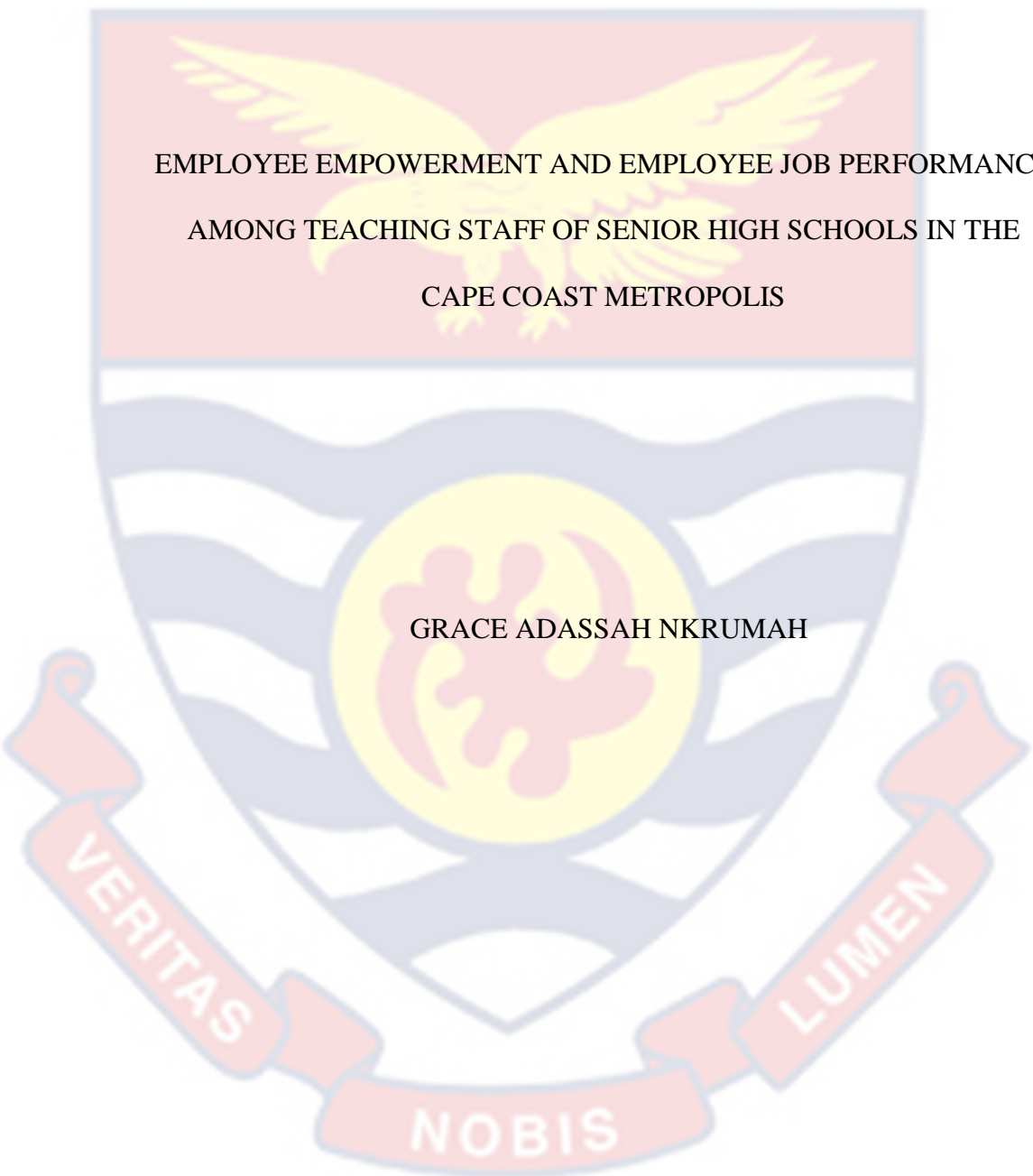


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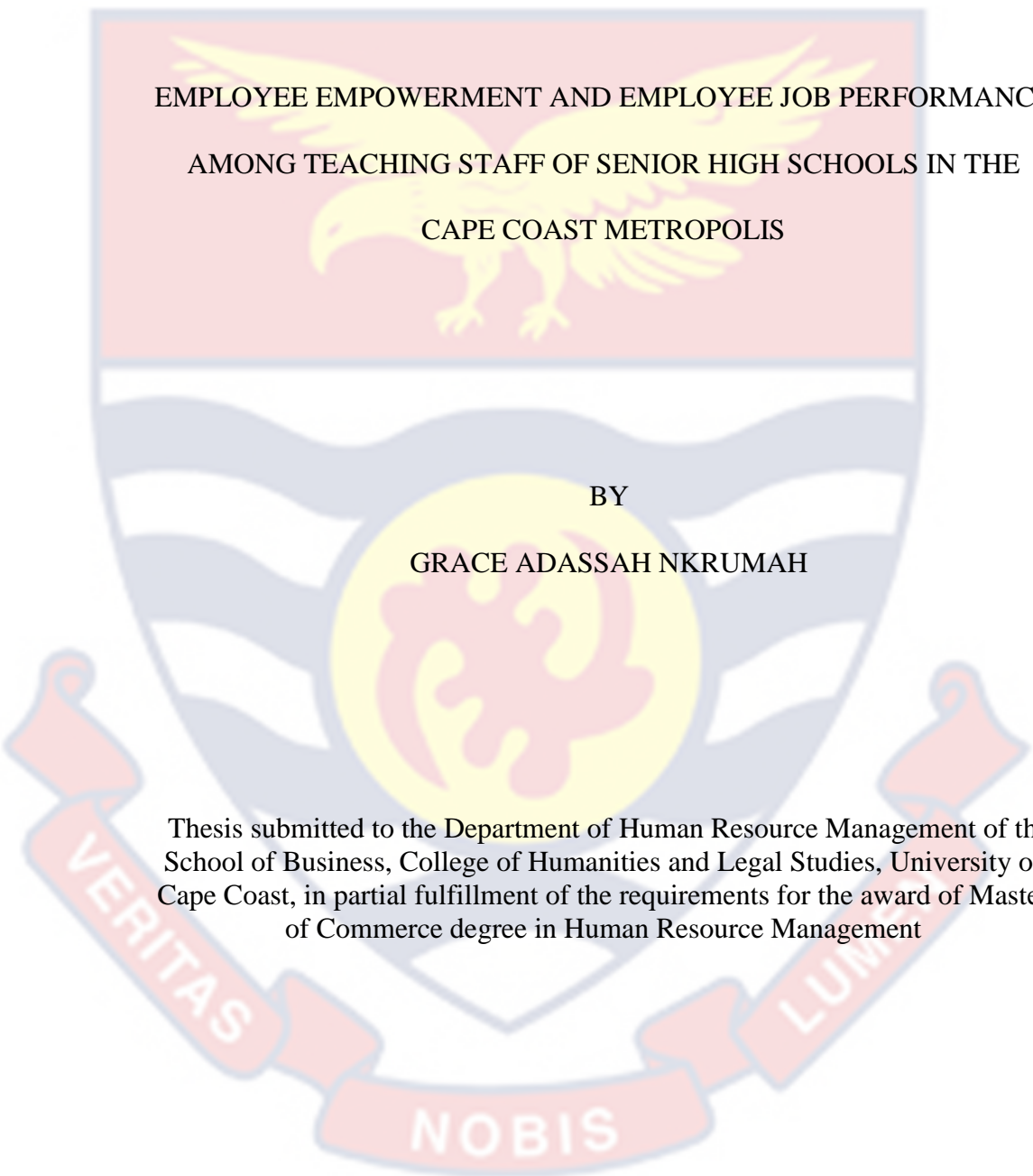


EMPLOYEE EMPOWERMENT AND EMPLOYEE JOB PERFORMANCE  
AMONG TEACHING STAFF OF SENIOR HIGH SCHOOLS IN THE  
CAPE COAST METROPOLIS

GRACE ADASSAH NKRUMAH

2024

UNIVERSITY OF CAPE COAST



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CAPE COAST METROPOLIS

BY

GRACE ADASSAH NKRUMAH

Thesis submitted to the Department of Human Resource Management of the  
School of Business, College of Humanities and Legal Studies, University of  
Cape Coast, in partial fulfillment of the requirements for the award of Master  
of Commerce degree in Human Resource Management

JANUARY 2024

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

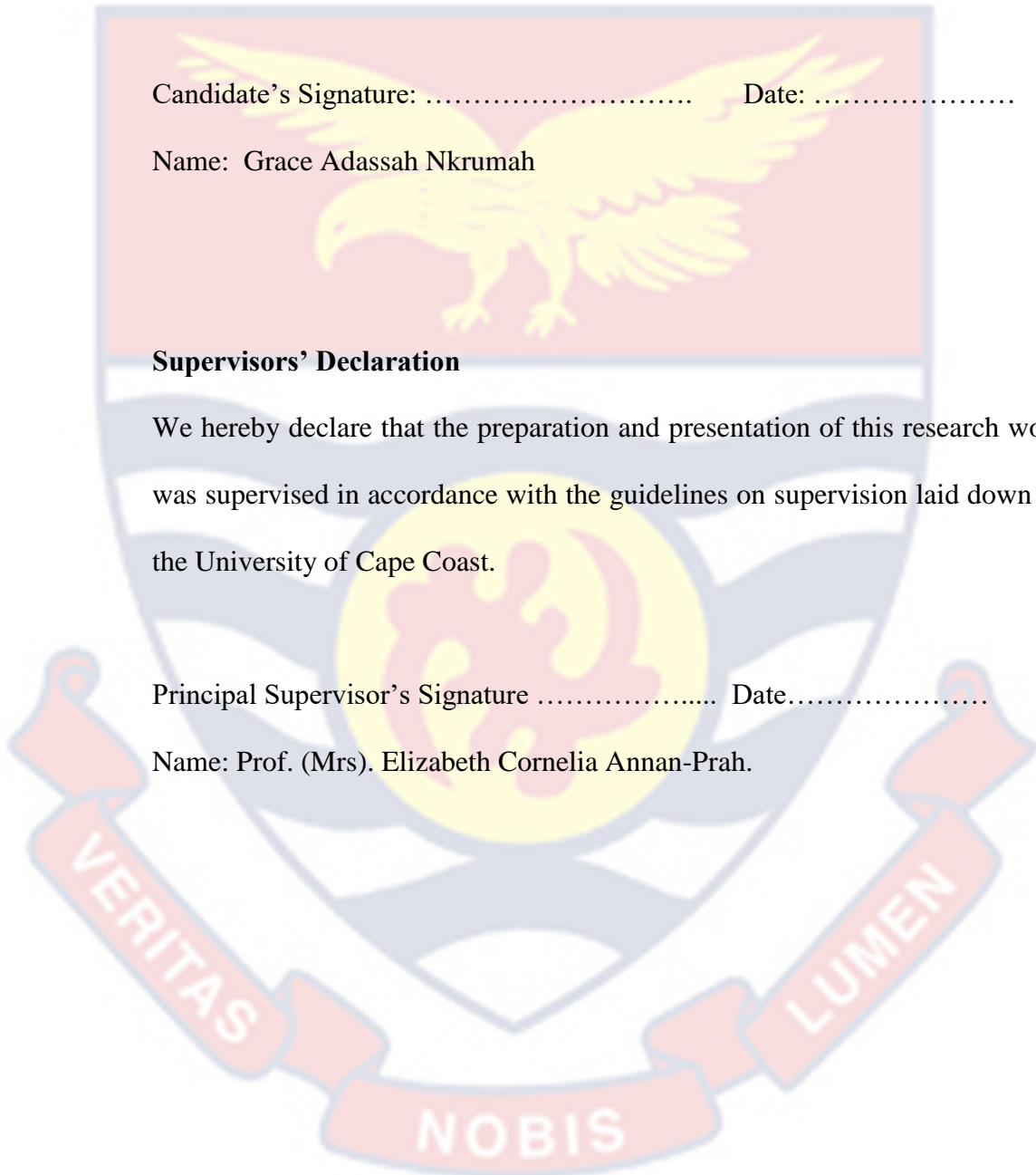
Name: Grace Adassah Nkrumah

### Supervisors' Declaration

We hereby declare that the preparation and presentation of this research work was supervised in accordance with the guidelines on supervision laid down by the University of Cape Coast.

Principal Supervisor's Signature ..... Date.....

Name: Prof. (Mrs). Elizabeth Cornelia Annan-Prah.



## ABSTRACT

This research analysed the influence of employee empowerment on job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. The study employed the human capital theory and social exchange theories. Three hypotheses were developed and tested from the study's objectives which looked at the level of employee empowerment in Senior High Schools in the Cape Coast Metropolis, the level of teachers' job performance in Senior High Schools in the Cape Coast Metropolis and the effect of employee empowerment on employee performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

The study was conducted using the quantitative approach and both the descriptive and explanatory designs. Using the simple random sampling technique the sample for the study based on the table developed by Yamene (1973), with a population size of about 534 and to ensure a 5 percent margin error, the minimum sample size was 229. Based on the sample size, a total of 250 questionnaires were distributed. The data was then analysed using IBM SPSS Statistics version 26 and Smart PLS 4. The study found that employee empowerment has a positive and significant influence on the performance of teaching staff at the selected SHS in Cape Coast metropolis. Secondly, the performance level of the teaching staff at the selected SHS were high even though the level of empowerment was low. As a result, the study recommended that policymakers and management of the schools should adequately empower their teaching staffs in order for them to intensify their level of performance.

