lead the implementation of specific solutions as projects. In order to effectively operationalize these Strategic Goals, the ATA has defined the following organizational vision and mission, and organizational values which guide their day-to-day operations and how we aim to work (ATA).

Vision: By 2025, smallholder farmers are commercialized with greater incomes, inclusiveness, resilience and sustainability, contributing to Ethiopia's achievement of middle-income country status (ATA)

Mission: To sustainably increase the production, productivity and income of smallholder farmers by transforming the agriculture sector towards a commercially oriented system. **Values:** Innovative: they search for and generate transformational ideas and technologies that catalyst change. Evidence-Based: ATA decisions and actions are driven by data, analysis, evaluation and learning. Focused: They work on a limited set of priorities that best use resources, reduce complexity, and maximize impact. Collaborative: They closely engage diverse colleagues and partners to decide act and learn together. Impact-driven: They strive to transform the lives of smallholder farmers by understanding and addressing their evolving priorities (ATA).

Ethiopian Agricultural Transformational Agency has five departments namely Production and Productivity projects, Agribusiness & Market projects, Implementation supports, HR and Finance department (ATA).

1.3 Statements of the Problem

Empowerment is a well-studied subject and one of the main activities of leadership but little research has been conducted in Ethiopia. However leadership activities like empowerment has been developed in western countries; it is an infant in developing countries like Ethiopia. A few of the literature reviewed so far on employee empowerment in Ethiopian context have been found to focus on profit making or business organization.

Now a day, several countries specially developed countries are aware of that empowerment is one of the leaders activities and one of the criteria to categorize leadership styles or to distinguish from one leadership styles to other leadership styles whether it is transformational leadership style or transactional leadership styles; whether it is democratic or dictator; and whether it is participative or servant or autocratic. But regarding to developing countries especially in Ethiopia, empowerment is not yet applied fully by the business organizational leader and political leader in order to enhance their employee performance

As the general meeting minute report of ATA in 2017 shows Ethiopian Agricultural transformation Agency is one the organizations like other Ethiopian organization which is not practicing empowerment activities so as to increase employee performance and corporate performance. In order to empower and enhance employee's performance, training should be given based on need assessment, they are supposed to have common vision about the organization and they need to be participated in decision making. So, without the empowerment activities like training, communicating the shared vision, and Participatory decision making, an organization couldn't bring significant effect on employee performance. No study has been conducted in the area at ATA and so, this research wants to examine whether empowerment practices are affect employee performance, and also to identify whether empowerment practices are implemented at ATA.

1.4 Research Questions

The research is guided by the following question.

1. Is there employee training given based on need assessment at ATA to enhance employee performance?
2. Does ATA exercise communicating shared vision to build employee performance?
3. Does ATA apply participatory decision making activities to increase employee performance
4. What are the effect of empowerment practices (employee training, communicating shared vision Participatory decisions making) and employee performance?

1.5 Objective of the Study

1.5.1 General Objective of the Study

The objective of the study is to identify the employee empowerment practices and to explain the effect employee empowerment practices and employee performance.

1.5.2 Specific Objective of the Study

The following are specific objectives the study:

- To assess whether employee training is given based on need assessment to enhance employee performance at ATA.
- To describe practices of communicating shared vision to build employee performance at ATA.
- To identify practices of participatory decision making activities to increase employee performance.
- To explain the relationship between empowerment practices (Employee training, Communicating shared vision, and participatory decision making) and employee performance

1.6 Significance of the study

The findings of this study will be benefited to leaders, Human Resource Managers and other line managers in Agricultural transformational agency to enhance their understanding of the most appropriate employee empowerment practices. The study will be also useful to other organizations' Leaders and Managers to enhance their appreciation of the need to empower employees so as to increase the performance of individuals as well as the corporate performance. This study will also benefit to future researchers and scholars for reference purposes and replication elsewhere.

1.7 Scope of the study

The scope of the study is limited to single organization. The target population of this study is only employees in ATA in Addis Ababa office. The objective of the study was to identify the relation between employee empowerment practices and employee performance and to identify whether the empowerment practices are implemented. Hence, study is only focus on the variables: training, communicating the shared vision and Participatory decision making. Other variables and external variables are not included.

1.8 Organizational of the paper

The paper is organized into five chapters. The first deals with the introductory part of the paper. The introduction covers background of the research, the background of the organization, statement of the problem, research question, research objectives, significance of the study, and scope of the study. Chapter two deals with related literature review. Chapter

three regard with the research methodology that is used to collect and analyze the data. Chapter four provided data presentation, analysis and discussion & findings of the result. Finally, chapter five deals with summary of findings, conclusion, recommendation, suggestion for future research, lists of references and appendix.

1.9 Definition of Terms

Leadership is a process of empowering, influencing and directing the subordinates or employees to achieve a common goal and vision.

Empowerment: is enhancing the capacity of employees

Performance: is the level or the degree of accomplishment of the given task

Training: coaching and nurturing so as to empower employee

Communicating shared vision: make aware the employee about the vision of the organization to have common goal and shared vision. .

Participatory decision making: decentralized the decision making authority or authorize the subordinates to take their own decision.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Employee Empowerment Practices

Currently, It is familiar for well developed countries and their organization that Empowerment is the dimension of leadership styles and it is one the main duties and responsibilities of good leaders. Klagge (1998) understands the literature in a way indicating the meaning of empowerment as to release improved “power and authority” along with the relevant duties and expertise to employees. Empowerment seems to be a powerful management tool, which is used to exchange the shared vision that the organization expects to materialize into common goals. The reality is that empowerment could be utilized as an expression to explain diverse plans providing an expedient oratory, advocating that empowerment is hypothetically a fine object that fabricates a, win-win“ condition for workers and administrators (Raquib 2010).

Empowerment has been defined in numerous ways, but most authors agree that the core element of empowerment involves giving employees a discretion (or latitude) over certain task related activities. Randolph (1995) defines employee empowerment as “a transfer of power” from the employer to the employees. (Blanchard, et al. 1996) for example argued that empowerment is not only having the freedom to act, but also having higher degree of responsibility and accountability. This indicates that management must empower their employees so that they can be motivated, committed, satisfied and assist the organization in achieving its objectives.

Ideas to various social reform movements in the 1960 and 1970 social reform movements such as the civil rights movement, feminism, and others. Potterfield (1999) indicates that through personal conversation with management and employee empowerment experts, he found that these experts were uncertain about when and where the term was used in management and organizational studies. Recently, Thomas and Velthouse (1990) advocated seeking alternative perspectives on empowerment that distinguish between situational attributes (e.g. management practices) and job incumbent cognition about those attributes (e.g. psychological empowerment). Similarly, Conger and Kanungo (1988) argue that management practices are only one set of conditions and that those practices may empower employees but will not necessarily do so.

Employees can be empowered psychologically through supporting mechanisms such as those that build competencies, motivation, and knowledge sharing, placing employees in control of their work-place destiny (Sprietzer 1996). Ozaralli (2003), Where there is commitment to make change, employee empowerment becomes a function of transformational leadership. Under such a leadership perspective there is a sense of mission, pride, faith, respect, excitement and commitment.

Transformational leaders will exist at all levels of the organization, coaching staff, providing formative learning, and delegating responsibility through assigning projects that contain appropriate learning experiences. They will encourage innovative approaches to work and a critical reasoning approach to decision-making. “Transformational leaders create a dynamic organizational vision that often necessitates a metamorphosis in cultural values to reflect greater innovation. We can also propose that transformational behaviors on the part of leaders promote empowering cultural norms” (Ozaralli 2003)

Empowerment can be defined in different ways. It defined in a general definition as a collection of practices that consists of information sharing, employee autonomy, and delegation of authority (Randolph, 1995, 2000; Blanchard et al., 1999). Empowerment is seen by other scholars (e.g, Conger and Kanungo, 1988; Thomas and Velthouse, 1990; Zimmerman, 1990) as intrinsic task motivation, or as the process of decentralizing decision-making in an organisation (Brymer, 1991). However, most scholars agree that the key element of empowerment involves giving employee freehand on certain activities with the full responsibilities that come with it (Sashkin, 1984; Conger and Kanungo, 1988; Schlessinger and Heskett, 1991; Bowen and Lawler, 1992). Thus, empowerment was focus on empowering management practices (Mainiero, 1986; Bowen and Lawler, 1992) as a set of procedures and that involves empowering workers (Conger and Kanungo, 1988), and that requires eliminating the levels of hierarchy to get less direct supervision (Randolph, 1995).

Numerous studies have revealed that empowerment was applied in service organisations in different forms (e.g. Conger and Kanungo, 1988; Thomas and Velthouse, 1990; Spreitzer, 1992, 1995; Zimmerman, 1995). Scholars realised the need to distinguish between employees' feelings or perceptions of empowerment and management practices designed to empower employees (Thomas and Velthouse, 1990). Thus, the literature has confirmed two distinct dimensions of empowerment, namely: structural/relational empowerment and psychological/motivational empowerment (Eylon and Bamberger, 2000; Greasley et al., 2008).