## KEYWORDS

Empowerment

Performance

Training

Autonomy

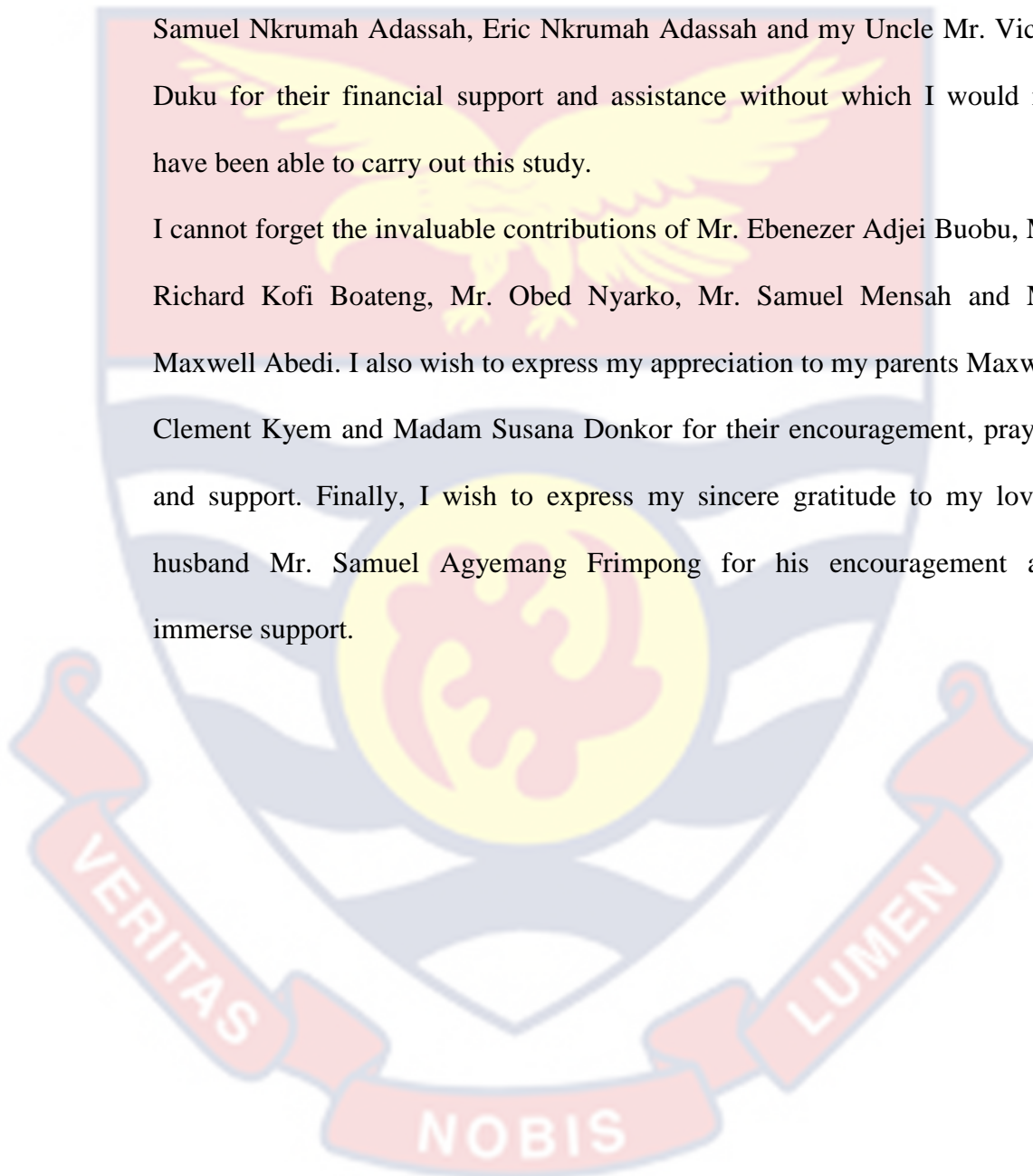
Involvement in Decision Making



## ACKNOWLEDGEMENT

I would like to express my sincere gratitude, first to God Almighty and then to my supervisor, Dr. Mrs. Elizabeth C. Annan-Prah for her guidance, expertise, and unwavering support. I extend my heartfelt thanks to my brothers Mr. Samuel Nkrumah Adassah, Eric Nkrumah Adassah and my Uncle Mr. Victor Duku for their financial support and assistance without which I would not have been able to carry out this study.

I cannot forget the invaluable contributions of Mr. Ebenezer Adjei Buobu, Mr. Richard Kofi Boateng, Mr. Obed Nyarko, Mr. Samuel Mensah and Mr. Maxwell Abedi. I also wish to express my appreciation to my parents Maxwell Clement Kyem and Madam Susana Donkor for their encouragement, prayers and support. Finally, I wish to express my sincere gratitude to my lovely husband Mr. Samuel Agyemang Frimpong for his encouragement and immerse support.



**DEDICATION**

To my husband.



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**LIST OF ACRONYMS**The background of the page features a large, semi-transparent watermark of the University of Cape Coast crest. The crest is a shield-shaped emblem with a yellow eagle with outstretched wings in the center. Below the eagle is a red and white circular emblem. The shield is flanked by two red banners with white text: 'VERITAS' on the left and 'LUMEN' on the right. At the bottom of the shield is a red banner with white text: 'NOBIS'.

A	-	Autonomy
AVE	-	Average variance extracted
CA	-	Cronbach alpha
CI	-	Confidence interval
CR	-	Composite reliability
DEP	-	Dependent variable
DV	-	Discriminant validity
HTMT	-	Heterotrait-monotrait ratio
IDM	-	Involvement in Decision Making
IND	-	Independent variable
P	-	Performance
PLS-SEM	-	Partial least square-Structural equation modeling
SPSS	-	Statistical Package for Social Sciences
T	-	Training
VIF	-	Variance inflation factor

## CHAPTER ONE

### INTRODUCTION

Employee empowerment enhances job performance in organisations by allowing educators and administrative personnel to make decisions impacting their tasks and learning environment. This motivates, engages, and commits staff, leading to increased job satisfaction and improved performance, particularly in senior high schools. In the Cape Coast Metropolis, the relationship between employee empowerment and job performance is of paramount importance. Empowered staff members are not only more capable of adapting to the dynamic challenges of the education sector but also more inclined to take initiative, collaborate effectively, and seek innovative solutions to problems. This, in turn, can lead to higher levels of student achievement and a more enriching learning experience.

Additionally, when employees are empowered, they often experience a heightened sense of job satisfaction, which contributes to reduced turnover rates and increased staff retention. However, effective employee empowerment requires a well-defined framework that ensures clear communication channels, appropriate training, and a supportive organisational culture. Thus, understanding the intricate interplay between employee empowerment and job performance is essential for senior high schools in the Cape Coast Metropolis to cultivate a productive and forward-thinking educational environment.



## Background to the Study

The concept of employee empowerment has become crucial in the global workforce, acknowledging the importance of offering employees autonomy, delivering effective training, and including them in decision-making processes (Al-Omari et al., 2020). Across diverse industries and sectors globally, organisations are progressively recognising the favourable influence of empowerment on job performance (de Sousa et al., 2018). Some studies conducted (Borden et al., 2018; Kagucia et al., 2020) in various cultural settings have consistently shown that employees who are empowered tend to have elevated levels of job satisfaction, commitment, and inventiveness. The worldwide discussion on employee empowerment highlights its function in cultivating a cooperative work atmosphere and enhancing overall organisational effectiveness (Richardson et al., 2021).

In Africa, organisations are increasingly acknowledging the potential of employee empowerment to address specific difficulties and improve work performance (Asnawan, 2021). Throughout the continent, including Ghana, there is an increasing focus on providing employees, particularly in the education sector, with the essential skills and independence to succeed in their positions. Research undertaken in African nations highlights the strong connection between empowering employees and job satisfaction, resulting in enhanced productivity and effectiveness in educational establishments (Kao & Tienda, 2022).

In the Ghanaian environment, employee empowerment is gaining significance, particularly in the education industry. The teaching faculty of Senior High Schools in the Cape Coast Metropolis exemplifies this pattern.

The Ghanaian government and educational institutions have acknowledged the necessity of allocating resources towards teacher training initiatives, fostering independence, and engaging teachers in participatory decision-making procedures (Danquah et al., 2019). This acknowledgement is in line with the overarching national objective of improving the calibre of education. Empirical data from educational institutions in Ghana indicates that teaching personnel that are empowered not only contribute to enhanced student outcomes but also feel a heightened level of job satisfaction.

Employee empowerment, which includes granting autonomy, providing training, and involving employees in decision-making, has a crucial impact on job performance in educational institutions (Gülsen & Celik, 2021). The significance of these variables in the context of Senior High Schools in the Cape Coast Metropolis cannot be emphasised enough. Autonomy grants instructors the liberty to make decisions pertaining to their profession, while training develops their expertise and knowledge (Yin et al., 2019). Additionally, involvement in decision-making processes fosters a sense of ownership (Andriani et al., (2018). The interconnection of these factors establishes the foundation for a thorough examination of their influence on the total work performance of teaching personnel.

Autonomy, a crucial element of empowering employees, enables teaching staff to have the freedom and authority to make decisions and work independently in their everyday responsibilities (Kao & Tienda, 2022). Teachers who are granted autonomy in determining their teaching approaches, classroom management, and student engagement strategies are more likely to experience a sense of control and accountability ((Kagucia et al., 2020). The

feeling of possessing something can have a substantial impact on their work effectiveness by promoting originality, novelty, and a stronger dedication to attaining favourable educational results (Asnawan, 2021).

Training is a crucial factor to consider when studying the relationship between employee empowerment and its influence on job performance (Dahou & Hacini, 2018). Proficient teaching personnel are more prepared to address the ever-changing difficulties of the educational environment. Engaging in professional development events, workshops, and ongoing training not only improves teachers' pedagogical skills but also boosts their confidence and job happiness (Zepeda, 2019). Acquiring new information and abilities through training is directly linked to enhanced job performance, resulting in a more capable and efficient teaching workforce (Sima et al., 2020).

Participation in decision-making processes is a potent element of employee empowerment that can greatly impact work performance among teaching personnel (Tindowen, 2019). When teachers are incorporated into the decision-making framework of the school, they experience a sense of worth and esteem. This feeling of engagement not only enhances employee motivation but also cultivates a cooperative and nurturing work atmosphere. Teachers who actively engage in decision-making processes are more likely to have higher levels of engagement, commitment, and motivation, which eventually results in improved work performance (Kilag, 2023).

The cornerstone for this research is the Human Capital Theory, which was first put forth by Gary S. Becker in 1962 and substantially developed by Rosen (1976) in his work on the "economics of employer-provided training".

The human capital theory views an employee's knowledge, skills, competences, experience, and attitudes as their resource and what makes them capable of achieving their goals (Lepak & Snell, 2002). Hanushek (2009) claims that as a result, teacher output and outcomes can be seen as a payback for the school's investment in teacher autonomy. In light of the fact that teachers are a school's most important asset and that investing in them will pay off in the form of improved student performance, the human capital theory suggests that investing in teachers is a good idea. Like other employees, those who work in schools want their supervisors to develop a strong argument and strategy that outlines their accomplishments in detail.

The Social Exchange Theory by Blaus (1964), also provides a valuable framework for understanding the relationship between employee empowerment and job performance among staff. According to this theory, individuals engage in relationships and interactions based on the expectation of reciprocity and mutual benefit. Applied to the context of education, when employees are empowered, they are more likely to perceive that their efforts and contributions are recognized and rewarded by the organisation (Turnipseed & VandeWaa, 2020). In return, they become motivated to invest greater effort and commitment into their job roles, leading to enhanced job performance. Empowerment, in this context, can manifest as granting staff greater autonomy, decision-making authority, and opportunities for skill development.

The theory predicts that as employees perceive that the organisation values and invests in their growth and well-being, they will reciprocate by demonstrating higher levels of dedication and performance (Simbula,

Margheritti & Avanzi, 2023). Therefore, examining the interplay between employee empowerment and job performance through the lens of the Social Exchange Theory can shed light on how enhancing staff empowerment positively influences their overall effectiveness in senior high schools in the Cape Coast Metropolis.

Employee empowerment is an organisational approach that allows workers to make some level of decisions so as to improve their performance and that of their organisation. Generally, employee empowerment impacts on organisational competitiveness, revenue and performance (Turner & Turner 2020). Though studies prove that, there is a positive link between staff empowerment and organisational performance (Osabiya, 2015; Mishra, 2019; Turner & Turner 2020); it is however unfortunate that majority of secondary institution in Ghana have not recognized the importance of empowering teachers to increase their employee's productivity and the organisational overall performance (Danquah, Asiamah & Twumasi, 2019).

This has, in most instances, led to job dissatisfaction and this increases the cost of hiring new staff which decreases employee performance within the Ghanaian educational sector (Agyemang & Ofei, 2013; Danquah et al., 2019). In addition to this, Assibi (2019) reports that, the inadequate level of empowerment among teaching staff has accounted for and to some extent failure of students in their final year exams. Aside this, he discloses that most prominent senior high schools are losing their positions and goodwill that was credited to them by citizens. Moreover, issues of teacher's empowerment have not gained much grounds in the Ghanaian educational sector (Malakolunthu et al., 2014). This suggests that limited studies have been conducted on

empowerment and job performance of employees in the Ghanaian educational sector as a chunk of them on the subject matter have focused on other industries at the expense of the educational sector in the country.

Cape Coast, a historic coastal city, serves as an intriguing study area to explore the dynamics of staff empowerment in senior high schools. With a rich educational heritage and a diverse population, the city provides an ideal backdrop to investigate how employee empowerment strategies influence job performance among staff in these educational institutions. The study aims to delve into the cultural, social, and institutional factors that shape the implementation and effectiveness of empowerment initiatives. By examining Cape Coast's specific context, the research seeks to uncover nuanced insights into the impact of empowering staff on their job satisfaction, commitment, and overall contribution to the educational process, thus offering valuable implications for enhancing the quality of education and organisational effectiveness within senior high schools in the region.

### **Statement of the Problem**

Employee empowerment, characterized by the delegation of authority, decision-making autonomy, and the provision of resources, has been touted as a means to foster intrinsic motivation, job satisfaction, and commitment, all of which are believed to positively influence job performance (Mehmood, Macky & Le Fevre, 2023). In view of this, there has been recommendations that organisations need to take the necessary measures to identify the necessary conditions that can facilitate the sense of empowerment in their employees which would in turn affect the job performance of employees.

In light of the evolving landscape of education and the dynamic roles of staff within schools, understanding the interplay between employee empowerment and job performance is pivotal for designing strategies that not only elevate individual staff capabilities but also contribute to the holistic development of students and the school itself. With government's advocacy to increase the number of enrollment of citizens in secondary schools, it has become important for management of various senior high schools to improve on staff performance through empowerment.

Despite the growing interest in employee empowerment and its potential impact on job performance, limited empirical studies have delved into this relationship within the specific context of senior high schools in the Cape Coast Metropolis. While some research (Dabo & Ndan, 2018; Tamunomiebi & Chika-Anyanwu, 2020; Nderitu, Wangui & Makhamara, 2021) have explored these concepts in broader organisational settings, the unique dynamics of educational institutions warrant a closer examination.

This study aims to bridge this research gap by investigating how different dimensions of employee empowerment, such as autonomy, skill development opportunities, and participation in decision-making processes, influence the job performance of staff members within senior high schools. By dissecting these facets, the research intends to uncover nuanced insights into the mechanisms through which empowerment might enhance or hinder job performance.

Given that the selected schools goal is to increase student production, which could be accomplished by giving teachers more autonomy, locating this study inside those institutions is crucial. Capitalising on this gap, this study

seeks to examine employee empowerment and employee job performance among teaching staff of senior high schools in Cape Coast.

### **Objective of the Study**

The purpose of the study was to examine employee empowerment on job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

### **Specific Objectives**

The specific objectives of the study were to:

1. Assess the level of employee empowerment in Senior High Schools in the Cape Coast Metropolis.
2. Assess the level of teachers' job performance in Senior High Schools in the Cape Coast Metropolis.
3. Examine the effect of employee empowerment on employee performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

### **Research Questions**

The study was guided by the following research questions:

1. What is the level of employee empowerment in Senior High Schools in the Cape Coast Metropolis?
2. What is the level of teachers' job performance in Senior High Schools in the Cape Coast Metropolis?

### **Research Hypothesis**

The following research hypotheses were posed in the bid to find answers to the objectives;



H<sub>0</sub>: There is no significant positive relationship between training of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

H<sub>0</sub>: There is no significant positive relationship between employees' involvement in decisions making and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

H<sub>0</sub>: There is no significant positive relationship between autonomy of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.

### **Significance of the Study**

The outcome of this study would be helpful in diverse ways. It would bring to light the various means through which teachers are empowered and the dimensions that influence their output in the field of work. Again, it would unveil the extent to which the dimensions of teacher empowerment make teachers zealous in bringing out their best in the field of work. This would assist in informing the necessary educational stakeholders such as school management, the Ghana Education Service, and the Ministry of Education on the need to empower teachers through teacher empowerment programs to uncover their utmost best in the practice of their profession to boost institutional or organisational performance. Most importantly, the study would serve as a source of literature and a basis for further study into employee empowerment and organisational performance, especially in the field of education.

### **Delimitation**

The study was restricted to only the 10 public Senior High Schools in the Cape Coast Metropolis in the Central Region of Ghana exempting the private Senior High Schools in the Metropolis. The study focused on the public Senior High Schools and particularly the Cape Coast Metropolis because the metropolis has historically served as the cradle of education in Ghana and has to a large extent, produced some of the finest and well-renowned schools in the country which are mainly the public Senior High Schools. Again, the study, in terms of content, centred on teacher empowerment and organisational performance because there is little research pertinent to empowering teachers to enhance organisational performance though this is a pressing issue in the field of education.

### **Limitation**

The data collection instrument posed some limitations to the study. The questionnaire comprised only close-ended questions and therefore did not allow the participants to fully express their opinion. In dealing with these challenges, the items on the close-ended questionnaire were constructed and also structured in a way that ascertained in-depth knowledge from the respondents. Also, in ensuring that the respondents gave genuine responses, they were informed that the study was strictly for academic purposes and, thus, their responses would be accorded the utmost confidentiality.

### **Definition terms**

**Employee Empowerment:** Is defined as the ways in which organisations provide their employees with a certain degree of autonomy and control in their day-to-day activities.

**Employee Performance:** Refers to how a member of staff fulfils the duties of their role, completes required tasks and behaves in the workplace.

### **Organisation of the Study**

The study was organised into five chapters. The first Chapter comprised the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study, delimitation, limitation, and the organisation of the study. Chapter Two presented theories that underpin the study and reviewed concepts and empirical works related to the study. Additionally, it presented a conceptual framework for the study. The research methods of the study were captured in Chapter Three and spelt out the research paradigm, research design, population, sample and sampling technique, an instrument for data collection, instrument validity and reliability, data collection procedures, data processing and analysis, and the ethical considerations. Chapter Four constituted the results and discussions. Chapter Five, the final chapter, was made up of the summary, conclusions, and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This aspect of the study focused on the review of related literature on the phenomenon and draw areas of consensus and disagreements by prior researchers. More specifically, the review was structured following a review of related theories, the concepts of the study, empirical reviews and ends with a conceptual framework.

#### Theoretical Review

The theoretical framework balances inductive and deductive reasoning, laying the groundwork for research methodologies that will additionally steer and assist academics in prime managerial undertakings (DePoy & Gitlin, 2019). The study employed two prominent theories in the field of organisational behaviour: The Human Capital Theory and Social Exchange Theory.

#### The Human Capital Theory

Human Capital theory, proposed by Gary Becker in 1962 and expanded upon by Rosen (1976) in his studies on the economics of corporate training, serves as the study's theoretical foundation. Human capital, as defined by Dash and Agrawal (2012), consists of an organisation's most important asset: its employees' collective expertise. Human capital is defined by the OECD as "individual, social, and economic well-being" (Marimuthu, Arokiasamy, & Ismail, 2009). This includes a person's education, work experience, and personality traits.

According to (Kryscynski, Coff, & Campbell, 2021) the Human Capital Theory makes assumptions that may not be valid in the real world of work. For instance, it relies on assumptions that don't accurately reflect salary differences, the dynamics of the demand for and supply of specific skills, and the complexity of the labour market. Ideal competitiveness, perfect mobility, and perfect information are all part of these hypothetical conditions.

However, the human capital theory holds significant relevance in the context of employee empowerment and job performance. This theory emphasizes that investments in enhancing the skills, knowledge, and capabilities of individuals can lead to improved productivity and performance within organisations. In the case of senior high schools, employee empowerment involves granting teachers and staff the authority, autonomy, and resources to make decisions that directly impact their work. When applied to this study, the human capital theory suggests that by empowering the staff through professional development opportunities, training, and decision-making authority, their individual human capital is enhanced.

Consequently, this increased human capital is anticipated to positively influence their job performance, leading to more engaged and motivated staff who can effectively contribute to the overall success of the senior high schools in the Cape Coast Metropolis. Thus, the human capital theory provides a relevant framework for understanding how investing in employee empowerment can potentially result in improved job performance outcomes within educational institutions.

## Social Exchange Theory

According to Bluas (1964), the central tenet of the theory is that all social behaviour can be understood as the outcome of an exchange process whose goal is to maximise benefits while minimising costs. The social exchange theory states that before engaging in any social engagement, a person will weigh the potential negative consequences against any potential favourable outcomes (Homans, 1961).

The social exchange theory, despite its importance, has been criticized for its subjective understanding of benefits and costs, as well as its assumption that workers are intelligent and rational. Critics argue that cultural context and individual differences are often overlooked in favor of monetary incentives. The theory suggests that workers will put in more effort in exchange for rewards, even if it negatively impacts them in the long run. Jung and Takeuchi's (2019) theory may help workers adopt a more holistic view of their relationships, but they argue that other factors must be considered before making a commitment. The theory does not address selflessness or altruism, and those who do not maximize their benefit from relationships or stay in a job despite it being negative defy the theory's predictions. Additionally, the theory assumes hierarchical connections, but relationships can stall, advance, regress, or cycle back through various stages.

The Social Exchange Theory offers a significant framework for understanding the dynamics of employee empowerment and job performance. This theory posits that social interactions are essentially a series of transactions, wherein individuals seek to maximize their benefits while minimizing costs. When applied to the current study, the theory suggests that

employee empowerment, which involves providing staff with the authority, information, and resources to make decisions, can be seen as a form of positive exchange between the school administration and the employees.

This empowerment is likely to foster a sense of reciprocity and mutual trust, leading to increased job satisfaction, motivation, and commitment among staff members. As a result, empowered employees are more likely to reciprocate the investment made in them by exerting greater effort and dedication in their roles, ultimately enhancing their job performance. The Social Exchange Theory thus sheds light on the interplay between employee empowerment and job performance, offering insights into how the enhancement of staff autonomy and involvement can positively influence the overall effectiveness of senior high schools in the Cape Coast Metropolis.

### **Conceptual Review**

#### **Empowerment**

Employee empowerment, as noted by Asgarsani, Duostdar, and Rostumi (2013), precedes the industrial revolution, an era in which workers or craftsmen produced items under the complete direction of management. According to Taylor, who first proposed the idea in the 1920s, workers are more productive when given the freedom to decide how to complete their work. Employee loyalty, dedication, and satisfaction had been on the decline before Taylor's intervention in the form of downsizing, outsourcing, and praising those at higher levels of the organisation. As a result of these changes in the way employees interact with their organisations, scholars and practitioners have come to agree that human resource empowerment is crucial

to an enterprise's ability to grow and develop while maintaining its competitive edge in the marketplace.

According to Raub and Robert (2010), empowerment is a process that gives workers agency over their work and the ability to make decisions about how to get things done. This leads to increased job satisfaction, greater managerial effectiveness, more creative work, and better team performance. According to this description, the goal of empowerment practises is to raise workers' awareness of their own agency and responsibility for the results of their own work, as well as to boost their morale and productivity. An employee's productivity, loyalty, and sense of confidence all increase when he or she is appreciated by the company.

According to research conducted by Seung, Gaeun, Seung and Dong (2016), employee empowerment is a key factor in predicting successful business outcomes. Empowerment is claimed by many theorists to be culturally and flexibly defined, which means that its meaning varies from person to person and from setting to setting. What one writer considers to be empowering may be regarded by another as nothing more than a proposed plan of action. Once again, the relationships between workers at different levels of an organisation could be affected differently by the elements in the empowerment framework. For instance, managers' responses to empowerment may vary from those of frontline bureaucrats or public servants. Some managerial authority, ability, prerogative, and responsibility is transferred to the worker in regards to his or her assigned tasks, and while the specifics of this transfer vary from definition to definition, it is generally apparent from the existing definitions that the core element of empowerment involves permitting



employees a degree of freedom or authorization over certain task-related activities and inherent responsibility for the outcomes of the employee's decisions taken on the job.

According to research by Barroso Castro, Villegas Perinan and Casillas Bueno (2008), an empowered workforce is one that has built, created, and expanded power through collaboration with others and can exert control over its own actions. Aydogmus, Camgoz, Ergeneli and Ekmekci (2018) state that a key component for any organisation to empower its people is to pursue a high level of employee involvement, flexibility, and market reaction. Empowerment, as defined by Anthony et al. (1996), is the condition in which all employees are given the freedom to exercise their own initiative and creativity for the benefit of the organisation and their own working conditions. Empowering workers helps companies find ways to cut expenses and address customer complaints (Gryna, 2001).

By giving workers a say in company matters, you can improve morale and boost morale all around. Hill (1991) argues that the benefits of teamwork include improved communication between management and staff, reduced opposition to change owing to vested interests, and a more flexible organisation. When workers feel valued, respected, and appreciated by their employer, they are more likely to put in extra time and effort serving consumers and working towards the company's goals. In order to provide superior service to customers, employees need encouragement and growth opportunities from their employers, such as training and participation.

### **Employee Empowerment Determinants**

Three perspectives on empowerment held by modern management experts and practitioners are examined by Spreitzer (1995). The social structural perspective emphasizes the importance of moving away from organisational rules and structures that foster powerlessness and toward behaviours that encourage high involvement. Third, the critical view argues that feeling empowered is not the same as being powerful (Scott and Myers, 2010). Second, the psychological approach speaks about a set of psychological criteria that people must meet in order to feel in control of their own destiny. Given these many perspectives, it seems that empowering people involves a combination of implementation and facilitation, awareness-raising, and providing people time to change. Being empowered is not the same as declaring it (McConnell et al, 2020).

### **Employee Motivation**

The study of motivation has its origins in a number of academic disciplines, including sociology, psychology, economics, and political science (Girdwichai & Sriviboon, 2020). According to Girdwichai and Sriviboon (2020), motivation is the psychological force that determines an individual's level of effort and tenacity in the face of difficulty. Sébastien Castaing (2016) examined the performance of 754 French government servants in a study titled "The Effects of Psychological Contract Fulfilment and Public Service Motivation on Employee Performance in the French Civil Service" done in 2006. The results showed that public service motivation explains organisational commitment in French public administration. In 2013, Arun Kumar carried out an empirical study in India titled "Relationship between

Employee Motivation, Satisfaction, and Employee Performance," which discovered a strong correlation between general motivation and worker performance.

### **Effective Communication**

Effective communication or information effective communication hinges mainly on the information capabilities of the managers to the employees. There are many approaches available to collate information of an employee performance in the appraisal process. This information gathered must be used for organisational needs and communicated to employees so that it will boost or result in a high-level performance (Afriyie, 2020). Performance management can concentrate on the performance of an organisation, a department, employee, or even the procedures to build a product or service, as well as many other areas to measure the level of growth of the organisation. It has been admitted that a lack of performance appraisal can have adverse effect on employees' enthusiasm and contribute to employees' turnover intentions especially when the positive performances of the employees are not communicated in appreciation to them (Ballaro et al, 2020).

Poor communication is one of the principal reasons so many new welfare schemes run into trouble. Empowerment practice is not an exception to this. Many employees never have a realistic idea of the true value of the empowerment practice hence the interest in total reward statements at the onset of remuneration negotiations. Employees need to know and understand the basic mechanism and rudiments of the empowerment practice adopted by the organisation and how it operates. The employees need to know if the value

of the empowerment practice is stated in terms of the advantage it offers the employee and the cost to the organisation for adopting the mechanism else the introduction stage of this practice might receive significant resistance from the workers. At managerial level, it is of high importance that managers be able to adapt their leadership style in order to best communicate the organisation's empowerment objectives in a way that instils trust and loyalty in employees.

The process of communication involves the need for top management to communicate mission and objectives to all members of the organisation so that all everyone will know how to contribute to success of the organisation. Communication is very important to establish the culture and co-ordinate employees with the necessary information for them to be able to make decisions which are consistent with the overall goals of the organisation. The system of communication must allow all employees to be able to give feedback and provide possible solutions to issues experienced within the organisation that might affect customers.