2.1.1 Structural Empowerment

Structural empowerment can be defined as a management technique which involves the sharing and delegation of authority between managers and their employees (Kanter, 1983; Conger and Kanungo, 1988), and thus employees and managers resolving difficulties and taking decisions (Ginnodo, 1997). It is also defined as an organizational practice and structure that devolves power through information, knowledge, resources, skills development, support and responsibility (Eylon and Bamberger, 2000). Due to structural empowerment is seen differently by scholars in the literature, this study defines structural empowerment as “the extent to which employees believe that they have been given the autonomy and authority to act independently deriving from aspects such as training, reward systems and management style”.

Many scholars argued that structural empowerment consists of several dimensions rather than one dimension, namely: employees discretion (Bowen and Lawler, 1992; Rafiq and Ahmed, 1998), information sharing (i.e. confidence in the staff) autonomy, trust, rewards, responsibility, accountability, knowledge and resources (Bowen and Lawler, 1992; Rafiq and Ahmed, 1998; Eylon and Au, 1999; Eylon and Bamberger, 2000; Randolph and Sashkin, 2002; Seibert et al, 2004).

The application of empowerment provides employees with different experiences and benefits (Lashley, 2001) that include fostering employees feelings of self-efficacy in highly confidence ways (Conger and Kanungo, 1988; Conger, 1989), providing employees with the necessary discretion and autonomy to produce successful service in general and to achieve customer satisfaction in particular (Bowen and Lawler, 1992; Ford and Fottler, 1995; Lashley, 1995) and this subsequently increases the success of organization as a main concern by employees (Spreitzer, 1995). Thus, empowered employees in the hospitality industry are more committed to improving service quality (Lashley, 1995).

2.1.2 Psychological Empowerment

Conger and Kanungo (1988) defined psychological empowerment as a motivational concept of self-efficacy. While, Spreitzer (1995: p.1444) defined empowerment as “a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact. Together, these four cognitions reflect an active rather than a passive, orientation to a work role”. Similarly, Lee and Koh (2001: p.686) presented an inclusive definition, they defined psychological empowerment as “the psychological state

of a subordinate perceiving four dimensions of meaningfulness, competence, self-determination and impact, which is affected by the empowering behaviors of the supervisor”. Empowerment is a continuous variable, where employees feel they are empowered, and therefore psychological empowerment is more about employees’ perceptions that hold about their roles in the organization (Spreitzer, 1995). Moreover, psychological empowerment can be considered as a one-dimensional construct (Conger and Kanungo, 1988) or multifaceted construct that includes a model focused on power practices in organizations to energize or internally motivate employees, and therefore psychological empowerment results from a set of four cognitive tasks related to the individual role: meaning, self-determination, impact and competence (i.e. self-efficacy) (Thomas and Velthouse, 1990).

2.2 Empowerment Practices

Brown and Lawlers, (1995) and Caudron,(1995) identified the following as empowerment practices; sharing information about goals, training, helping management learn to empower others (coaching), empowering working teams gradually, and systematic, decision-making, providing access to job related knowledge and skills, granting discretion to change work process and provision of resources needed to make improvements. Effective management requires that empowerment be sincere, based on mutual trust, accompanied by relevant information for the employees to carry out their tasks. Employee empowerment activities include employee training, Communicating shared vision and participatory decision making

2.2.1 Employee Training

Training is a systematic approach to improve employees’ skills and performance. It is intended to foster and enhance learning amongst employees and is particularly directed at acquiring job skills. Rapid changes in technology and globalization of business have spurred the growth of training programs (Dubrin, 2009). In order to implement employee empowerment, the employees must be competent. People cannot be empowered if they are not competent at their job. They need to understand what they are doing, why and how it fits into the wider processes of the organization (Mullins 2002). It does not make sense to empower employees to make decision or implement or initiate action if they are not properly competent. Brown and Lawler (1995) cite the importance of training in which employees are familiarized with how their jobs fit into upstream and downstream activities. Dobbs (1993)

said that that technical training, decision makes skills, group process skills, all are required if empowerment is to be accepted and produce results.

Employee training is based on the credence that developing talents internally is a good investment. The best competitors who embrace empowerment use training and development practices to improve the ability of the workforce to implement their business strategy since improving competence of workforce is one way that creates a competitive advantage (Schuler and Werner, 2009). The major objective of empowering employees is to make greater use of their knowledge, skills and abilities of the workforce and this can only be achieved through training. Therefore, the process of empowerment entails developing the social skills necessary to carry out tasks. Training and development programs can improvement employees' confidence to act in more empowered way (Covey 1999).

After choosing the new employees to work in an organization, the line manager starts guiding the employees, this process is called orientation and is defined according to Dessler, (2015) as “the procedure of providing new employees with basic background information about the firm”. The purpose of this procedure is helping the new employee to feel as a part of the team and is welcomed in the organization. Also, mentoring and guiding him to the basics of the work, and get introduced to the policies and strategies of the organization, laws, and regulations of incentives, rewards, and vacations. Also, get introduced to the values and culture of the organization and its previous achievements, and future plans. Dessler, (2015), defines training as “the process of teaching new or current employees the basic skills they need to perform their jobs”. It should be noted that training programs are not necessarily only for new employees, each employee needs to get training to improve his or her performance and enhance weakness areas. That would be evaluated by the manager through the daily and routinely continuous guidance, also through the annual appraisal that addresses the strengths and weaknesses of the employee's performance. Following to this, weak performance will be improved through training programs that will enhance the performance to get the best outcomes, happening in parallel with showing appreciation of good performance by the manager, which would motivate employees for more productivity to get promoted to a higher position.

2.2.2 Communicating Shared Visions

In fruitful empowerment, communication is a major aspect. The organizations views on strategy, vision, future direction of organization and position of the competitors should be shared. This will allow the employees to know what is going on in the organization and the

role individuals and groups are expected to achieve (Mullins, 2002). Increasing formal communication with employees reduces uncertainty by decreasing role ambiguity and conflict. Organizations can use effective communication as a means to shape employees perceptions (Robbins, 1993). Many organizations are finding that effective communication is the key to their overall ability to compete. This is because the frequency with which changes occur makes it necessary to continually inform employees about what is going on and why. (Hodgetts and Hegan, 2008). Communication has been described as the glue that holds organization together and it is an integral part of all managerial functions and unless managers communicate with others, they cannot accomplish their tasks. Effective communication is leaders' most potent tool for inspiring workers to take responsibility for creating a better future (implementing vision) (Dubrin, 2009).

Rodrigues (1994) argues that one of the human practices for winners is the belief that frequent, honest and open communication with employees is needed to reinforce the quality and culture change. Coleman (1996) said that supervisors are expected to motivate others by communicating a clear vision of what the organization needs to accomplish or change their goals. Empowering employees means that they need information sharing to know how their company is doing, and whether their efforts make any difference. Managers should take initiative and share sensitive information about the organization, like market share, growth opportunities and competitor's strategies Employees experience more empowerment in organizations where information and other resources is easily accessible (Meshena and Glinow,2008). According to Dwivedi (2009) employees offer a resistance in the course of carrying out their duties if they have no information. Good decision depends among other things on good information or data hence employees must have free access to organizational information which must be made readily available when required (Dobbs 1993). Apparently information has been identified as a source of power and without it employee's participation and involvement became impractical and dangerous. Moreover, decision-makers must frequently have access to information that helps them make good decision (Malone,1997).

2.3.3 Participatory Decision Making

Substantial research during the 1970s and 1980s focused on the effects of participatory decision-making on employee motivation and organizational performance. The very important result of this research was the Vroom-Yetton-Jago decision-making model (Vroom & Jago, 1988; Vroom & Yetton, 1973). Vroom and Yetton (1973), and subsequently Vroom and Jago (1988), articulated a normative model of decision-making that prescribed when and

how leaders should involve their subordinates in the decision-making process. They identified a set of alternative decision-making processes, ranging from highly autocratic to consultative to highly participative/inclusive. This represents a spectrum of participative behavior choices in the leadership process, such as the manager asking the opinions of a few employees to involving all employees in a group decision. The normative decision-making model suggests that managers should adapt their decision-making styles according to situational factors, such as the nature of the problem to be solved and the context in which the decision is made.

Vroom and Yetton (1973) noted that employee participation can improve employee job involvement and organizational commitment. Moreover, they suggested that participatory decision-making is most effective under certain conditions: (1) when there is a need for higher decision quality, (2) when subordinates have adequate knowledge and understanding of the issue at hand, and (3) when subordinates may not implement the decision effectively unless there is a consensus about the issue/problem. Additionally, Vroom and Yetton (1973) also noted that managers are more likely to move from an authoritarian to a more inclusive/participative style when the organization has a decentralized or less authoritarian structure. Some subsequent studies have suggested that Managers are more likely to employ participatory decision-making when they believe PDM enhances organizational effectiveness and does not endanger their organizational power (Field, 1982; Heilman et al., 1984; Parnell & Bell, 1994; Vroom & Jago, 1978). Moreover, Heilman et al. (1984) found that participative leaders were rated by their subordinates to be more effective than autocratic leaders.

It is important to note that the focus in the Vroom-Yetton-Jago model is on managers rather than employees. Recent research has given more attention to the perspectives of employees in decision making. Cotton et al. (1988), for instance, classified different forms of employee participation based on four factors: formal vs. informal, direct vs. indirect, content of decisions involved and short term vs. long term. Based on these factors, they identified six distinct forms of formal employee participation in decision-making: participation in work decisions, consultative participation, short-term participation, informal participation, employee ownership, and representative bureaucracy. The first two forms (i.e., participation in work decision and consultative participation) are classified as formal, direct, and showing high to medium employee influence on decisions that are focused on employee work job issues. Short-term participation is similar to participation in work decisions and consultative participation, but with a different duration. Conversely, employee ownership and representative bureaucracy are both formal and indirect, but employee ownership (high

influence) has greater employee influence than representative bureaucracy (medium to low influence).