### **Employee Participation**

Employee participation or involvement is considered a basic component in the successful execution of novel management strategies and plays an imperative role in shaping the degree of quality organisational citizenship behaviour. Bennett (2010) defined employee participation or involvement as a sort of employee voice initiative which may be considered differently by Human Resource experts and unions. Representative inclusion is firmly and widely referred to with regards to add up to quality administration framework. According to Kathuria and Davis (2001), it is a system that organisations require to improve performances by including

representatives in critical thinking, basic leadership and methodology details. Through that employee will secure new information and comprehend the advantage of value teach and have a feeling of direness on explaining quality related issues (Kathuria & Davis, 2001). Employees association impacts numerous critical work results, for example, non-attendance, turnover, execution and occupation fulfilment (Brown 1996).

Numerous studies have revealed that permitting employees to be involved in decision making concerning their assigned tasks, how to implement and when to execute the jobs, etc, leads to increase in motivation, job performance, and organisational growth (Bhuiyan, 2010). Employee participation involves a direct or indirect involvement of the worker in all facets of his participation is said to be a kind of extension of organisational democracy in the work place which helps to reduce turnover, absenteeism, the number of grievances, and results in a more cooperative relationship between management and the workers (Mendes & Stander, 2011).

There are about three levels of employee participation in deciding about their work-related activities: low level participation, middle level participation and top-level participation. At the low level, management attempts to advance communication and attitudes, but still sees the employees as relatively passive (Du Toit, Johann, Theron & Shane, 2010). Participation of employees at this level is usually through staff representatives. At the middle level, the management actually gets the employees involved in the decision-making processes of the organisation regarding, for instance, how the organisation's regulations, rules, disciplinary measures and others are to be implemented giving careful consideration to productivity and the cost

perspectives Du Toit et al, (2010). At the top management participation level, the management of the organisation considers the employees as associates or partners in the organisation and recompenses efforts through gain distribution or profit allotment schemes (Du Toit et al, 2010). At this level also, top management and the representatives of employees decide on issues of strategic significance for the organisation at large.

Several scholars have argued that there is a positive relationship between organisational performance and employee involvement of workers in decision making perspective of organisations. Many have rightly maintained that employee involvement contributes to organisational efficiency as it has the tendency to improve the quality of decision making by increasing the inputs and promotes employee commitment to the outcomes of the decision-making process in the workplace.

### **Compensation**

A methodical approach of giving people money in exchange for labour they have done is called compensation. According to Mohrman, Mohrman, and Odden (1996), it is the benefit that a person receives in the form of pay, wages, or awards in order to enhance his or her performance. The effect of retention determinants on organisational performance: an analysis of high-tech staff was the subject of a study by ALDamoe, Yazam, and Ahmid in 2012. Employee compensation was found to be positively correlated with business performance (Candradewi and Dewi, 2019).

### **Leadership and commitment**

According to Evans (2005), authorities at all levels of the association are basic to maintain worker empowerment and understand the numerous advantages of a long-haul responsibility regarding making a quality culture. It is the social impact process in which the pioneer tries to distinguish the deliberate interest of colleagues in a push to achieve the objectives and targets of the organisation. Real commitment by employees can only be achieved if top management give high priority to quality by demonstrating its quality commitment by providing adequate resources, establishing, aligning and deploying quality goals to the practice of quality management (Purwanto et al, 2021).

### **Delegation**

Managers that want to achieve employee commitment must empower their personnel because employee empowerment and internal commitment are related (Polverari, Domorenok & Graziano, 2022). This view is supported by Yahaya and Ebrahim (2016), who contend that assigning responsibility promotes both individual and organisational dedication. According to Humborstad and Perry (2011), employee empowerment is related to organisational commitment and work satisfaction. This is consistent with Boxall and Macky's (2009) research, which asserts that empowered employees are more committed to the business. Similar to this, (Appelbaum, Hébert & Leroux, 2019) contend that empowerment in organisational behavior is related to decentralization in decision-making, which strengthens employees' authority over their jobs and elicits emotional reactions like dedication.

## **Employee Training**

Training of employees will encourage them to participate more actively by helping raise their confidence level. Training should include total quality, decision making, customer care relations models and employee relations. Employee training has been associated with a couple of benefits such as lower costs, reduced turnover and absenteeism, increased revenues, employee satisfaction and flexibility. The goal of training is to change the behaviour of individuals who participate. This means that trainees will learn new manipulative skills, technical knowledge, and skills on the job to help the business achieve its objectives. Understanding, know-how, methodologies, and practices are all acquired through training and development. Training and development are one of the most important aspects of human resource management because they can boost productivity at the individual, team, and organisational levels.

Training bridges the gap between what should happen and what actually occurs between intended targets or standards and actual work performance levels (Armstrong, 2006). Any deficiency in employee performance or potential performance that can be remedied by effective training is considered a training requirement. Training is one of the many methods for addressing inadequacies in human performance at work. Employee performance can be seen as a result of the alignment of training and development with the organisation's goals.

## **Teamwork**

Employee empowerment is a tool to enhance teamwork in organisations (Magana et al, 2023). Truly empowered employees can enable



the organisation to enhance consumer loyalty, to build profitability, increment quality and lower costs (Parker et al, 1994). Making empowered groups with all the immediate data, control, acknowledgment, reward and training, is most likely to produce responsible teams that will effectively implement strategies to achieve goals of the company. Teamwork has gotten extensive consideration from social and hierarchical clinicians in the course of the most recent decade (Magana et al, 2023).

### **Employee Involvement in Decision Making**

Employee decision-making, commonly referred to as participatory decision-making (PDM), is when employers and employees jointly make decisions at work (Van Assen, 2021). Wood (1985) refers to it as "joint decision-making" between managers and employees. According to Torlak et al, (2022) it is a special kind of delegation where the subordinate obtains more authority and freedom in terms of choice in relation to the gap in communication between management and employees. It describes the level of employee participation in a company's strategic planning initiatives. Employee involvement in a corporation can range from high to low.

When there is a high level of engagement or involvement (deep employee involvement in decision-making), all sorts of employees participate in the planning process (Ezeanolue & Ezeanyim, 2020). On the other side, a low level of involvement or participation (shallow employee involvement in decision-making) suggests a severely constrained planning process that only involves senior management (Torlak et al, 2022). Lower-level employees can influence the planning process when there is a high level of employee involvement in decision-making. These are the individuals who can guarantee

that new goods and services are favorably welcomed by the client, which is a crucial step in the entrepreneurial process (Addai, 2013).

Accordingly, employee involvement in the planning phase of possible inventions may increase the organisation's ability to spot prospects (Bradley & McDonald, 2011). The influence and inputs of those at lower levels are sometimes overlooked because of the notion that organisational results are decided at the top and that effective cultures develop from the top (Shamir & Howell, 2018). The significance of employee involvement or participation in decision-making is therefore undervalued or ignored (Oyaro, 2016).

### **Job Autonomy**

The work design theory developed by Hackman and Oldham is widely used in businesses because it serves as the basis for management strategies that improve employee satisfaction, productivity, and motivation while also reducing absenteeism and boosting organisational performance. One of the crucial job design aspects that has been adopted by a variety of academics is autonomy (Clausen et al, 2022). According to Bakker, Tims, and Derks (2012), the degree to which a job offers significant flexibility indicates that the employee has a free hand and option in organizing the work and determining the means to carry out or perform the obligations.

It can also be described as having the choice and flexibility to perform a range of tasks as part of one's job (De Clercq, & Brieger, 2021). It is crucial to understand the distinction between autonomy and control because they are sometimes used interchangeably. While autonomy involves making judgments independently based on ongoing observation and interaction with the supervisor, control encompasses shaping projects and tasks, working methods,

and working environment (Barnes, Chen, and Hill, 2017). In other words, autonomy is a higher degree of acceptance or support for one's actions (De Clercq, & Brieger, 2021). Professionals can succeed if they are well-equipped, have the ability to compete in their profession, have a body of knowledge to support their work, and have the independence to make decisions in that field (De Clercq, & Brieger, 2021).

Being responsible for the task's outcomes and having a sense of autonomy improves job productivity and intrinsic motivation (Park, 2018). According to Chung (Park, 2018), autonomy has an impact on work methods, work rate, and goal setting. Autonomous people are allowed to choose their own pace at work, as well as to manage work procedures and evaluation frameworks. As autonomous personnel may rely on interpersonal interactions to carry out interdependent duties and obligations, autonomy and independence are not the same thing (Park, 2018).

Job autonomy increases employee performance because workers perceive themselves as skilled, innovative, or creative in doing or achieving their duties (Appelbaum, Bailey, Berg, Kalleberg & Bailey, 2000). According to Tsai, Kunter, Lüdtke, Trautwein & Ryan (2008), people who have a high amount of job autonomy are less affected by situational circumstances than people who have a low level of autonomy. The work-role transitions hypothesis holds that independent workers have control over the methods, goals, and timing of their labour (Van Solinge & Henkens, 2007).

Autonomy is the level of work-related independence, initiative, and freedom that is either granted or requested in everyday duties, according to Hayes, Bonner, and Douglas (2015). Autonomy has continuously been linked

to employee happiness as a positive component (Parker, 2019). Numerous other studies have discovered that autonomy is an essential element of professional development and a positive factor for employee performance.

It has been argued that those with discretion and control are better able to solve problems because they have the freedom and liberty to choose strategies and policies to deal with the situation given the unstructured nature of complex jobs, which demand judgment, decision-making, creativity, and other discretionary behaviours. Task control and time control are two forms of job autonomy that have been found by researchers to have a substantial impact on job performance. Two components of task control are the method of task execution and the daily organisation of the work's contents (Bambra, Egan, Thomas, Petticrew & Whitehead, 2007).

Although work method autonomy has been investigated as a positive component, time management has received much less research and has at best produced mixed results. Employee autonomy in work scheduling is the level of control an employee has over the planning, ordering, or timing of their job-related activities, such as whether they work from home or in an office (Kossek, Lautsch, & Eaton, 2006). Two very different perspectives on empowerment were discovered during interviews with a corporation that has started a program (Arnold, Arad, Rhoades & Drasgow, 2000). The researchers suggest two strategies: an organic strategy, which implies a bottom-up process in which empowerment is viewed as a process from the perspective of employees, and a mechanistic strategy, which refers to a top-down process in which empowerment entails delegating decision-making within a set of constraints (Dhillon, 2008).

Wilson and Peel (1991) found that training, employee participation in decision-making, and employee work autonomy were all positively correlated with organisational success, but they did not look into how these aspects affected employee performance. In order to further explore how these criteria, affect employee performance, this study will leverage the training, employee involvement in decision-making, and work autonomy grafted from the organic technique of empowerment.

### **Employee Satisfaction**

Employee retention is important for any organisation and shows the ability of the company to keep the most important people and avoid turnover (Dale, 2017). A satisfied employee works hard for the organisation and plans to stay in the company, which automatically will reduce organisational labour costs. Workers with large amounts of employment fulfilment will appear to the client more adjusted and satisfied with their condition, prompting positive effect on the level of consumer loyalty (Homburg & Stock, 2004).

Generally, employee satisfaction represents how an employee feels about his or her jobs. This entails how a worker feels about the circumstances in which he acts and therefore impacts his attitudes towards his job (Agyare, Yuhui, Mensah, Aidoo & Ansah, 2016). Employee satisfaction can be defined as an emotional state related to the positive or negative appraisal of job experiences (Tekeste, 2017). Employee satisfaction is the feeling of pride and achievement of a worker on the employment and it is commonly believed to be specifically connected to performance as well as to personal well-being. Schwegker (2001) describes employee satisfaction as the pleasurable mental state that arises from the evaluation of one's work as fulfilling or promoting

the ideals of one's job. In fostering feelings of fulfilment through promotions, appreciation, wages and the accomplishment of goals, employee satisfaction is defined as essential (Ausloos & Pekalski, 2007).

Employee satisfaction is classified as absolute, extrinsic, or intrinsic. Thus, satisfaction helps the organisation to recognize job habits including citizenship in organisations and absenteeism (Wegge et al., 2007). Similarly, Saari and Judge, (2004) notes that companies should associate employee turnover with work satisfaction or because it is an indicative of job performance (Chen, 2006). Therefore, an organisation's efforts in increasing its employees' job satisfaction can mitigate undesirable work attitudes like absenteeism (Cohen & Golan, 2007). Genuine employee satisfaction is derived from a sense of stability in which one's success is critically measured by the nature of work performance rather than artificial standards such as being aligned with highly appointed bosses or business relatives (Tekeste, 2017).

### **Job Performance**

Job performance is defined as the outcome of individuals with respect to a process, results, relevance, and success (Nassazi, 2013). Aboazoum et.al., (2015) defined job performance in terms of behaviours rather than results and outcomes. They pinpointed that results-based measures are not always functional to the organisation, as employees may try to maximize results at the expense of other things. They concluded that job performance reveals actions that contribute to organisational goals and that are under the individual's control (Huang, 2019). According to Arinanye (2015), the measures of success are focused on productivity, efficiency, effectiveness, quality, and attendance

of work. Hence, it is the overall achievement of a particular task measured against pre-selected standards of accuracy, cost, and speed.

Job performance outlines how employees carry out their job responsibilities (Jalagat, 2016). It defines the achievement of goals in an efficient and accurate manner by employees (De Choudhury & Kcman, 2017). As a result, it is an individual factor that has a significant impact on overall organisational success (Shanker et.al., 2017). Again, Viswesvaran and Ones (2017) defined job performance as a periodic assessment of progress towards short and long terms objectives. They added that job performance estimates whether a person performs a job well or not. Thus, it is an important component in any business or organisation since it reveals the efficiency and effectiveness of teams and individual employees in attaining organisational goals. Job performance is simply when employees or any individual doing a certain task or set of responsibilities completes them and generates a distinct environment that benefits (Armstrong, 2006).

In the health sector, Gomes and Gomes (2011) added that the job performance of health workers relates to factors such as work output, punctuality to work, quality of work, loyalty to the health service, responsiveness to patients and work efficiency. Thus, Irimu et al. (2014) defined job performance of health workers as output, work efficiency and quality of work. Similarly, Julian and Boone (2015), indicated that in the job performance of health workers is defined in terms of successful birth, reduced neonatal and maternal death, improved utilization of out-patient and antenatal services, time spent at the OPD and provision of holistic care at all service points.