The essence of participatory decision-making is that greater employee involvement improves employee motivation and hence performance, by promoting shared responsibility and accountability (Arnold et al., 2000; Chen & Tesluk, 2012; 21 Seibert et al., 2004). Reviews and meta-analysis on PDM research (Cotton et al., 1988; Locke & Schweiger, 1979; Wagner, 1994) have suggested that the effects of PDM on attitudinal and behavioral outcomes are generally positive. Studies have also shown positive effects of employee participation on work satisfaction and performance (Black & Gregersen, 1997; Jackson, 1983; Lam, Chen, & Schaubroeck, 2002). Employee participation has also been linked to autonomy and perceived control by employees. A meta-analytic study by Spector (1986) found that employees who perceived high levels of job control were more likely to be satisfied, committed, involved, and motivated, and to perform better and hold greater expectancies. Perceived job control is also found to relate negatively to employee absenteeism, turnover intention, actual turnover, and role ambiguity (Spector, 1986)

2.3 Employee Performance

Employee's performance is resulting from the wider performance management of the firm. Performance management refers to a process that contributes to effective management of individuals and teams in order to achieve higher levels of organizational performance (Foot and Hook 2008). According to Bernandin (2007) employee performance is the record of outcomes produced on specified job functions or activities during a specified time period. Cascio (2003) argues that performance ensures that an individual employee or teams know what is expected of them, and stay focused on effective performance.

Organizational performance takes many forms which may include increased productivity, increased diversity in regard to workforce mix, and retention of talent, increased satisfaction both for the employee and the customer, increased quality of service among many others (Wilkin, 2006). Managers create decent work situations that achieve two purposes. They facilitate performance and stimulate employee to strive for high performance (Bateman and Zeithami, 1993). Managers facilitate performance by providing the things employees need to do their jobs such as adequate training, the necessary tools and equipment, adequate budget, enough authority and information to perform their jobs well. Improving performance is only achievable where there are effective processes of continuous development. People either as individuals or teams put the greater effort into performance if they know and understands

what is expected of them and have had an involvement in specifying those expectations (Lussier, 2009)). Many factors can prevent an employee from performing at high levels and therefore it is the duty of the managers to ensure that employees perform at the highest level given the fact that managers are responsible for results.

Many organizations use Management by Objective (MBO) as a technique to establish individual performance objectives that are tangible, measurable and verifiable. Individual's objectives are derived or cascaded from organizational goals but restricted to their own areas of responsibility. Management by objectives encompasses four main stages as goal setting, action planning, self-control and periodic reviews. Managers should avoid frustrations by setting objectives to employees which they have no capacity and resource to accomplish instead they should create a climate of motivation for individuals and team members to set goals that they believe they can attain.

An employee who known exactly what is expected of them and when those targets must be accomplished spends less time wondering what to do and more doing the actions that lead to success. When an employee is not performing up to potential even when acceptable standards are being met, the first step is to determine why. When ability is holding back performance training is needed, when motivation is lacking, motivational techniques is necessary such as giving praises. When people in the organization understand how their work contributes to the success of the company, morale and productivity usually improve. (Bascal, 1999). It is important that members of the organization know exactly what is expected of them and the yard stick by which their performance and results will be measured (Byars and Irwin, 2000).

A conceptual framework has been developed to identify the areas on which the review of literature has been done. The conceptual framework has identified the areas such as employee empowerment, employee performance, impact of employee empowerment on employee performance etc.

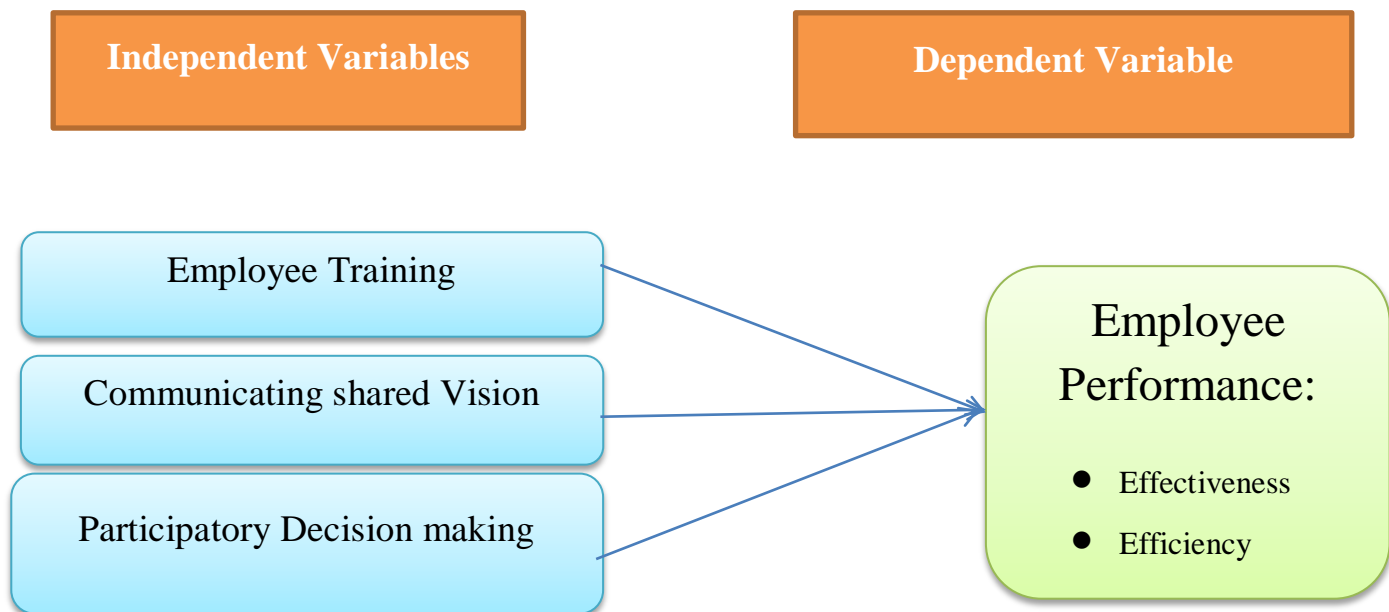
Employee performance is the key dependent variable in the present research. Different scholars have defined the concept of employee performance from different perspectives. However, in the present study, few key definitions and concepts have been discussed. According to Shields (2016), employee performance has been defined as the degree to which an employee executes the duties and responsibilities. Whereas employee performance has been related to outcomes, results and accomplishments by Cardy (2004) and collective efforts and behaviors relevant to organizational goals, which are controlled by the employees (Lepak et al., 2007). Richard and Morrison (2009) have however explained the concept of employee performance from a different perspective. According to their observation, employee

performance cannot be defined in general performance criteria and it can be explained only in the context of organizational situations and perspectives.

2.4 Conceptual framework

The conceptual frame work as shown on figure 2.1, the independent (predictor) variables are employee training, Communicating shared vision and participatory decision making, whereas dependent (predicted) variable are employee performance.

Figure 2. 1 Conceptual Framework of Independent variables and Dependent Variable



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the means used to collect data. The following part outlines the research design, research approach, and population, the sampling size determination, sampling techniques, data type and source, data collection instrument and data analysis method. This part also deals with the reliability and validity of the research instrument and ethical considerations pertaining to the research are also discussed.

3.1 Types of Research Design

This study adopted the both descriptive and explanatory design. The rationale for combining both descriptive and explanatory method is better to understand a research problem simultaneously by describing, comparing and contrasting, as well as explaining the cause and effect, and measuring the causal relationship numeric values from quantitative research.

The descriptive method of research design helped to the study clearly describes relevant aspects of the phenomenon of interest about a particular individual, group, or situation. A descriptive study was concerned with describing the characteristics of a particular individual or of a group. As such, the study sought to establish and describe the prevailing effect employee empowerment practices in Ethiopian Agricultural Transformation Agency.

In addition, This research adopted explanatory method in order to explain study involves identifying any causal links between the factors or variables (the independent and dependent Variables) that pertain to the research problem and measuring causal relationship.

3.2 Research Approach

The researcher adopted quantitative approach to measure and analyze numerical data. The study utilized cross-sectional survey in which all relevant data was collected at a single point in time. Questionnaires were used as quantitative survey instrument. The reason why this research used quantitative approach is to answers questions through deductive process, allowing for the collection of numerical data, the prediction, the measurement of variables, and the use of statistical procedures to analyze and develop inferences from that data.

3.3 Sampling Design

The study preferred to census method to determine the sample size. Census method was adopted because of the total population was small number of employees (127). All employees

under all departments (Agribusiness, Finance, and HR, Implementation support and production and Productivity) were included. From the total 127 population of employees of ATA at Addis Ababa head office, Only 96 employees were voluntary and able to read and respond the questionnaires. Furthermore, the rationale behind this sampling is that HR managers and line managers were involved; because of they have direct responsibility employee empowerment practices and employee performance. As a result, from all departments, including Managers and subordinates, 96 employees were selected and included in the study.

3.3.1 Target Population

Ethiopian Agricultural Transformation is selected for the study, targeting the head office in Addis Ababa. The Head office was selected due to easy access to reliable data, respondents that have shown interest in the study, and management's willingness to undertake the study. The total number of population was 127 employees.

3.4 Data Sources and methods of collection

3.4.1 Data sources and types

In order to obtain relevant data for this study, both primary and secondary source of data had been considered. Primary data source is data prepared by individuals who were participants in or a direct witness to the event that is being described. This type of data is more accurate. Primary data was collected from individual respondents through survey instruments used to address the research questions of the study. Secondary data also collected from official websites, books and journals

3.4.2 Data Collection Instrument

The data collection instruments used in this study is self-administered questionnaires. The researcher used questionnaire because it is relatively simple to administer, easy to analyze and above all capable of producing responses that are suitable for data analysis. The questionnaire was adopted based on the research questions and the main variables used in the study. The main themes in the previous chapter (chapter two) on the literature review was also captured and used in designing the questionnaire. The questionnaire contained two sections: Section I which deals with demographic characteristics of the respondents such as: gender, educational qualification, length of service, and position within the organization

contains 8 items and Section II consisting of questions based on the objectives of the study, research questions and research variables contains 46 items.

The questionnaire contains closed-ended questions, which are designed using a five-point Likert-scale, using the following rating scales: strongly disagree, disagree neither disagree nor agree, agree, and strongly agree. This approach is used since closed-ended questions are easy to code and analyze.

3.5 Data Analysis Method

The collected data was processed and organized in a meaningful way for easy comprehension and quantitative technique was employed to analyze data. The raw data was thoroughly edited and cleaned to remove inconsistencies and errors. After editing to remove mistakes, the data was coded to facilitate enumeration and addition. The coding enabled the researcher to group responses into limited number of categories for easy analysis. The coding process was followed by tabulation. The data collected through questionnaires was analyzed through quantitative, descriptive statistical tools using Statistical Package for Social Sciences (SPSS version 25) software.

Simple descriptive statistics such as percentages and frequencies, charts, tables, mean and standard deviation were used to analyze the data collected and ensured easy and quick interpretation of data. These descriptive statistics was used due to their ability to convey information to a good number of people easily because they are relatively simple to understand and interpret than rigorous mathematics.

The quantitative data analysis was interpreted also based on the regression analysis by explaining the cause and effects so as to draw important conclusions and recommendations according to the findings. Finally, the findings from the analysis of quantitative data was triangulated and discussed comparatively in chapter five.

3.6 Validity and Reliability

3.6.1 Validity

The degree of accuracy to which data collection method measured what it intended to measure or the extent to which research findings are about what they claim to be about. The questionnaire was constructed to obtain a systemic coverage of each construct, with a keen focus on the general and specific objectives in order to ensure content validity. To measure

content validity of the questionnaire, the advisor was consulted, and carefully compared the interpretations to make sure there are no major discrepancies of understanding.

3.6.2 Reliability

The consistency of scores or answers from one administration of an instrument to another and from one set of items to another was tested. To establish the reliability of the instrument used for this study, Cronbach Alpha is used to assess the reliability of items included in the questionnaire under each variable/construct based on respondents. Cronbach Alpha is a commonly used test of internal reliability. A computed alpha coefficient varies are between 1 and 0 and all variables are greater than 0.7. Accordingly, the result from SPSS, the independent variables reliability (Cronbach Alpha) was (employee training, communicating shared vision, and Participatory decision making) are 0.729, 0,726 and 0.761 respectively. And dependent variable (employee performance) of reliability (Cronbach Alpha) was 0.769

Table 3.1 :Reliability tests

Variables	Cronbach's Alpha	N of items	Overall Cronbach's Alpha value
Employee training	0.729	10	0.973
Communicating shared vision	0.726	10	
Participatory decision making	0.761	10	
Employee performance	0.769	16	
Total N items		46	

Source: Researcher own Survey, 2019

3.7 Research Ethics

Ethical concerns in this research deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. To help eliminate or control any ethical concerns the researcher ensured that participation is completely voluntary. However, this can sometimes lead to low response rate which can in turn introduce response bias. To avoid possible harm such as embarrassment or feeling uncomfortable about questions to respondents, the study was not included sensitive questions that could cause embarrassment or uncomfortable feelings. Anonymity and confidentiality also exercised to protect a respondent's identity. A study was anonymous when a respondent couldn't be identified on the basis of a response. Participant identification kept confidential and only used in determining who has not responded for follow-up purposes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages and frequencies with the help of Statistical Package for Social Science (SPSS Version 25).

4.1 Response Rate of Respondents

To collect data, 96 questionnaires were distributed to employees of Ethiopian Agricultural Transformation Agency at head office based in Addis Ababa to whom they can read and understand the questionnaire. Among the questionnaires distributed to employees (96 questionnaires), the researcher collected 81 properly filled questionnaires in which the response rate is 84.4 percent.

4.2 Demographic Characteristics of Respondents

Table 4 1: Demographic characteristics of respondents

		Freque ncy	Perce nt	Valid Perce nt	Cumulati ve Percent
Sex of Respondents	Male	52	64.2	64.2	64.2
	Female	29	35.8	35.8	100.0
	Total	81	100.0	100.0	
Department of Respondents	HR	13	16.0	16.0	16.0
	Finance	16	19.8	19.8	35.8
	Implementation Support	15	18.5	18.5	54.3
	Production and Productivity	22	27.2	27.2	81.5
	Agri Business	15	18.5	18.5	100.0
	Total	81	100.0	100.0	
Position of Respondents	Junior Level	17	21.0	21.0	21.0
	Middle Level	28	34.6	34.6	55.6
	Senior Level	23	28.4	28.4	84.0
	Managerial or Director Level	13	16.0	16.0	100.0
	Total	81	100.0	100.0	
Years of working experience in ATA	Below 2 years	32	39.5	39.5	39.5
	From 3-5 years	31	38.3	38.3	77.8
	From 5-10 years	18	22.2	22.2	100.0
	Total	81	100.0	100.0	
Education level of Respondents	Below Diploma Level	1	1.2	1.2	1.2
	Diploma Level	8	9.9	9.9	11.1
	Degree Level	55	67.9	67.9	79.0
	Post Graduate level	17	21.0	21.0	100.0
	Total	81	100.0	100.0	
Frequency of Training	None	48	59.3	59.3	59.3
	one times	32	39.5	39.5	98.8
	two times	1	1.2	1.2	100.0
	Total	81	100.0	100.0	

Source: Researcher own Survey, 2019

4.2.1 Sex of Respondents

The demographic data for sex of respondents shows that out of the 81 respondents, 52 respondents are male and 29 respondents are female. As table 4.1 shows the majority of respondents are males that represented 64.2 percent, while females represents the remaining 35.8 percent. This implies that the majority of Ethiopian Agricultural Transformational Agency employees are male.

4.2.2 Department of Respondents

From table 4.1 department of respondents show that the majority respondents from all five departments were Production and productivity department that represented 27.2 percent, the next Finance 19.8 percent, Implementation support and Agribusiness similarly 18.5 percent, HR 16 percent respectively. This means the majority employees of Ethiopian Agricultural Transformation Agency are found under Production and Productivity department.

4.2.3 Position of Respondents

Table 4.1 shows the position of respondents in the organization. Accordingly, the major respondents were middle level employees that represented 34.60 % and the next senior level employees 28.4%, junior level 21% and Managerial or Directorial level respectively. This means middle level of employees at Ethiopian Agricultural Transformation Agency are majority in numbers and Managerial or Director level of employees are smallest from all five departments that means it is normal and usual structure of an organization (smaller number of employees from the top level management and larger number of employees at lower level of management)

4.2.4 Years of Working experience of Respondents in ATA

Regarding the respondents work experience as shown in the below table 4.1 the majority 39.5% of the respondents had below 2 years of working experience whereas 38.3% of the respondents had 3-5 years of working experience, the remaining 22.2% of the respondents had experience of from 5-10 years of working experience in ATA Addis Ababa, Head office. Generally, respondents profile can show a considerable issue for the study in providing valuable information. The majority employees working experience being below 2 years indicates that there is high turnover of employees at Ethiopian transformation.

4.2.5 Education level of Respondents

Concerning about the respondents educational background of respondents as shown the same table, the majority 67.9 % of the respondents had first degree whereas 21% of the respondents were post graduated .While the remaining 9.9% and 1.2 % of the respondents were diploma and below diploma respectively. This implies that most of Ethiopian Agricultural Transformational Agency' employees are well educated and qualified.

4.2.6 Frequency of Training given to employees of ATA

The training frequency of the respondents is shown in the on the above table 4.1, Majorities of the respondents amounted 48 (59.3 percent) didn't get trained. While 32(39.5 percent) of the respondents got trained only one time, the remaining 1(1.2 percent) respondents had got training twice. This means the probability to access training is less at ATA

4.3 Employee Empowerment Practices

Training, Communicating shared Vision and participatory Decision making has significant positive influence on employee performance as well as corporate performance through the development of Confidence, knowledge, Leadership skills, ability, competencies and behavior.