Ramawickrama et.al. (2017) opined that job performance is an individual-level variable, or something a single person does. Moreover, Joseph et.al. (2015) believed that job performance is the overall expected value from employee's behaviors carried over the course of a set period of time. Viswesvaran and Ones, (2017) argued that job performance includes a wide range of job behaviors and that some behaviors contribute to the employee's duties and responsibilities, while other behaviors still affect the goals of the organisation but do not fall under duties and responsibilities.

Although researchers provide their own conceptualization of job performance, thus this study's conceptualization of job performance focuses on behaviors or actions of individuals, not results or outcomes of these actions and behaviors. The study conceptualized job performance based on employee actions and behavior which shows how employees achieve effective performance or what employees do in their work situations. Understanding what employee do in their work role help supervisors reward employee effort.

### **Measuring Job Performance**

Job performance can be measured using a variety of methodologies or procedures. For example, one of the most often used methods of measuring employee performance is the performance appraisal (Layne et.al., 2014). Noe et al (2008) identified three ways that might be utilized to measure employee performance: comparison, attribute and behavioral.

*The comparative approach* measures employee performance by comparing performances of individuals in the organisation. This method stresses on the use of ranking, which involves arranging employees from best to worst and forced distribution, which also involves ranking employees in



groups, and paired comparison, in which supervisors compare every employee with other employees in the work group, assigning a score of one every time an employee is considered to be a better performer. The comparative technique has the advantage of being effective if one employee's performance needs to be distinguished from that of others.

*The attribute approach* entails defining employee traits that are required for corporate success and measuring employee performance based on those attributes. The graphic scale is particularly useful when a supervisor grades employees or subordinates on a certain attribute or characteristic using a standard scale. The attribute technique is simple to build and implement across a wide range of job. However, this strategy may cause employees to become defensive, as performance requirements are often ambiguous and may be perceived differently by different assessors (Noe et al., 2008).

*The behavioural approach* identifies behaviors required for effective work performance. With this approach, supervisor evaluates performance by determining the extent to which subordinates have demonstrated the necessary behaviors. Critical incidence, behavioral anchored rating scale, behavioral observation scale, and organisational behavior adjustment are among the strategies employed (Noe et al 2008).

Roe (1999) asserted that employee job performance can be measured using two types of performance scales which are process and outcome. Process performance scales assess specific actions or behaviors that employees exhibit in order to achieve effective performance or what employees do in their work situations, whereas outcomes scales, on the other hand, assess products or services that are consistent with organisational goals

and objectives such as, customer satisfaction, creativity, innovation, and high productivity, among others, which can be examined at the individual, team, and organisational levels.

Previous studies (Shaju & Subhashini, 2017; Sonnentag et.al., 2008; Roe 1999) have used three core dimensions to measure employee job performance based on process performance approach. While Koopman et.al (2013) categorized job performance into task performance, contextual performance, adaptive performance and counter-productive performance, Bhat and Beri (2016) as cited by Shaju and Subhashini (2017) developed a scale to measure job performance with task performance, contextual performance and adaptive performance.

However, items on counterproductive work behavior, gives the Koopman's (2013) scale some flaws: (1) none of the items of counterproductive work behavior measure all of the main dimensions of individual work performance together; thus, they do not measure the full range of individual work performance; (2) the joint use of scales for different dimensions can include antithetical items, creating an overlap between these scales; and (3) none of the items appear suitable for generic use, which might help to overcome issues of generalization in other context. For this reason, the current study measured job performance using Bhat and Beri (2016) dimension which are task performance, citizenry performance and adaptive performance.

### **Task Performance**

Task performance entails an employee's completing only what is required of him or her. It should be emphasized, however, that task requirements vary from job to job and are determined by individual variances as well as the skill, knowledge, and talents required for the job (Montani et.al., 2014). Task performance can be categorized under three headings namely routine task performance and adaptive task performance (Geue, 2018). It is a well-known reaction to job demands that occur in a routine, predictable, or anticipated manner. It refers to an employees' reaction to unique, unexpected, or unpredictable task demands (Again, Debusscher et.al., 2014).

### **Contextual Performance**

Contextual performance behaviour is defined as the voluntary positive employee acts that may or may not be rewarded but benefit the organisation (Jiang et.al., 2017). They are the behaviours that go beyond the employees' task performance and technical proficiency (Ariani, 2013). Employees' that exhibit such an attitude should be rewarded since their actions benefit others and create a great work environment for everybody. Olaniyan and Okemakinde (2008) mentioned that contextual or citizenry performance can be measured on improvement in communication, interpersonal relationship, loyalty to the health service, responsiveness to patients, and improvement in effective monitoring mechanism. Contextual performance behaviour can be divided into two categories: interpersonal performance and organisational performance.

*Interpersonal behaviours* ensure that employees demonstrate behavior that is useful to colleagues, and other members of the organisation that go above and beyond the regular requirements of one's employment (Tierney et.al., 2002). Contextual performance behavior performance is relevant and require all types of work, and contributes to the development of a pleasant organisational environment (Jiang et.al., 2017). This type of performance behaviour is especially vital during organisational crises, when constructive suggestions, deep employee involvement, and the projection of a favorable company image are critical. contextual performance behavior entails corporate citizenship activities that directly contribute to the achievement of organisational goals by improving an organisation's social and psychological circumstances (Jung, & Yoon, 2015).

*Organisational performance* refers to behaviors that benefit the whole organisation rather than just immediate co-employee, (Bakiev, 2013). Employees that display organisational citizenry performance behavior support and defend the organisation in difficult times, work to enhance its operations, and remain loyal under all circumstances (Jiang et.al., 2017).

### **Adaptive Performance**

Adaptive performance refers to the ability of employees to adjust to and comprehend job changes and changing work settings (Jundt et.al., 2015). Employees with adaptive job performance are versatile and are able to solve problems imaginatively, dealing with uncertainty, learning new tasks, exhibiting interpersonal flexibility, and dealing with crises (Park & Park, 2019). A versatile individual is recognized and crucial to an organisation's success. Employers prefer individuals with high adaptability because of the

beneficial results, such as excellent work performance, work attitude, and stress management skills that are attached to it.

Employees who exhibit strong adaptive performance in an organisation have a competitive edge in terms of career opportunities, as opposed to employees who are not adaptable to change. According to Irimu, et.al., (2014), factors indicating adaptive performance of health workers include work efficiency and quality of work, coping well with difficult situations and setbacks at work, recovering fast, after difficult situations or setbacks at work, and coping well with uncertain and unpredictable situations at work.

### **Empirical Review**

This section highlights empirical studies on employee empowerment and employee job performance. This study first seeks to investigate the effect of training on employee job performance, employee involvement in decision making on employee job performance and task autonomy on employee job performance and finally looks at how employee empowerment affect employee job performance. As a result, this empiric is on employee empowerment (training, involvement in decision making and autonomy) on employee job performance.

### **Level of employee empowerment in Senior High Schools**

According to Johnson's (2019) research, autonomy plays a vital role in empowering employees in the context of SHS. The research conducted at several Senior High Schools revealed that instructors who possess a higher level of autonomy in designing and delivering their lessons reported increased job satisfaction and superior overall performance. Autonomy empowers teachers to customise their educational approaches to address the distinct

requirements of their students, cultivating a feeling of ownership and dedication to their responsibilities.

The study conducted by Smith et al. (2018) provides empirical evidence that training opportunities play a crucial role in increasing employee empowerment among teaching staff in Senior High Schools. The study unveiled a direct association between the availability of professional development programmes and a notable enhancement in both job happiness and performance. Teachers who engaged in regular training sessions reported an increase in their self-assurance and proficiency in their positions, thereby leading to a more empowered workforce.

The study conducted by Anderson and Davis (2020) examined the influence of participation in decision-making procedures on the level of empowerment experienced by teachers in secondary high schools (SHS). The results revealed that instructors who actively participated in decision-making, namely in areas of curriculum development and school rules, reported more job satisfaction and saw their responsibilities as more significant. This underscores the need of establishing channels for teacher input in influencing the trajectory of the educational institution.

Garcia and Martinez (2017) conducted a study to examine how employee empowerment is considered to affect work performance in Senior High Schools. The study utilised questionnaires to evaluate teachers' perspectives on the impact of autonomy, training, and participation in decision-making on their overall performance. The findings demonstrated a robust and favourable association between the perceived degree of empowerment and work performance, underscoring the imperative for

ongoing endeavours to empower teaching personnel in secondary school settings.

Lee and Kim (2019) conducted research specifically examining the difficulties encountered while implementing employee empowerment initiatives in Senior High Schools, despite the generally good results shown in previous studies. The study found bureaucratic restrictions, resource scarcity, and reluctance to change as obstacles to achieving effective empowerment. Comprehending these obstacles is essential for formulating solutions that effectively tackle specific barriers to employee empowerment within the distinct setting of SHS.

A study conducted by Brown and Williams (2021) examined the role of leadership in promoting employee empowerment in Senior High Schools. The research emphasised the importance of supportive and transformative leadership styles in establishing a culture that promotes autonomy, offers extensive training opportunities, and engages teaching staff in decision-making. The role of effective leadership is crucial in defining the landscape of empowerment within SHS.

### **Level of teachers' job performance in Senior High Schools**

Multiple studies have examined different elements that impact the job performance of teachers. Akoto and Asamoah (2019) discovered a direct relationship between the level of job satisfaction among teachers and their performance in Senior High Schools. Job satisfaction, which is influenced by characteristics such as supportive school leadership and a favourable working environment, has continually been recognised as a critical element in

determining teachers' dedication and effectiveness (Ansong & Mensah, 2021; Fobi, 2018).

Professional development and training programmes are recognised as crucial factors in enhancing teachers' work performance. Asante and Osei (2018) found that instructors who participate in ongoing professional development demonstrate stronger instructional skills, resulting in improved job performance. The significance and ease of access to training opportunities are crucial factors in determining the talents and effectiveness of teachers in the classroom (Boakye, 2017).

Teacher autonomy, which refers to the degree of freedom and authority teachers possess in determining their teaching approaches and choices, emerges as an additional influential element impacting job performance. The study conducted by Ampiah and Buabeng (2017) revealed a favourable correlation between teachers' perception of increased autonomy and their degree of innovation, motivation, and overall job performance. The need to strike a balance between autonomy and the essential guidelines set by educational authorities is crucial in promoting good teaching methods.

The significance of school leadership and the overall atmosphere within schools cannot be exaggerated. Research conducted by Adjei and Appiah (2020) has found that teachers who receive sufficient support from school administrators and work in a pleasant school environment tend to have enhanced job performance. The leadership's capacity to offer unambiguous guidance, inspiration, and resources profoundly impacts teachers' dedication and efficacy in delivering high-quality education.



Empirical data emphasises the impact of workload and time management on the job performance of teachers. Agyei and Ankomah (2020) conducted a study which revealed that teachers who efficiently handle their workload and manage their time enjoy decreased levels of stress and increased job satisfaction, ultimately leading to improved performance. It is crucial to take into account strategies aimed at managing excessive workload and enhancing time management skills in order to maintain and enhance teachers' job performance.

Research constantly underscores the significance of student engagement and proficient classroom management in assessing teachers' job effectiveness. The study conducted by Yeboah and Asamoah (2018) revealed that teachers who utilise creative teaching techniques and efficiently handle classroom management establish a favourable learning atmosphere, which has a favourable impact on student results and, consequently, their own work performance.

**Examine the effect of employee empowerment on employee performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.**

**Effect of training on employee performance**

The effects of training on employee performance. Using the stratified sampling methodology, the study collected data from 56 respondents via questionnaires. The effect of training on employee performance was determined using inferential analysis. The study's findings revealed that there is a strong beneficial association between staff training and development and performance. The findings indicated that training had a favourable effect on

staff performance (Otuko, Chege & Douglas, 2013). Also, the effect of training on employee performance was explored by (Elnaga & Imran, 2013). The data collecting tool was a set of structured questionnaires, and the sample size was 60 employees drawn from a population of 70. The findings revealed that training has a favorable effect on the organisation under investigation. Second, the findings demonstrated that training is a method used by organisations to improve employee performance.

Amin et al. (2013), for example, conducted research on the effects of staff training on work performance in Pakistan's education sector. To collect primary data from a sample size of 200 employees, the study used questionnaires created on a 5- point Likert scale. The effect of various training efforts on overall job performance of the employees was investigated using simple regression analysis. Training has a favorable effect on job performance, according to the research. In Ghana's Pentecost University College, (Ampomah, 2016) investigated the effect of training and development on employee performance. The sample size of 30 employees was chosen using a simple random selection procedure across the University. Questionnaires and interviews were utilized to gather information from the study's participants.

The findings revealed that employees correlate their performance to training, implying that training and development increases employee performance, resulting in improved employee performance (Abdi Mohamud, Ibrahim & Hussein, 2017). The study's findings revealed that training had significant effects on individual, team, and organisational performance (Ocen, Francis & Angundaru, 2017). Sweis, Elhawa and Sweis (2019) conducted a practical study on the effect of training strategies on employee performance

from the perspective of Amman Municipality employees in Jordan. It was made up of (550) people, which is the total number of employees. A random sample of (250) people was chosen at random, and the number of valid feedback surveys was calculated (201). The data from the questionnaires was analyzed using (SPSS). The researchers discovered that training strategy execution in Amman's Municipality was average, and employee performance was also average.

Effects of training and competition on the sleep of elite athletes: a systematic review and meta-analysis by Roberts et al. (2019). The study's objective was to characterize professional athletes' sleep and discover characteristics linked with training and competition that have a negative effect on sleep and performance (Roberts, Teo & Warmington, 2019). A total of 54 athletes were studied, and data was acquired as a result of the study. The findings of the hypothesis analysis revealed that training strategies had a statistical effect on employee performance at the level (0.05) (UZAN, 2020).