4.3.1 Descriptive Analysis for Employee Training

Table 4 2: Descriptive Statistics of Employee Training Analysis

Training		SD	D	N	A	SA	Mean	Std. D.
Training is one of the empowerment activities to enhance employee Performance	Frequency	0	0	8	65	8	4.00	.447
	percentage	0	0	9.9	80.2	9.9		
Training enhances my work performance and enables me to meet my set targets.	Frequency	0	0	8	65	8	4.00	.447
	percentage	0	0	9.9	80.2	9.9		
I can be empowered if I am not competed at my job.	Frequency	0	24	51	6		2.78	.570
	percentage	0	29.6	63.00	7.40	0		
Employees of your organization are constantly trained to develop and enhance their knowledge and skill.	Frequency	0	28	52	1	0	2.67	.500
	percentage	0	34.6	64.2	1.2	0		
I believe that training is not a developing talent and a good investment.	Frequency	2	63	16	0	0	2.17	.441
	percentage	2.5	77.80	19.8	0.00	0		
MyManger/supervisor/leader believes that training is a developing talent and a good investment.	Frequency	3	66	12	0	0	2.11	.418
	percentage	3.7	81.5	14.80	0	0		
My confidence has been enhanced through training in ATA	Frequency	0	16	60	5	0	1.86	.494
	percentage	0	19.80	74.10	6.20	0		
Training is given to employees in my organization(ATA) based on need assessment	Frequency	31	49	1	0	0	1.63	.511
	percentage	38.50	60.50	1.2	0	0		
I believe that training is necessary only for new employees	Frequency	52	29	0	0	0	1.36	.482
	percentage	64.80	35.80	0	0	0		
Training need assessment is applied in ATA	Frequency	51	30	0	0	0	1.37	.486
	percentage	63.00	37.00	0	0	0		
Total N= 81, Aggregated mean(μ)= 2.39 , S.D = 0.26								

Source: Researcher own Survey, 2019

Responses to training activities are shown in table 4.1. When asked about Training is one of the empowerment activities to enhance employee performance, The majority respondents 73(90.1%) agreed that training is one of empowerment activities and enhance employees performance, whereas 8(9.9%) neither agreed nor disagreed. When questioned about Training enhances my work performance and enables me to meet my set targets, similarly 73(90.10%) of the respondents agreed with this idea, the rest 8(9.9%) neither agreed nor disagreed. Regarding to the question rose that I can be empowered if I am not competed at my job, 24(29.60) respondents disagreed, 51(63%) Neither agreed nor disagreed, the rest 6(7.40%) agreed. When probed about

Employees of their organization are constantly trained to develop and enhance their knowledge and skill, 28(34.60%) disagreed, 52(64.2%) neither agreed nor dis agreed, the remaining 1(1.2%) agreed on the idea. When they were asked their belief that training is not a developing talent and a good investment, most of respondents 65(80.30%) dis agreed. The remaining 16(19.80%) neither disagree nor agree. This sows that they believe that training is a developing talent. They were asked about whether their manager/supervisor/Leader believes that training is a developing talent and a good investment, the majority respondents 69(85.20%) disagreed, the rest 12(14.40%) neither agree nor disagree. This means the supervisors/managers did not offer training to their supervisee/subordinates.

They were surveyed about their confidence whether it has been enhanced through training in ATA, the majority of respondents 60(74.10%) disagreed, the rest 5(6.20%) neither disagreed nor agreed. This shows that most of them didn't get training during staying in ATA. When they were asked about that Training is given to employees in my organization (ATA) based on need assessment, 80(99%) of the disagreed and few of them 1(1.2) neither agree nor disagree. This can be interpreted as training need assessment has been applied during their staying in ATA. They were questioned about their belief that training is necessary only for new employees, all of them 81(100%) disagreed. This shows that training is not only appropriate to new employees. When they were examined about whether Training need assessment is applied in ATA, All respondents 81(100%) disagreed. This leads that training need assessment has never applied in ATA.

The Mean of all training activities question is 2.39; this implies that most ATA employees disagreed with above question questions under training, only few employees agreed.

4.3.2 Descriptive Statistics Analysis for Communicating Shared Vision

Table 4 3: Descriptive Statistics for Communicating Shared vision

		SD	D	N	A	SA	Mean	Std. D
I am not well aware about my organization vision and mission	Frequency	0	1	32	45	3	3.62	.582
	percentage	0.00	1.20	39.50	55.60	3.70		
Senior managers or leaders do not launch about the organization vision and mission to the employees	Frequency	0	1	32	45	3	3.62	.582
	percentage	0.00	1.20	39.50	39.50	3.70		
We do formal communication with employees reduces uncertainty by lessening role ambiguity and conflict	Frequency	0	17	62	1	1	2.83	.495
	percentage	0.00	21.00	76.50	1.20	1.20		
Managers encourage regular communication with their employees so that employees are aware of what is taking place in the Organization.	Frequency	0	19	61	0	1	2.79	.493
	percentage	0.00	23.50	75.50	0.00	1.20		
High degree of trust is highly encouraged and maintained between managers and employees and among employees.	Frequency	0	56	25	0	0	2.31	.465
	percentage	0.00	69.10	30.90	0.00	0.00		
Necessary information is readily availed to all concerned employees in good time to enable them make thoughtful decision	Frequency	0	62	19	0	0	2.23	.426
	percentage	0.00	76.50	23.50	0.00	0.00		
Employees are encouraged to contribute work related ideas through formal suggestions programs or quality cycles.	Frequency	6	73	2	0	0	1.95	.312
	percentage	7.4	90.10	2.50	0.00	0.00		
Decreasing formal Communication with employees reduces uncertainty	Frequency	11	69	1	0	0	1.88	.367
	percentage	13.80	85.20	1.20	0.00	0.00		
We do Effective communication so as to enhance positive perception	Frequency	47	34	0	0	0	1.42	.497
	percentage	58.00	42.00	0.00	0.00	0.00		
The Mangers take initiative and share to employee sensitive information about the organization.	Frequency	47	34	0	0	0	1.42	.497
	percentage	58.00	42.00	0	0	0		
Total N= 81, Aggregated mean(μ)= 2.40 , S.D = 0.26								

As table 4.3 shows, under communicating shared vision, survey has been taken in ATA. Respondents were probed about whether they were not well aware about their organization vision and mission, the majority respondents 48(59.30%) agreed, whereas 32(39.50) neither disagree nor agree, the rest 1(1.20%) disagreed. This implies that employees in ATA didn't aware about their organization and vision. When asked about Senior managers or leaders do not launch about the organization vision and mission to the employees, similarly to the above question 48(59.30%) agreed, whereas 32(39.50%) neither disagreed nor agreed, only 1(1.2%) disagreed. This can be interpreted as senior managers/Leaders of ATA do not launch the mission and vision of the organization to their employees.

They were questioned about whether they do formal communication with employees reduces uncertainty by lessening role ambiguity and conflict, 17(21%) of them disagreed, 62(76.50) neither disagreed nor agreed, few of them 2(2.50%) agreed. This implies that the majority of employees in ATA have reservation on this idea. They were questioned about whether Managers encourage regular communication with their employees so that employees are aware of what is taking place in the Organization, respondents 19(23.50%) disagreed, 61(75.50) neither disagreed nor agreed, only 1(1.2%) agreed, In this regard also employees in ATA had reservation. When asked whether High degree of trust is highly encouraged and maintained between managers and employees and among employees, Majority respondents 56(69.10%) disagreed, 25(30.90) neither disagreed nor agreed. This implies that there is no open communication among them.

They were asked about whether Necessary information is readily availed to all concerned employees in good time to enable them make thoughtful decision, majority of respondents 62(76.50%) disagreed, their rest 19(23.50%) neither disagreed nor agreed. Similarly to the above questions, there is no open communication among them. They were questioned whether they are encouraged to contribute work related ideas through formal suggestions programs or quality cycles, Most of respondents 79(97.50%) disagreed, few of them 2(2.50%) neither disagreed nor agreed. This implies that they were not empowered. When they were probed that decreasing formal Communication with employees reduces uncertainty, Almost all 80(99%) except 1(1.2% neither disagreed nor agreed) disagreed.

They were questioned that whether they do Effective communication so as to enhance positive perception, all respondents 81(100%) disagreed. This implies that Employees in ATA do not practice effective communication so as to enhance positive perception. They were surveyed regarding to whether Managers take initiative and share to employee sensitive

information about the organization, all 81(100%) disagreed. This can be interpreted similarly to the above questions; there is no open door policy.

The mean of all questions under communicating shared vision is 2.40, that means most of respondents disagreed with questions.

4.3.3 Descriptive Statistics Analysis for Participatory Decision Making

Table 4 4: Descriptive Statistics for Participatory Decision Making

		SD	D	N	A	SA	Mean	Std. D
The management encourages team building(working teams)	Frequency	0	32	49	0	0	2.60	.492
	percentage	0.00	39.50	60.50	0.00	0.00		
It is easier to accomplished assignment and achieve set targets individually rather than working with team.	Frequency	0	32	49	0	0	2.60	.492
	percentage	0.00	39.50	60.50	0.00	0.00		
Employees are not encouraged to contribute work related ideas through formal suggestions programs or quality cycles.	Frequency	0	1	29	50	1	3.63	.535
	percentage	0.00	1.20	35.8	61.70	1.20		
Employees do not have autonomy on their areas of responsibility	Frequency	0	1	29	50	1	3.63	.535
	percentage	0.00	1.20	35.80	61.70	1.20		
Employees are allowed to participate in organizational goal setting.	Frequency	0	49	32	0	0	2.40	.492
	percentage	0.00	60.50	39.50	0.00	0.00		
Employees are allowed to participate in decision- making process.	Frequency	0	55	26	0	0	2.32	.470
	percentage	0.00	67.90	32.10	0.00	0.00		
Management encourages employees to develop creativity and innovative ideas.	Frequency	8	69	4	0	0	1.95	.384
	percentage	9.9	85.2	4.90	0.00	0.00		
Employees are encouraged to take quick action to improve service quality or to correct quality problems in their jobs.	Frequency	17	62	2	0	0	1.81	.450
	percentage	21.00	76.50	2.50	0.00	0.00		
Employees are motivated by autonomy in decision- making and being assigned challenging work.	Frequency	35	46	0	0	0	1.57	.498
	percentage	43.20	56.80	0.00	0.00	0.00		
Team working decreases ownership in decision making.	Frequency	35	46	0	0	0	1.57	.498
	percentage	43.20	56.80	0.00	0.00	0.00		

Total N= 81, Aggregated mean(μ)= 2.40 , S.D = 0.27

Source: Researcher own Survey, 2019

As above table 4.4, under the participatory decision making decisions variable, respondents were questioned whether the management encourages team building (working teams), 32(39.50%) of them disagreed, 49(60.50%) neither disagreed nor agreed. This shows that more than half employee in ATA had reservation regarding to this idea. When they were asked about whether It is easier to accomplished assignment and achieve set targets individually rather than working with team, similar to the above question, 32(39.50%) disagreed, 49(60.50%) neither disagreed nor agreed. This also the employee had reservation whether to agree or not agree.

They were probed whether Employees are not encouraged to contribute work related ideas through formal suggestions programs or quality cycles, the majority respondents 51(62.90) agreed, whereas 29(35.80%) neither disagreed nor agreed, the only 1(1.20%) disagreed. This shows that the majority of ATA employees were interested on team work. When asked that Employees do not have autonomy on their areas of responsibility, Majority of respondents 51(62.90%) agreed, whereas 29(35.80%) neither disagreed nor agreed, only 1(1.20%) disagreed. This implies that employees of ATA were not participated in decision making and had not independency for decisiveness.

When asked that Employees are allowed to participate in organizational goal setting, more than half respondents 49(60.50) disagreed, the rest 32(39.50%) neither disagreed nor agreed. This implies that employees in ATA were invited to participate for strategic goal setting. When they were questioned that Employees are allowed to participate in decision- making process, More than half respondents 55(67.90%) disagreed, the rest 26(32.10%) neither disagreed nor agreed. It can be interpreted as employees in ATA didn't have decision making independency. When they were questioned about whether Management encourages employees to develop creativity and innovative ideas, Most of respondents 77(95.10%) disagreed, the remaining few respondents 4(4.90%) neither disagreed nor agreed. This means that employees in ATA were not empowered and motivated. They were probed about whether employees are encouraged to take quick action to improve service quality or to correct quality problems in their jobs, Most of respondents 79(97.50%) disagreed, only 2(2.5%) neither disagreed nor agreed. This implies that they were not supported to build their capacity. They were surveyed about whether

Employees are motivated by autonomy in decision- making and being assigned challenging work, all respondents 81(100%) disagreed. This implies that Employees of ATA were not empowered. They were questioned about that Team working decreases ownership in decision

making, all respondents 81(100%) disagreed. This implies that all employees were interested working with team.

The mean of the variable (participatory decision making) is 2.41. The interpretation of the mean shows that most of respondents were disagreed on the question that found under participatory decision making.

5. 4 Employee performance

Table 4 5: Descriptive Statistics for employees' performance

		SD	D	N	A	SA	Mean	Std. D
My company allows me to participate in evaluating my performance (self-evaluation).	Frequency	42	36	2	0	0	1.49	.551
	percentage	53.10	44.40	2.50	0.00	0.00		
I am always punctual in my duty.	Frequency	42	36	2	0	0	1.49	.551
	percentage	53.10	44.40	2.50	0.00	0.00		
I always meet my set work targets.	Frequency	33	39	9	0	0	1.70	.660
		40.70	48.10	11.10	0.00	0.00		
Sometimes I assist other employees who are experiencing difficulty with their assignments.	Frequency	8	59	14	0	0	2.07	.519
	percentage	9.9	72.80	17.30	0	0		
I participate in rating other employees.(peer rating)	Frequency	2	58	21	0	0	2.23	.481
	percentage	2.50	71.60	25.90	0.00	0.00		
I volunteer to take up other tasks rather than assigned work.	Frequency	55	26	0	0	0	2.32	.470
	percentage	67.90	32.10	0	0	0		
I always cooperate with other co-workers to perform various tasks.	Frequency	46	35	0	0	0	2.43	.498
	percentage	56.80	43.20	0.00	0.00	0.00		
Performance appraisal system is in place to measure both individual and team performance.	Frequency	0	18	63	0	0	2.78	.418
	percentage	0.00	22.20	77.80	0	0		
I strictly follow organizational rules and procedures.	Frequency	0	0	2	68	10	2.85	.503
	percentage	0.00	0.00	2.50	85.20	12.30		
I use my technical skills and knowledge to accomplish my tasks.	Frequency	0	0	2	69	10	4.10	.374
	percentage	0.00	0.00	2.50	85.20	12.30		
I maintain good working relationships with my fellow employees	Frequency	0	2	3	65	10	4.04	.511
	percentage	0.00	2.50	3.70	81.50	12.30		
I usually put extra effort to complete an assignment on time.	Frequency	0	30	43	8	0	2.73	.633
	percentage	0.00	37.00	53.10	9.90	0.00		
I always support and defend my organizational objectives.	Frequency	0	38	43	0	0	2.53	.502
	percentage	0.00	46.90	53.10	0.00	0.00		
I have necessary ability and experience on my job.	Frequency	12	53	15	0	1	2.07	.667
	percentage	14.80	65.40	18.30	0.00	1.2		
My performance is evaluated relatively to the pre-established goals and objectives.	Frequency	19	52	10	0	0	1.89	.592
	percentage	23.50	64.2	12.50	0.00	0.00		
Team performance is usually rated by taking into account individual contribution to the team performance.	Frequency	20	50	11	0	0	1.89	.612
	percentage	24.70	61.70	13.60	0.00	0.00		

Total N= 81, Aggregated mean(μ)= 2.41, S.D = 0.26

As table 4.5 shows regarding to employee performance, respondents were questioned that their company allows them to participate in evaluating their performance (self-evaluation), Most of respondents 78(97.50%) disagreed, the remaining 2(2.50%) neither disagreed nor agreed. This shows that performance management had not been implemented, when they were asked whether they were always punctual in their duty, most of respondents 78(97.50%) disagreed, only 2(2.5%) neither disagreed nor agreed. This shows that most of employees of ATA did not meet deadline.

They were asked that whether they always meet their set work targets, the majority of respondents 72(88.80%) disagreed, the remaining 9(11.10%) Neither disagreed nor agreed. This implies that they didn't meet targets, there were asked that whether Sometimes they assist other employees who are experiencing difficulty with their assignments, the majority of respondents 67(82.70%) dis agreed, the rest 14(17.30%) neither disagreed nor agreed. This implies that employees of ATA didn't assist each other as such. They were probed about whether they participated in rating other employees (peer rating), more than half respondents 60(74.10%) disagreed, the remaining 21(25.90%) neither disagreed nor agreed. This implies that performance evaluation especially 360 degree evaluation was not applied.

They were questioned about whether they volunteer to take up other tasks rather than assigned work, All respondents 81(100%) disagreed. That means all employees focused only the given task. In addition to the above question they were asked about that they always cooperate with other co-workers to perform various tasks, similarly all respondents 81(100%) disagreed. This implies also cooperation is very less in ATA in Addis Ababa office. They were surveyed that whether Performance appraisal system is in place to measure individual and team performance, the majority of respondents 63(77.80%) neither disagreed nor agreed, the rest 18(22.20%) disagreed. This implies that the majority of employees had reservation on the concept.

They were surveyed whether they were strictly follow organizational rules and procedures, almost all respondents 78(97.50%) agreed, and only 2(2.50%) neither disagreed nor agreed. They were surveyed about whether they use my technical skills and knowledge to accomplish their tasks, most of respondents 79(97.50%) agreed, the remaining only 2(2.50%) neither disagreed nor agreed. This implies that most of employees in ATA have technical skills and knowledge. This implies most of employees in ATA were obeyed to the organizational rules and procedures. They were probed about whether they maintained well working relationships with my fellow employees, most of respondents 75(83.80%) agreed, whereas few respondents

3(3.70%) neither disagreed nor agreed, the remaining 2(2.50%) disagreed. This means the employees in ATA had good working relationship. When they were questioned about whether they usually put extra effort to complete an assignment on time, More than have respondents 43(53.10%) neither disagreed nor agreed, whereas 30(37%) disagreed, the rest 8(9.9%) agreed. This means they had reservation on the statements. When they were asked about whether they always support and defend my organizational objectives, more than half respondents 43(53.10%) neither disagreed nor agreed, the remaining 38(46.90) disagreed. This is also implies that they had reservation on it.