### **Employee Involvement in Decision Making on Job Performance**

The relationship between employee participation in decision-making, problem-solving, and perceived organisational performance. The study examined the concept of employee engagement by placing it in the context of a national culture (Scott-Ladd & Marshall, 2004). Geuna and Rossi (2011) looked at the effect of representative employee participation on company performance. They compared four neighbouring nations; Belgium, Germany, the Netherlands, and the United Kingdom – in an inter-country research. The researchers discovered that, depending on the country at hand, works councils or joint consultative committees exert varying degrees of effect, and that the

power of trade unions varies significantly. Variations in (formal and informal) rights, as well as group dynamics, were found to have a significant effect on the success of any kind of employee representation. This leads to the development of an adjusted comparative model that attempts to account for all of these variables when describing the relationship between worker involvement and organisational success (Wanberg, Welsh & Hezlett, 2003).

In Islamabad, Pakistan, Khattak, Iqbal, and Bashir (2012) conducted a study on employee involvement and participation at work. The study's objective was to examine employees' participation at work at OTCL after it was privatized. The findings indicate that increasing employee participation in decision-making methods and increasing its frequency could minimize work discontent among OTCL employees. Employee participation in decision-making processes such as team briefings, problem-solving groups, employee opinion polls, and information about employee staffing could improve employee happiness with their jobs, resulting in improved organisational performance (Wood, Van Veldhoven, Croon & de Menezes, 2012).

Wood, Van Veldhoven, Croon & de Menezes, (2012) conducted research into the Residential Aged Care sector's performance, participation, and employee well-being. According to the study's findings, the relationship between employee performance, participation, and wellbeing is one in which all three characteristics are intertwined. Managers' performance approaches, in particular, have an effect on how employee engagement is implemented in the workplace (Ariani, 2013). Employee well-being is positively affected by effective representative engagement. Multiple participatory techniques, including union and non-union, direct and representative engagement resulted

in the best employee outcomes (Gollan & Xu, 2015). Managerial decisions were crucial to employee engagement, although organisational structure and external actors affected them (Lockwood, (2007).

The effect of employee engagement in decision-making on academic staffs' organisational performance in Kenya's private and public universities. The study, which focused on all academic staff at Kenya's public and private universities, discovered that employee participation in decision-making has a considerable effect on university academic staff's organisational performance (Wainaina, Iravo & Waititu, 2014). Sendawula, Nakyejwe Kimuli, Bananuka and Najjemba Muganga, (2018) investigated how direct employee engagement techniques in the workplace affect organisational performance. The findings revealed a robust link between direct engagement and state corporation performance in Kenya. However, when compared to direct person engagement, the study discovered that direct involvement is the most favored style of engagement (NawoseIng'ollan & Roussel, 2017).

### **Effect of Task Autonomy and Job Performance**

Collins and Raubolt (1975), for example, looked at the relationship between task autonomy and employee performance in a large-scale manufacturing organisation. Job autonomy, as a feature of employee empowerment, was found to boost employees' performance in the firm, according to the study. Gokham (2006) studied work characteristics, work satisfaction, employee performance, organisational commitment, and organisational citizenship behaviour to develop an integrative model. Obi-Nwosu, Joe-Akuune, and Oguegbe (2013) investigated Job characteristics as indicators of employee performance and organisational commitment among

private sector workers in Anambra State. Job autonomy boosted employee performance and thereby predicted organisational loyalty, according to the findings. According to the findings, job autonomy is a powerful predictor of employee engagement and performance.

In the IT business, Divya, Pujar, and Sangeetha (2016) investigated the relationship between job autonomy and employee performance. In order to investigate the effects of job autonomy on employee performance in the selected IT organisations, a qualitative study was conducted. To examine the association between the three elements and employee performance, data was obtained from employees at Robert Bosch India Limited and Cognizant Technology Services on the KGISL Campus in Coimbatore District, Tamilnadu, India. According to the study's findings, among the empowerment aspects, job autonomy contributes the most to improving individual performance. As a result, the IT industry should prioritize providing employees with the freedom to complete their tasks effectively. This would allow them to put their skills and abilities to good use, and space should be provided for them to execute their tasks alone.

#### **Effect of Employee Empowerment on Employee Job Performance**

Abubakar, (2014) studied the impact of employee empowerment on job satisfaction in First Bank Plc, Nigeria. The study covered nine branches out of the fifteen branches in Kaduna state. The sample size consists of all the staff in the various branches with the exception of contract (in source) staff. The study used primary and secondary data, questionnaires were distributed to two hundred staff across the branches of First bank and fifteen were not returned. Multiple regression analysis was used to analyse the data. The study

found out that employee empowerment has positive and significant impact on job satisfaction.

Moreover, Kariuku and Murimi (2015) Studied employee Empowerment and organisation performance of Tata Chemicals Magadi Ltd, Kenya. The study examined the linked between four dimensions of empowerment (autonomy, decision making, information sharing and training) and organisational performance using gender, age , and tenure as control variables, only gender has a significant contribution on organisational performance and all the models had a positive influence on organisational performance, The result of the multiple regression analysis on employees empowerment and performance revealed that training and information sharing had moderate contribution towards employee empowerment. Autonomy and decision making had no significant contribution on organisational performance.

Additionally, Wambua and Genga's (2018) study aimed to ascertain the impacts of the hiring and selection processes on the productivity of teachers in Machakos, Kenya. A population of 8 sub-county Teacher Service Commission directors, 347 boards of management secretaries (principals), and 3019 teachers were sampled for the study using stratified random sampling. The study used a sample size of 346 participants. Teachers were given questionnaires to complete, and principals and teacher managers were interviewed. The results demonstrate that teacher effectiveness and employee employment and selection are positively correlated. It was also concluded that the teacher service commission had not exploited this as a way of motivating teachers to performance.

Furthermore, Mukwakungu, Mankazana and Mbohwa (2018) looked into the impact of employee empowerment on organisational performance in a flavours and fragrance manufacturing company in South Africa. The research aims to determine the level of employee empowerment and the impact it has on employee satisfaction in a manufacturing setup. A mixed methods research design was followed. Quantitative data was collected through structured questionnaires and then qualitative data through semi-structured interviews with 11 managers at the flavours division. The study results show a significant level of employee empowerment. However, the results are also indicating that management still needs to address factors that are affecting productivity and quality levels. Management must adopt new philosophies of driving the empowerment and take lead to achieve organisational goals and remain competitive.

Nadeem, Zia-uD-din, Riaz, Shafique and sattar (2018) explored the effects of employee's empowerment on employee job performance in Pakistan hotel industry. The main objective of the study is to explore the effect of employee's empowerment on organisational performance. The study results show that employee's empowerment explained a significant relation with job performance also with the mediator variable that is motivation. Convenience sampling is used as the sampling strategy. This survey is based on questionnaire and data is collected from 150 managers of Hotel sector organisations located in Faisalabad. To analyses the data, SPSS version 23.0 is used. To check the relationship between the variables correlation analysis is used and to checks the effect between variables linear regression analysis is used. Thus, all the hypotheses showed significant results.



Dabo and Ndan (2018), also investigated the impact of employee empowerment on organisation performance: evidence from quoted bottling companies in Kaduna. This study was conducted with the broad objective of determining the impact of employee empowerment on organisational performance of quoted bottling companies in Nigeria, with a particular reference to quoted bottling companies in Kaduna metropolis. It exploits data through the use of a structured questionnaire administered to 242 employees across the three organisations under study out of which 225 were retrieved and found useful. The study adopts both descriptive and quantitative method of analysis. The study employed survey design, descriptive statistics and regression analysis. The study found that the variable in the regression model was statistically significant in determining the impact of employee empowerment on organisational performance in Nigeria. It concludes with far reaching recommendation which include involvement of employees in decision making and to enhance organisational performance.

Tamunomiebi and Chika-Anyanwu (2020) investigated the empowerment practices and performance. This study is a descriptive work aimed at theoretically reviewing existing literature on the impact of empowerment practices on the general organisational performance having empowerment practice as the predictor variable and organisational performance as the criterion variable. In virtually every organisation, the central objective of human resource management is to meritoriously pilot the affairs of the employees by inspiring positive work attitudes such as: enhancing productivity, satisfaction on the job, high morale, enthusiasm and organisational citizenship behaviour with absolute reduction of destructive

work attitudes like high quest to leave the organisation, absenteeism, work evasiveness and deviant work place comportment.

Existing studies have revealed that employee performance has a direct relation to an organisation's overall performance and success and that mainly empowered employees are able to perform immensely and cause the overall performance of the organisation to be skyrocketed or to be at its peak. In this study, empowerment practices such as autonomy to employees, effective reward system, effective communication/information system employee participation/involvement were found to boost employee performance and by extension organisational performance. It was concluded that empowerment practices predict organisational performance so long as the cost of adopting this practices does not exceed the profit it generates to the organisation. It was suggested that the work will be very relevant to academia, organisations and business world at large as a source of knowledge on the importance of empowerment practice especially in terms of performance with its cost effectiveness in view.

Also, in South Africa, the impact of employee employment on teachers' performance was examined by Mutuku, Arasa, and Kinyili in 2021. A mixed methods research methodology was used in the study. The 413 secondary schools in Machakos County were the intended audience. The principals of the schools were chosen as the observational units. The key informants for this study were chosen from six secondary schools using a purposeful selection method. This group included the top two secondary schools in the country, the bottom two, and two non-performing schools. A

sample size of 201 was obtained, and the remaining schools were chosen using stratified sampling based on the type of school.

In-depth interviews and self-administered semi-structured questionnaires were employed to gather the study's primary data. Qualitative data collected was analysed using content analysis while for the quantitative data, descriptive analysis and inferential analysis were carried out. Both bivariate and multivariate regression analyses were conducted to determine the relationship between the study variables. The study found that human resource management practices under study namely teaching staff recruitment and selection was a significant variable that influences teachers' performance.

Additionally, Nderitu Wangui and Makhamara (2021) conducted research on how employee employment affected IT workers' performance in Kenya. In order to support its findings, the study relied on four theories: the resource-based view, the social exchange theories, McGregor's theories X and Y, and the human capital. 440 people were the intended population for the study. Of the private secondary schools in Nyeri County, these includes the principals and their deputies, department heads, and classroom instructors. The research design used in the study was descriptive. The research used a stratified random sampling technique to choose the schools.

Data from principals were gathered using an interview schedule, while teachers' data were gathered using questionnaires. Through the use of Cronbach's alpha, the validity of the instruments used in this study was determined. They were also subjected to content and construct validation as well as supervisor consultation. Quantitative data was analyzed using descriptive statistics, which were produced using the Statistical Package for

Social Sciences (SPSS) Version 20. Thematic analysis, content analysis, and discussion were used to analyze qualitative data. The study's conclusions demonstrated that instructors' performance is impacted by their job as employees.

Lastly, Hailu (2022) did a study on the evaluation of teacher and employee employment at Vision Academy in the United States. To accomplish the study's goal, a descriptive research approach was adopted. The use of quantitative research methods was also made. Questionnaires were used to collect the data. A five-point Likert scale is utilized to collect representative data, and descriptive analysis using frequencies and percentages was applied throughout data analysis. Employers were chosen using stratified random selection. 350 people are the intended population size.

Utilizing stratified sampling, the lowest sample size of 32 employees, the medium sample size of 80 employees, and the highest sample size of 125 employees were chosen. In order to gather information from the sample of 125 academy personnel, questionnaires were sent out. Following the collection of the data, descriptive analysis techniques including mean, frequency, and percentage were applied. The academy was deemed to not offer equitable employment chances due to their opaque selection process, which had an effect on the effectiveness of their teaching personnel.

### **Lessons Learnt**

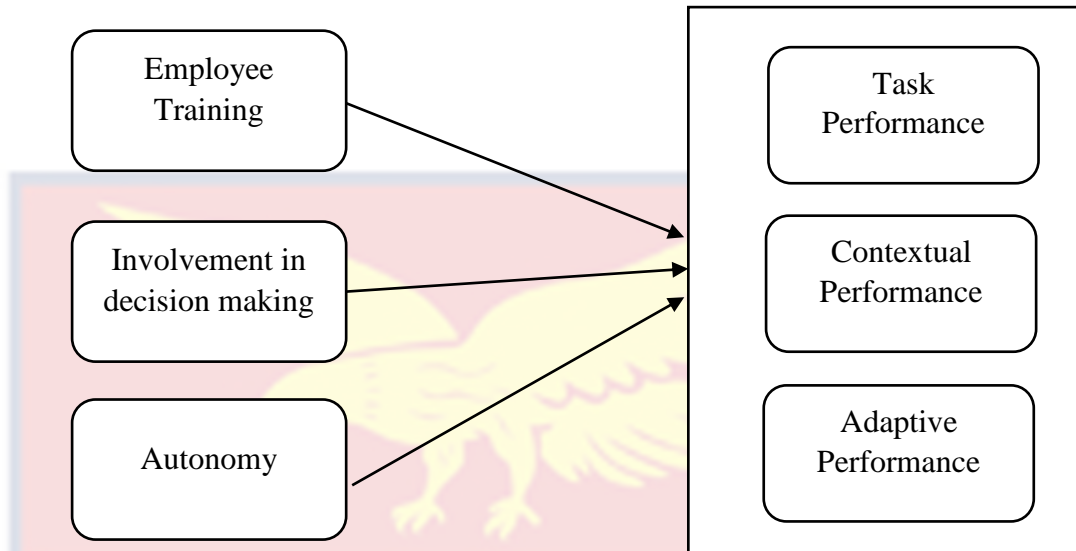
A quantitative approach was observed to dominate most of the empirical studies considered for this study. This exonerated approach to scientific-based research enabled the authors to conduct their respective studies objectively. The incumbent study will be undertaken quantitatively

using reliable facts and figures to reveal objective findings. It was also observed that most of the studies were carried out at the organisations and only a few of this study has looked at the employees at the educational sector being it teachers or administrators hence, this study would look at the employee empowerment issues with regards to teachers.

It was observed that almost all reviewed empirical studies for this study employed a research questionnaire to collect first-hand information by way of primary data, only a few used both the primary and secondary data hence the current study will also use a primary data. This study adopted measurement scales from existing empirical studies to gain statistical credence for reliability and validity. Data processing tools were popularly used for the analysis of the studies which collected primary data. Statistical acceptance and increasing use of SPSS as an appropriate analytic tool for such studies.

### **Conceptual Framework**

This section presented the conceptual framework on the key variables in the objectives of the study. The framework provided a pictorial view of the study's research objectives. It also provided a direct link between the variables under study. Based on the objectives, employee empowerment represented the independent variable while employee job performance represented the dependent variable. This framework was presented in Figure 1.

**EMPLOYEE EMPOWERMENT****PERFORMANCE**

*Figure 1 : Conceptual Framework*  
Source: Author (2023)

From the diagram, the independent variable is Employee Empowerment which comprised employee training, involvement in decision making and autonomy while the dependent variable is the employee job performance. Based on prior research, it is expected that this study will establish a link between employee empowerment and employee job performance.

**Chapter Summary**

This chapter undertook a thorough revision of extant on the concepts and academic propositions that have been espoused in the area of employee empowerment and organisational performance, alongside theories underpinning the study, an empirical review and a conceptual framework depicting the relationship between the two variables under study.

## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This study aimed to analyze employee empowerment and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. How the research was conducted was the focus of this section. It offers methods, tools, and strategies to acquire and evaluate data to meet the research inquiry. The research objectives, methodology, demographic, sample size, and sampling procedures were dissected. The research process, the method of data analysis as well as the ethical issues were also addressed in this chapter. The chapter also explained and validated the selection of teachers as the study unit and the methods for collecting and analyzing data. Ethical considerations of the study were summed together to end the chapter.

#### Research Paradigm

A research paradigm is essentially a set of beliefs that encompasses the theories of a group of researchers' ideas underpinning their research methods and interpretation (Tashakkori & Teddlie, 2010). This study adopted the post positivist philosophy to research. This philosophy underscores that any knowledge that is regarded as factual can be trusted if it is obtained through observation (Prasad, 2017). This assertion presumes that researchers using this philosophy are restricted to explanation and data collection which can either be quantified or observed. Thus, post positivism is based on observations that are quantifiable and leads to statistical analysis as in the case of the current study which examined the effect of employee empowerment on employee job

performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. Again, the philosophical assumptions of this paradigm are based on scientific realism, which asserts that reality is objective, and exists independent of the researcher and how they make sense of the social world (Craig, 1998).

Post positivism, therefore, concludes that the object being investigated and the meaning ascribed to that object has a distinct separate existence from the researchers own perspective (Bryman & Bell, 2022). This paradigm helps researchers to explain events that are logical using statistical analysis, also since the objective of the study is explanatory in nature, this philosophy will help to achieve all objective in the study. The researcher adopted the post positivist approach because this research assumes the ontological belief that the real world is made up of people's expectations and perception of the support or empowerment, they receive from their organisation which determines their level of job performance. Employee empowerment by firms and job performance are two different constructs but they are interdependent.

### **Research Approach**

According to Saunders, Lewis, and Thornhill (2016), there are three types of research approaches: quantitative, qualitative, and mixed methods. Quantitative research uses number data, whereas qualitative research uses non-numeric data. The data type employed may alter the distinction between quantitative and qualitative research methods. According to Sekaran and Bougie (2016) and Saunders et al. (2016), the third strategy, the mixed method, is just a combination of the first two. The research was based on the positivist ideology, which holds that truth exists and can be verified using



quantitative methods (Saunders, Lewis & Thornhill, 2019). As a result, the quantitative research approach was used in the study based on the nature of the study aim, particular objectives, and the type of leading data collected and evaluated. By their very nature, the constructs are measurable and subject to statistical manipulation. This is due to the heart and objective of the research project at hand. The current investigation required that the researcher gather numerical data that would be quantitatively examined.

It was also required of participants in the current study that their results be generalized to the total human population. Since the outcomes of statistical hypothesis testing allow for broad generalizations to be drawn about population characteristics, quantitative techniques are often viewed as deductive, as argued by Tashakkori and Teddlie (2010). Quantitative research, as outlined by Lincoln, Lynham and Guba (2011), is conducted to create hypotheses that can be tested and concepts that can be used in a variety of contexts. The above points are the grounds for choosing a quantitative research technique over a qualitative or mixed-method approach.

### **Research Design**

Research design can be defined as a general plan of how to go about answering the research question (Saunders et.al., 2007). It is a guideline that specifies how data relating to a given research should be gathered, measured and analyzed (Sekaran & Bougie, 2016). A research design shows the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research (Asenahabi, 2019). The study employed the descriptive and explanatory research design to explain the variables under study. The descriptive design was used to describe the variable of interest.

According to Gay (1992), descriptive survey involves collecting data in order to test hypothesis or to answer questions concerning the current status of the objects of study. In an attempt to analyse the level of employees' empowerment level and job performance, the descriptive survey design became suitable design to use.

On the other hand, the explanatory design was used to determine the cause-and-effect relationship between the variables of interest, which are employee empowerment (independent variables) and job performance (Dependent Variable). The explanatory design was used because the study sought to examine the relationship between employee empowerment and job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. Explanatory research is distinguished by research hypotheses that outline the direction and magnitude of the interactions being explored between or among variables (Blumberg et.al., 2014). Also informing the decision to approach the study quantitatively is the assertion that the data are quantitative and always require the use of a statistical test to establish the validity of the relationships.

### **Study Area**

This study was based on how school facilities are maintained in basic schools within the Cape Coast Metropolis. Cape Coast is one of 20 administrative districts of Central Region of south Ghana. The district is bordered to the North by the Twifo Heman-Lower Denkyira District, to the East. by Abura-Asebu-Kwamankese District, to the South by the Gulf of Guinea and to the West by the Komenda-Edina-Eguafo-Abirem Municipal District. Cape Coast Metropolis was selected to be an area of study for this

study as a result of review literature on how basic schools maintain their facilities in the Metropolis that revealed that there was no study done on how basic schools maintain their facilities.

Also, the Metropolis has a shared characteristic in the provision of basic education as provided by other districts in the country. The district had a diversity of schools where there are public and privately owned schools where the researcher accessed comprehensive amount of information. Furthermore, Cape Coast Metropolis was selected because it is believed to be the hub of education in Ghana and has schools taught by teachers from different parts of the country. The schools are heterogeneous with varied characteristics with respect to teachers' age, geographical locations, school type, gender and programmes offered which may influence facilities use and maintenance.

### **Population**

Population refers to the whole community of individuals, activities, or objects of interest that the researcher wants to explore and from which inferences may be drawn using sample statistics (Bell, Bryman & Harley, 2018). The target population of this study comprised all staffs of the 10 public Senior High Schools in the Cape Coast Metropolis. However, the accessible population for the study comprised the 534 teachers from the 10 public Senior School in the Cape Coast Metropolis. This accessible population is based on the statistics obtained from the Regional Education Office, Cape Coast.

**Table 1: Breakdown of Population**

School	Population
Adisadel College	66
Aggrey Memorial Senior High School	49
Ghana National College	51
Holy Child Senior High School	43
Mfantshipim School	67
Oguaaa Senior High Technical School	39
St. Augustine's College	66
University Practice Senior High School	52
Wesley Girls' High School	53
Academy of Christ the King Senior High School	48
<b>Total</b>	<b>534</b>

Source: Author's Construct (2023)

### Sample and Sampling Procedure

Since there is not an equal number of teachers in each Senior High School in Cape Coast, a proportional stratified random sampling method was used to choose participants in each stratum (Senior High School) by allocating a certain number of respondents to each school based on the proportion of respondents in the entire population to create the approximated sample of 229 respondents. The sample size for each stratum becomes proportional to the stratum's population when stratification is done in this manner. The determination of the sample size using the Yamane (1973) formula is given as:

$$n = N / \{1 + N (e)^2\}$$

Where, n = sample, N= population e = error margin

$$n = 534 / \{1 + 534(0.05)^2\}$$

$$n = 228.969 = 229$$

The simple random sample method was used to choose the teachers in

each school. This gave each participant an equal and independent chance of being selected for the study. The simple random sampling technique was used to eliminate biases and ensured that the sample selected from the schools comprised total representatives of the school's teaching population. The researcher operationalized the random sampling using a balloting paper. In doing this, teachers were required to choose cards that had the words "Yes" and "No" written on them. The study included only those who responded "Yes." Table 1 shows the breakdown of population and the selected sample respectively.

**Table 2: Breakdown of Population and Sample Selected**

School	Population	Sample Selected
Adisadel College	66	28
Aggrey Memorial Senior High School	49	21
Ghana National College	51	22
Holy Child Senior High School	43	18
Mfantsipim School	67	29
Oguaa Senior High Technical School	39	17
St. Augustine's College	66	28
University Practice Senior High School	52	22
Wesley Girls' High School	53	23
Academy of Christ the King Senior High School	48	21
<b>Total</b>	<b>534</b>	<b>229</b>

Source: Author's Construct (2023)

## Data Collection Instruments

The study used primary data for statistical analysis. The data-gathering instrument for the analysis was a standardized close-ended self-administered questionnaire. Malhotra et al. (2013) stipulates that using a questionnaire to get factual information from a broad group of people is a viable option. The close-ended questions adopted the checklist, a list of acts, traits, or other individuals the researcher is analyzing. According to Groves et al. (2011), questionnaires provide several advantages over interviewing. They are easier to complete and handle than interviews.

A well-structured questionnaire was used as the instrument for collecting relevant data from the participants. The questionnaire comprised mainly closed-ended questions. The questionnaire was categorized into three main sections. Section A collected information on demographic characteristics of respondents; age, sex, and educational qualification. Section B measured employee empowerment with adapted items from (Amekudzi, 2021). Fifteen items from the three dimension of employee empowerment selected by the current study (training, involvement in decision making and autonomy).

Section C measured job performance with an adapted from (Irimu et al. 2014; Julian and Boone 2015; Koopman et.al. 2015). A total of scales of 15-items from three dimension of job performance (task performance, contextual performance, adaptive performance). All 15-items were measured on a 5-point Likert scale composed of 1-Least Agreement to 5- Highest Agreement. It has been reported that the Cronbach's Alpha in past studies ranges between .75 to .92. It must be noted that Likert item rating scale was used in all sections except section A. The Likert scale was used because, it aids in the

measurement of respondents' views, opinions, beliefs and attitudes by combining their scores on various items into a single index (Likert, 1932).

**Table 3: Summary of the questionnaire items**

Elements	Number of questions	Empirical Source
Respondent's profile	4	
Employee empowerment	15	Amekudzi (2021)
<i>Employee training</i>	5	“
<i>Involvement in decision making</i>	5	“
<i>Job autonomy</i>	5	“
Job performance	15	Irimu et al. 2014; Julian and Boone 2015; Koopman et.al. (2015)
<i>Task performance</i>	9	“
<i>Contextual performance</i>	4	“
<i>Adaptive performance</i>	2	“

Source: Researcher's compilation, (2023)

### Data Collection Procedure

An official writing ethical approval was requested from the University of Cape Coast's Internal Review Board in order to advance data gathering. On May 13, 2023, this formal letter for the collecting of data was approved. Following that, a deal was made with the Department of Human Resource Management to draft an introduction letter that was given to the various schools in order to obtain their approval for their school to be included as a participant organisation in this admirable study. Such approval was solicited after the principal researcher had taken the time to explain the study's rationale

in full detail. Upon the organisation inclusion request being granted, a formal introduction was initiated between the principal researcher and the designated respondents authorized to participate in the study.

The principal researcher sought the respondents' consent and assured them that this academic study would not personalize their identity to a response or substantial contributions. Since all respondents were literate, the language used throughout was English. Respondents were taken up with how to complete the questionnaire and instructed to respond well to the questions as much as possible. The principal researcher and field assistants further negotiated a favourable schedule date for the data collection instrument administration and subsequent collection since the “drop-and-pick” survey approach was most preferred. The study data collection instrument was officially self-administered from 20<sup>th</sup> March 2023 to 24<sup>th</sup> March 2023. Two hundred and fifty questionnaires were issued out, to avoid data inconsistency, errors were checked and corrected at each variable score within the accepted range.

### **Data Processing and Analysis**

Analysis of data is a process of editing, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggestion, conclusions, and supporting decision making (Adèr, 2008). The responses from the questionnaires would be coded and edited using Statistical Package for Social Sciences (SPSS) software version 3.3. subsequently, data were analysed based on the stated research objectives of the study. The objective one and two which sought to examine the extent to which employees are empowered and assess the performance of teaching staff at the selected



schools in Cape Coast were analyzed and interpreted using descriptive statistical techniques such as frequency, percentages, mean, standard deviation, skewness, and kurtosis (Leedy & Ormrod, 2010) from SPSS respectively.

On the other hand, multiple regression from PLS-SEM (Partial Least Squares-Structural Equation Modelling 3.0) was used to analyse the study's objective three which was to examine the effect of employee empowerment on job performance among teaching staff of the selected schools in Cape Coast. PLS-SEM (Partial Least Squares-Structural Equation Modelling) assesses the connections between the routes in the model to reduce the endogenous components' residual variance. Path Analysis is a technique for determining the relationship between the study's constructs.

PLS-SEM predicts path model interactions that maximize the endogenous constructs'  $R^2$  values (Hair et al., 2016). When working with complex models and short sample numbers, PLS-SEM is also crucial (Hair et al., 2016; Rezaei & Ghodsi, 2014). The current study used a reflective measurement scale because all of the measurements were induced by the structures. Finally, because numerous exogenous and endogenous variables can be assessed simultaneously in SEM, a researcher can classify the direct, indirect, and total effects. Model structures can be evaluated in a variety of ways. In general, the measurement model assessment and structural model evaluations are systematically implemented in a two-step procedure in a variety of methods.

Reflective measurement models are evaluated for convergent validity using composite reliability to rate internal correctness, individual measurement reliability, and derived average variance (AVE). To test the validity of discriminants, the Fornell-Larcker criterion and cross-loading are also utilized (Hair et al, 2016). Cronbach's alpha is a less acceptable indicator of internal precision than composite reliability (Rossiter, 2002). The composite reliability ranges from 0 to 1, with higher values indicating greater reliability. Acceptable at advanced research levels. The range between 0.70 and 0.90 can be considered satisfactory (Nunally & Bernstein, 1994).

According to Hair, et al. (2016), convergent validity was estimated using factor loadings and the average variance (AVE). To create predictive relevance, Hair, Ringle, and Sarstedt (2011) recommend factor loadings of 0.70 and higher. An AVE of 0.50 or greater indicates that the construct defines a significant portion of the variance in its indicators on a regular basis. The Heterotrait-Monotrait Ratio is a method for determining a PLS-SEM model's discriminant validity (HTMT). When the HTMT ratio is less than 0.850, a transient concept has discriminant validity, according to Henseler, Ringle, and Sarstedt (2011).