They were questioned about that they have necessary ability and experience on my job, the majority of respondents 65(80.20%) disagreed, whereas 15(18.30%) nether disagreed nor agreed, and only 1(1.2%) agreed. When questioned about their performance is evaluated relatively to the pre-established goals and objectives, the majority of respondents 71(87.70) disagreed, the remaining 10(1.20%) neither disagreed nor agreed. This means there is no evaluation or they did not practiced objective setting. They were questioned about that Team performance is usually rated by taking into account individual contribution to the team performance, most of respondents 70(86.40%) disagreed, and the remaining 11(13.60%) neither disagreed nor agreed. This implies that Performance evaluation was not implemented properly in ATA.

The mean of the variable (employee performance) questions is 2.41 which mean most of respondents disagreed with the question of this variable (employee performance).

Table 4 6: Summary of mean of Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Employee Training	81	1.80	3.00	2.3951	.25976
Communicating Shared Vision	81	1.80	3.00	2.4062	.25707
Participatory Decision Making	81	1.80	3.10	2.4086	.27395
Employee Performance	81	1.94	3.06	2.4144	.25530
Valid N (listwise)	81				

Source: Researcher own Survey, 2019

4.5 The Relationship between Employee empowerment practices and Employee Performance

Table 4 7: Correlations

		ET	CSV	PDM	EP
Employee Training	Pearson Correlation	1	.860**	.882**	.891**
	Sig. (2-tailed)		.000	.000	.000
	N	81	81	81	81
Communicating shared vision	Pearson Correlation	.860**	1	.922**	.915**
	Sig. (2-tailed)	.000		.000	.000
	N	81	81	81	81
Participatory Decision making	Pearson Correlation	.882**	.922**	1	.938**
	Sig. (2-tailed)	.000	.000		.000
	N	81	81	81	81
Employee Performance	Pearson Correlation	.891**	.915**	.938**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	81	81	81	81

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

The researcher used Pearson coefficient correlation analysis to examine the degree of relationship between variables; Independent variable (Training Communicating shared vision, and Participatory decision making) and dependent variable (Employee Performance). Accordingly, in this study correlation result is shown on table 4.7 which shows the relationship between the independent variable (training, Communicating shared vision and Participatory decision Making) and dependent variable (employee performance).

The interpretation of the result is based on five classical rules as shown below in interpreting the coefficient of correlation between two different variables:

- (r = 0 to 0.20) indicates negligible or no correlation.

- (r = 0.2 to 0.40) indicates positive but low degree of correlation.
- (r = 0.4 to 0.60) indicates positive moderate degree of correlation.
- (r = 0.6 to 0.80) indicates positive and marked degree of correlation.
- (r = 0.8 to 1.00) indicates positive and high degree of correlation.

The researcher tests whether there is any relationship between independent variables and dependent variables and table 4.6 shows that there is a positive and high degree relationship between independent variable and dependent variable. There is positive and high degree correlation between training and employee performance ($r = 0.891$, $p < 0.001$). There is positive and high degree of correlation between Communicating shared vision and employee performance ($r = 0.915$, $p < 0.001$). And also, there is positive and high degree of correlation between Participatory decision making and employee performance ($r = 0.938$, $p < 0.001$). The researcher tests also the relationship between among the each dependent variables and table 4.6 shows that there is a positive and high degree correlation between training and Communicating shared vision ($r = 0.860$, $p < 0.001$). There is also positive and high degree correlation between training and Participatory decision Making ($r = 0.882$, $p < 0.001$). And also, there is positive and high degree of correlation between Communicating shared vision and Participatory decision making ($r = 0.922$, $p < 0.001$).

4.6 The Effect of Employee Empowerment practices and Employee Performance

Regression analysis is used to investigate the relationship between response (dependent) variable and explanatory (independent) variables. R-squared (R^2) also called the coefficient of determination is a statistical tool that explains the amount of variance accounted for in the relationship between two (or more) variables). Value measures the percentage of variation in the values of the dependent variable that can be explained by the variation in the independent variable. The research has one dependent (Employee performance) and three independent (employee training, Communicating shared vision, and participatory decision making) variables known as Multiple Linear Regression (MLR).

4.6.1 R²-Value (Coefficient of determination)

Table 4 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 ^a	.908	.904	.07906

a. Predictors: (Constant), PDM, ET, CSV

b. Dependent Variable: AEP

R²-value measures the percentage of variation in the values of the dependent variable that can be explained by the variation in the independent variable. The value of collective effects of R² from Model Summary (table 4.8) in multiple linear regressions is 0.908. This means 90.8% of employee performance can be explained by change in the three empowerment practices (training, Communicating shared vision, and participatory decision making), revealed that 90.8% of employee performance can be explained by applying the empowerment practices. The remaining 9.2% of the variation in employee performance is presumed due to other variables.

4.6.2 Significant test

Table 4 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.138	.086		1.603	.113		
	Employee Training	.229	.075	.233	3.058	.003	.207	4.825
	Communicating Shared Vision	.263	.092	.265	2.866	.005	.140	7.141
	Participatory Decision Making	.455	.094	.488	4.858	.000	.119	8.419

a. Dependent Variable: EP

As the table shows from table 4.9, the amount of variance explained by the model (independent variables) is statistically significant ($p < 0.05$). The significance of individual coefficients of p -values are less than 0.05. Those variables are statistically significant and all have positive coefficients that associated with employee performance (Employee Performance value of Employee Training, Communicating Shared Vision, and Participatory Decision Making are 0.003, 0.005 and 0.00) respectively. Therefore, The researcher conclude that these three independent variables together predict the percentage of employee performance.

4.5 Multiple linear equation

The regression used multivariate regression analysis using more than one independent variable and one dependent variable. In multivariate regression analysis ($Y = (x_1, x_2, \dots, x_n)$), the regression equation is made to account for the variation of independent variables in dependent variable.

Multivariate Regression Analysis Model is formulated as:

$$Y' = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n$$

Where Y' = the predicted or expected value of the dependent variable.

$X_1, X_2, X_3 \dots X_n$ = independent or predictor variables.

α = constant or the value of Y when all of independent variables ($X_1, X_2, X_3,$) are equal to zero.

$\beta_1, \beta_2, \beta_3, \dots, \beta_n$ = the estimated regression coefficients.

Each regression coefficient represents the change in “ Y ” relative to a one unit change in the respective independent variable by holding all other independent variables constant (i.e., when the remaining independent variables are held at the same value or are fixed) (Hoyt, Leierer, & Millington, 2006). In this study, there are three independent variables (T, CSV, and PDM) and one dependent variable (Employee performance). The prediction multi linear regression equation is:

$$Y' = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Where Y' = dependent variable (Employee performance).

$X_1, X_2,$ and X_3 = independent or predictor variables (Training, Communicating Shared Vision, and Participatory Decision making respectively).

α = constant.

$\beta_1, \beta_2,$ and β_3 = the estimated regression coefficients of $X_1, X_2,$ and X_3 . The value of β (beta) in the ANOVA table for Training, Communicating Shared Vision and

participatory decision making are 0.229, 0.263, and 0.455 respectively and α (alpha) value is 0.138.

The multiple linear regression equation is:

$$Y' = 0.138 + 0.229(T) + 0.263(CSV) + 0.455(PDM).$$

The correlation between dependent variable with independent variables are positive and they are significant ($p < 0.05$). From regression equation beta coefficient of 0.229 is the change in employee performance relative to one unite effect of Training when other factors constant, revealed that 22.9% of employee performance can be explained by applying the relevant Training. The other coefficient has the same interpretation as Training. The highest beta coefficient is 0.455, which means that the Participatory Decision making has the greatest influence on predicting Employee performance, followed by Communicating Shared Vision, and Training with the beta coefficient of 0.263 and 0.229, respectively. The multiple linear regression analysis results show that Empowerment practices (Training, Communicating shared vision, and Participatory decision making influence the Employee Performance in the statistical significantly.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary of Finding

The purpose of this study was to examine the effect of Empowerment practices on employee performance the case of the Ethiopian Agricultural Transformation Agency (ATA). This section summarizes the major findings from the study.

The majority of the respondents, 52 (64.2%) were males. The survey involved all departments and all level of position. The majority respondents were middle level 28(34.6%) employees, the second respondents were from seniors level of employees 23(28.4%), followed by senior level managers, junior level 17(21%) is the next, the rest. Large proportions of respondents 55(67.90%) of the ATA employees had first degree followed by post graduated employees 17(21%). Very few employees have diploma and under diploma. The majority of employees 48(59.30%) had not gotten training, whereas 32(39.50%) of them had one times, and only 1(1.2%) got two times. Most of employees 32(39.50%) had below 2 years of working experience in ATA.

Almost all employees of ATA are professional and skilled. Most of employees believe that training, Communicating shared vision and participatory decision making are empowerment activities so as to enhance employees' performance. However, the implementation of empowerment activities is less: Training need assessment is not practiced well, most of employees didn't get training, The organization's vision and mission were not launching to inspire and to have common shared vision.

Open communication or open door policy is less implemented. Independency for decision making is not exercised well. Performance appraisal system is not applied effectively. Even they employees are skilled, their effectiveness and efficiency are less. As a results of regression analysis, there is positive and high degree of correlation between the dependent and independent variables as well as there is positive and high degree of correlation among each independents variables.

As the regression Analysis shows, even though the scoping of the study was limited on one organization, the empowerment practices (Training, Communicating shared vision and Participatory Decision making) has significant determination on employees performances. The significant test of all independent variables (Training, Communicating shared vision and participatory decision making) are significantly ($P < 0.005$) influence the dependent variables. As shown in multiple linear regression equation, Participatory decision making has highest

beta coefficient (.455) which is greatly influence on predicting employees' performance. Next to Participatory decision making and Training have 0.263 and 0.229 beta coefficient respectively, and have their own influence on predicting employees' performance accordingly.

5.2 Conclusions

Based on the research finding the conclusion answers the research question stated in chapter one. The study assessed whether there is employee training implementation to enhance employee performance at ATA. The research finding stated that most of employees did not get training and the training need assessment was implemented. So the researcher concludes that Training implementation is not applied at ATA.

The researcher wanted to describe practices of communicating shared vision to build employee performance at ATA. As it is shown on the finding there was no open communication and open door policy and employees were not communicated the shared vision and mission of the organization in order to have common goal as well as to inspire the employees. However, the researcher assured that as there is no shared vision communication at ATA.

The study wanted to identify practices of participatory decision making activities to increase employee performance at ATA. As result of finding, it is confirmed that there is no decisiveness and subordinates are not involved in decision making. Finally, this study set its specific objective in chapter one to explain the relationship between empowerment practices (Employee training, Communicating shred vision, and participatory decision making) and employee performance. And the study results on regression and correlation analysis tell that there is positive and high degree of relationship between empowerment practices (employee training, Communicating shared vision, and participatory decision making) and employee performance. However the study was on a single organization, employee training, communicating shared vision and participatory decision making are high determinant factor for employee performance

5.3 Recommendation

Based on the based the findings and conclusions of the study, the following recommendations are suggested:

Training should be given to employees based on training need assessment. The shared vision should be communicated to every employee in order to have common goal and objectives.

There is should have opportunity of open communication to reduce uncertainty, to enhance new idea generation, and to increase employees performance and corporate performance. Performance appraisal system especially 360⁰ evaluation are recommended. Involving the employees in decision making and let them independency are very necessary to empower and build their capacity. It enhances the accountability and responsibility of employees. Managers/ Supervisors better to take short term Leadership training especially regarding to empowerment activities, and by their turn, they can coach their subordinates accordingly.

5.4 Recommendation for further studies

The present study indicates areas for further research on the effect of Empowerment activities on employee performance at Ethiopian Agricultural Transformation Agency at Addis Ababa office. Some suggestions for further studies are provided below:

- The present research was carried out at the Ethiopian Agricultural Transformational Agency head office only. Future research that will look at all the regional offices across the country and other multiple organization. Such a study will increase accuracy of data and improve reliability.
- Secondly, a longitudinal study that will examine the effect of employee empowerment activities on employee performance is warranted. This will justify the need for continuing investment in the empowerment activities in leadership program of the Ethiopian Agricultural Transformation Agency.

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Appendix I: Questionnaire

RESEARCH QUESTIONNAIRE

Addis Ababa University school of Commerce

Department of Master of Business Leadership

Research Title: The effect of Employee Empowerment Practices on employee performance:
The Case of Ethiopian Agricultural Transformation Agency (ATA)

Dear Respondents,

This Questionnaire is designed to gather information on the relationship between employee's empowerment practices and employee performance in Ethiopian Agricultural Transformation Agency. The study is being carried out for the Business Leadership project as a requirement in partial fulfillment of the Master of Business Leadership (MBL), at Addis Ababa university school of Commerce. Your response will be treated with full confidentiality and will not be disclosed to any other user. Your cooperation will be highly appreciated.

Regards,

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Section I: General Information: circle your choice, 

1) What is your gender?

Male {1}

Female {2}

2) Which department do you work under?

(1) Productivity and Production (2) Agri business & Market (3) Implementation Support (4) Finance (5) HR

3) What is your designation /position?

(1) Junior level. (2) Middle Level. (3) Senior Level. (4) Manager or Director Level

4) How many years you have been working in ATA?

(1) Below 2 years (2) from 3- 5 Years. (3) From 5-10 years. (4) above 10 years

5) How many years are your total working experience?

(1) Below 2 years (2) from 3- 5 Years. (3) From 5-10 years. (4) above 10 years

6) How often training are given to employees during you have been in ATA ?

(1) None 2) one times (3) two times (4) More than two times

7) How many times you have got training during you have been in ATA?


(1) None 2) one times (3) two times (4) more than two times

Your Education Level:

- Below Diploma level (1)
- Diploma level (2)
- Degree level (3)
- Post graduate level (4)

Section II: Employee Empowerment Practices

The following are the employee empowerment practices that are adopted by the organisations.

To what extent has your Agricultural Transformation Agency (ATA) adopted each of the practices? Use the key below to **Circle**,  the Rating scale appropriately. Only single choice should be selected!

1. Strongly disagree. 2. Disagree 3. Neither neither agree nor disagree. 4. Agree 5. Strongly agree.

S/No.	Training	Rating scale				
ET1	Training is one of the empowerment activities to enhance employee performance	1	2	3	4	5
ET2	Training enhances my work performance and enables me to meet my set targets.	1	2	3	4	5
ET3	I can be empowered if I am not competed at my job.	1	2	3	4	5
ET4	Employees of your organization are constantly trained to develop and enhance their knowledge and skill.	1	2	3	4	5
ET5	I believe that training is not a developing talent and a good investment.	1	2	3	4	5
ET6	My Manger/supervisor/leader believe that training is a developing talent and a good investment.	1	2	3	4	5
ET7	My confidence has been enhanced through training in ATA	1	2	3	4	5
ET8	Training is given to employees in my organization(ATA) based on need assessment	1	2	3	4	5
ET9	I believe that training is necessary only for new employees	1	2	3	4	5
ET10	Training need assement is applied in ATA	1	2	3	4	5

S/No.	Communicating Shared vision	Rating scale				
CSV1	I am not well awared about my organization vision and mission.	1	2	3	4	5
CSV2	Senior mangers or leaders do not lounchs about the organization vision and mission to the employees	1	2	3	4	5
CSV3	We do formal communication with employees reduces uncertainty by lessening role ambiguity and conflict	1	2	3	4	5
CSV4	Managers encourage regular communication with their employees so that employees are aware of what is taking place in the Organization.	1	2	3	4	5
CSV5	High degree of trust is highly encouraged and maintained between managers and employees and among employees.	1	2	3	4	5
CSV6	Necessary information is readily availed to all concerned employees in good time to enable them make thoughtful decision	1	2	3	4	5
CSV7	Employees are encouraged to contribute work related ideas through formal suggestions programs or quality cycles.	1	2	3	4	5
CSV8	Decreasing formal Communication with employees reduces uncertainty	1	2	3	4	5
CSV9	Effective communication can shape my perception	1	2	3	4	5
CSV10	The Mangers take intiative and share to employees sensitive information about the organization.	1	2	3	4	5

S/No	Participatory Decision Making	Rating scale				
PDM1	The management encourages team building(working teams)	1	2	3	4	5
PDM2	It is easier to accomplished assignment and achieve set targets individually rather than working with team.	1	2	3	4	5
PDM3	Employees are not encouraged to contribute work related ideas through formal suggestions programs or quality cycles.	1	2	3	4	5
PDM4	Employees do not have autonomy on their areas of responsibility	1	2	3	4	5
PDM5	Employees are allowed to participate in organizational goal setting.	1	2	3	4	5
PDM6	Employees are allowed to participate in decision- making process.	1	2	3	4	5
PDM7	Management encourages employees to develop creativity and innovative ideas .	1	2	3	4	5
PDM8	Employees are encouraged to take quick action to improve service quality or to correct quality problems in their jobs.	1	2	3	4	5
PDM9	Employees are motivated by autonomy in decision- making and being assigned challenging work.	1	2	3	4	5
PDM10	Team working increases ownership in decision making and enables employees fully participate in work process.	1	2	3	4	5
S/No.	Employee Performance	Rating scale				
EP1	My company allows me to participate in evaluating my performance (self-evaluation).	1	2	3	4	5
EP2	I am always punctual in my duty.	1	2	3	4	5
EP3	I always meet my set work targets.	1	2	3	4	5
EP4	Sometimes I assist other employees who are experiencing difficulty with their assignments.	1	2	3	4	5
EP5	I participate in rating other employees.(peer rating)	1	2	3	4	5
EP6	I volunteer to take up other tasks rather than assigned work.	1	2	3	4	5
EP7	I always cooperate with other co-workers to perform various tasks.	1	2	3	4	5
EP8	Performance appraisal system is in place to measure both individual and team performance.	1	2	3	4	5
EP9	I strictly follow organisational rules and procedures.	1	2	3	4	5
EP10	I use my technical skills and knowledge to accomplish my tasks.	1	2	3	4	5
EP11	I maintain good working relationships with my fellow employees.	1	2	3	4	5
EP12	I usually put extra effort to complete an assignment on time.	1	2	3	4	5
EP13	I always support and defend my organisational objectives.	1	2	3	4	5
EP14	I have necessary ability and experience on my job.	1	2	3	4	5
EP15	My performance is evaluated relatively to the pre-established goals and objectives.	1	2	3	4	5
EP16	Team performance is usually rated by taking into account individual contribution to the teamperformance.	1	2	3	4	5