The coefficient of determinations ( $R^2$ ) for each endogenous component is the most relevant predictor for evaluating the PLS-SEM. For structural models of 0.25, 0.5, and 0.75, Hair et al. (2016) proposed that the coefficient of determination ( $R^2$ ) be classified as weak, moderate and substantial. The calculation of the regression coefficients between the validated latent variables is the next step in determining the structural model. In order to evaluate

significance, regression coefficients at or below the 0.05 threshold must be significant (Bradley & Tibshirani, 1993).

The model's ability to forecast is the final part of structural model evaluation.  $Q^2$  statistic is used to determine the structural model's predictive value (Stone, 1974). The route model's predictive relevance for the construction is defined by a structural model with  $Q^2$  values greater than zero for a certain reflective endogenous latent variable. If the predictive relevance values for an exogenous construct are 0.35, 0.15 and 0.02, or it means the exogenous construct has a large, moderate and small predictive relevance for a certain endogenous construct. According to Cohen (1988),  $F^2$  values of 0.02, 0.15, and 0.35 represent small, medium, and large effects of exogenous latent variable effects.

**Table 4: Summary of Statistical Tools**

No.	Objective	Statistical Tool
1	Assess the level of employee empowerment in Senior High Schools in the Cape Coast Metropolis.	Descriptive statistics (mean, standard deviation and co)
2.	Assess the level of teachers' job performance in Senior High Schools in the Cape Coast Metropolis.	Descriptive statistics (mean, standard deviation and co)
3.	Examine the effect of employee empowerment on employee performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.	PLS SEM

Source: Author, 2023

### Validity and Reliability

Validity and data reliability are crucial factors to consider while assessing an instrument to get accurate information from the respondents. The Cronbach Alpha value determines the degree of a measurement instrument's dependability. According to Irvine, Drew, and Sainsbury (2013), the three main flaws in the consistency of data collection are subject or participant error, bias, and observer error. According to Saunders and Lewis (2016), a measuring tool's internal consistency should consider how each question's responses relate to the others. However, an instrument's validity indicates how effectively it evaluates the specific definition it intends to measure (Saunders and Lewis, 2016). They further stated that for an instrument to be considered legitimate, it must be accurate, which calls for a measuring instrument to be consistently repeatable. The instrument can next be examined to determine if it is what it purports to be after completing it.

To ensure the validity of the questionnaires, the researcher reviewed other relevant literature, such as studies (Curtis et al., 2016), which served as evidence and validated the answers obtained using the questionnaire. The significance of this review was determined by the focus of their research question and their judgment (Saunders et al., 2016). According to Zikmund et al. (2013), explanatory investigations are conducted—as opposed to exploratory research—after the researcher has a clear grasp of the subject under investigation. The designed questionnaire was also shown to the project manager for review, approval, and modification before being given to the respondents. The internal consistency method (Cronbach's Alpha) was used to determine the reliability of the scale's component structures.

**Table 5: Reliability test score**

Construct /Item	Cronbach's alpha
Autonomy	0.928
Training	0.965
Involvement in decision making	0.933
Job performance	0.945

Source: Field Data (2023)

From Table 5, all the constructs had  $\alpha$  values  $> 0.70$ ; indications that the constructs are relevant and reliable for further analysis. More precisely, the autonomy had a  $\alpha$  value of 0.928, training had a  $\alpha$  value of 0.965, involvement in decision making had a  $\alpha$  value of 0.933 and finally, job performance had a  $\alpha$  value of 0.945. Thus, the constructs met the reliability criteria suggesting that they are true measures and can be used for further analysis.

### **Ethical Considerations**

Ethical concerns were strong, as the researcher was not known to most of the staffs of the SHS in the Cape Coast Metropolis. Before the questionnaires were circulated, this study was reviewed and accepted by the Ethical Clearance Committee of the University of Cape Coast. The quality of responses depended on closed and objective responses, as the research study was intended to offer a deeper explanatory insight concerning the construct under investigative interest. As such, it was important for participants to have a high bit of trust in the researcher's honesty. The researcher pledged anonymity and confidentiality to all participants and did not assign comments to individuals. The researcher also made sure the responses generated from the field survey were not subjectively or objectively influenced by the researcher.

### Chapter Summary

This chapter gave a description and justification of the methods and procedures used in this study were provided. It included the descriptions of the population, how the sample was drawn from the population, data collection instrument, the data collection procedure and the statistical methods that were employed to analyze the data. Finally, the chapter provided an overview of the ethical considerations pertinent to the study.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presents and discusses the findings of the study. The main purpose of the study was to examine employee empowerment and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. Specifically, the study sought to ascertain teachers' performance level; assess the level of employee empowerment; and examine the impact of employee empowerment on teachers' performance in Senior High Schools in the Cape Coast Metropolis.

In analyzing data on research questions 1 and 2, descriptive statistics such as frequencies, percentages, means and standard deviation were used. On the other hand, with research question 3, inferential statistics such as regression analysis was used in analyzing the data collected on that. The presentation of the results and discussions are in a sequence that suits the order of the research objectives. However, the chapter presents the demographic background of the respondents before tackling the main findings of the study.

#### Demographic Characteristics of Respondents

This section describes the demographic characteristics of the teachers used for the study. Particularly, it presents the results on the teachers' gender, age distribution and level of education.

**Table 6: Socio-Demographic Characteristics of Respondents**

	Frequency	Percent (%)
<b>Sex</b>		
Male	143	62
Female	86	38
	229	100
<b>Age</b>		
Below 30 years	81	35.3
30-40 years	102	44.5
41-50 years	35	15.4
Over 50 years	11	4.8
	229	100
<b>Level of Education</b>		
Bachelor's Degree	173	76
Master's Degree	56	24
<b>Total</b>	<b>229</b>	<b>100.0</b>

Source: Author, 2023

The gender of the study's respondents is shown in Table 4. The data shows that out of the 229 teachers sampled for the study, 143 (62%) were males while 86 (38%) were females, according to the Table. This indicates that there are more men than women working as teachers. This variance supports the widely held belief that men are more dominant and motivated to pursue careers as teachers than women. Nonetheless, since the type of responses requested through the questionnaire required objectivity, this had no impact on the validity and reliability of the results.

Table 4 also, reveals that teachers were divided into age groups. According to the data, a majority of 102 (44.5%) teachers were in the 30-40 age range and this was followed by 81 (35.3%) teachers who were below 30 years, 35 (15.4%) were between the ages of 40-50 year, with only 11 (4.8%)



teachers, in the minority, who were over 50 years. The data unmistakably demonstrate that the majority of the teachers are relatively young, making them a member of the country's youthful labor population. The teachers' youthful nature would presumably urge them to work tirelessly to give a positive output of results.

Finally, in Table 4, it is patent that there are more Bachelor's Degree holders than the Master's Degree holders. Whereas the Bachelor's Degree holders were 173 (76%), the remaining 56 (24%) were Master's Degree holders. This implies that all of the teachers had had at least the minimal qualification required to teach at the Senior High School level and that had had adequate training in the field of education, hence, regarded as professional teachers. It is therefore anticipated that as professional as they are, it would reflect in their output of work.

### **Descriptive Statistics of Constructs**

According to George and Mallery (2016), descriptive statistics are brief descriptive coefficients that gives a summary of a given data set, which represents the entire population or a sample. Descriptive statistics are made up of measures of central tendency and measures of variability (Laccourreye et.al., 2021). Whereas the measures of central tendency include the mean, median, and mode, the measures of variability include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness (Kaur, Stoltzfus & Yellapu, 2018). The skewness and kurtosis values for each construct were added to ensure that the data was normal.

According to Azzalini (2005), when the absolute scores of skewness and kurtosis of a construct normality test is below 3 and 10 respectively, then the study's data is deemed to be normally distributed. Due to the values for skewness and kurtosis being significantly less than 3 and 10 respectively, the constructs utilized in this study is considered to have fulfilled the normality test criterion as stated by Azzalini (2005). Thus, descriptive statistics were used to achieve objective one and two of the study which sought to examine the empowerment levels of teaching staff and analyse the level of performance of teaching staff of SHS in Cape Coast metropolis.

#### **Assess the Level of Employee Empowerment among Teaching Staff of SHS in Cape Coast metropolis**

Objective one assessed the level of employee empowerment of teaching staff at the selected SHS in Cape Coast metropolis. All indicators for employee empowerment were measured on a five-point Likert scale with scores 1= least agreement, 2= disagree, 3= neutral, 4= agree, 5= strongly agree. Scores were generalized based on respondents' level of disagreement or agreement to statement under the construct "employee empowerment" on the questionnaire. The data was analysed using mean and standard deviation. According to (Koomson, 2017; Osei-Bonsu, 2019), mean values between 1.0 to 2.9 signifies a level of disagreement, while mean values between 3.0 to 5.0 signifies a level of agreement from respondents. Again, the skewness and kurtosis values were used to check for normality of indicators that measured employee engagement. Results on the level of engagement of teaching staffs at the senior high schools in Cape Coast Metropolis on Table 5.

From Table 5, majority (45.8%) of the respondents agree that their training needs were assessed before they attained the training programmes ( $M = 2.98$ ;  $Std\ Dev = .86$ ). Similarly, 46.6% of the respondents moderately agree that the training programmes were appropriate to their competency needs ( $M = 2.352$ ;  $Std\ Dev = .876$ ). Once more, 39.4% of respondent's facilitators of the training programmes were competent and delivered to my expectations ( $M = 2.139$ ;  $Std\ Dev = .949$ ). Majority (41.0%) agreed moderately that they are satisfied with the time intervals of the various training programmes ( $M = 2.75$ ;  $Std\ Dev = .64$ ).

Correspondingly, 38.5% agreed moderately that due to the training programmes, departments document I drafted contains little or no errors ( $M = 2.75$ ;  $Std\ Dev = .72$ ). Apart from improvement in skills and relationship, 39.7% of the respondents agreed that management directly consult trade union representative on changes in staff levels ( $M = 2.82$ ;  $Std\ Dev = .87$ ). Further, as a measure of employee empowerment among teaching staffs, 36.8 of the respondents revealed that the union at my workplace really tries to cooperate with management ( $M = 2.065$ ;  $Std\ Dev = .888$ ). Congruently, 36.5% also asserted that the management in my organisation consult the trade union on changes in work processes ( $M = 2.642$ ;  $Std\ Dev = .739$ ). Also, 39.7% of respondents disagree that management should cooperate more closely with the union and consult them on redeployment of staff ( $M = 2.748$ ;  $Std\ Dev = .870$ ).

Subsequently, majority of respondents (43.2%) agreed that the union at their workplace fights really hard for pay and condition of work of the members ( $M = 2.152$ ;  $Std\ Dev = .861$ ). Further, 45% of respondents moderately agree that the job allows them to make their own decisions about

how to schedule their work ( $M = 2.99$ ;  $Std Dev = .86$ ). Similarly, 40% of respondents strongly agree that the job allows them to decide on the order in which things are done on the job ( $M = 3.79$ ;  $Std Dev = .75$ ). In terms of the job allows them to plan how they do their work, majority (44.2%) of respondents moderately agree to this ( $M = 3.95$ ;  $Std Dev = .81$ ). Again, 42.6% of respondents moderately agree that the job allows them to make a lot of decisions on their own ( $M = 3.53$ ;  $Std Dev = .74$ ). Lastly, 41.9% of respondents agree that the job gives them a chance to use their personal initiative in carrying out the work ( $M = 3.93$ ;  $Std Dev = .71$ )

Findings from the study showed that the empowerment levels of the teaching staff at the selected SHS in Cape Coast metropolis were low. This is because the mean scores (Table 5) for most of the indicators were below the 3.0 threshold as stipulated by (Koomson, 2017; Osei-Bonsu, 2019). Again, the findings from the study affirm the stance of AlKahtani et.al. (2021) which revealed that there exist low levels of empowerment among employees in the health sector. According to Hanaysha and Tahir, (2016), AlKahtani et.al. (2021), employees with low engagement are at the level of not engaged but not disengaged. Thus, teaching staff at the selected SHS in Cape Coast metropolis are at a level of not empowered. Employees at this level of empowerment are dedicated to only task assigned to them (Hanaysha & Tahir, 2016).

Further, the study's findings imply that most of the teaching staff would not stay committed and focused on their work duties which in turn would affect the success of the schools. Employees who are not empowered often possess negative attitudes toward their organisation and execute their

tasks because their reward depends on it. They usually fail to attach themselves physically, cognitively, and emotionally to the organisation (Soana et.al., 2012). Such employees find it difficult to exhibit a passion for their work, understand the significance of their job and depict loyalty to their organisations as suggested by (Truss et al. 2013).



**Table 7: Level of Employment Empowerment**

Statements	Serial	SD	DA	N	A	SA	Mean	Std Deviation	Skewness	Kurtosis
My training needs were assessed before I attained the training programmes	T1	2.9%	2.6%	19.4%	45.8%	29.4%	2.98	.86	-1.051	0.558
The training programmes were appropriate to my competency needs	T2	30.3%	46.8%	16.5%	3.2%	3.2%	2.352	.876	-1.18	0.939
Facilitators of the training programmes were competent and delivered to my expectations	T3	5.8%	2.6%	39.4%	38.4%	13.9%	2.139	.949	-1.311	1.211
I am satisfied with the time intervals of the various training programmes	T4	33.9%	11.6%	41.0%	8.4%	5.2%	2.75	.64	-1.349	1.201
Due to the training programmes, departments document I drafted contains little or no errors	T5	15.8%	4.8%	38.5%	35.5%	5.8%	2.82	.72	-1.294	1.342
Management at my workplace directly consult trade union representative on changes in staff levels	IDM6	4.2%	8.4%	15.5%	39.7%	32.3%	3.88	.87	-1.185	1.249
The union at my workplace really tries to cooperate with management	IDM7	14.5%	33.2%	36.8%	12.3%	3.2%	2.065	.888	-1.344	1.266
The management in my organisation consult the trade union on changes in work processes	IDM8	10.0%	36.1%	36.5%	7.7%	9.7%	2.642	.739	-1.376	1.606

**Table 7: Level of Employment Empowerment Cont'd**

Statements	Serial	SD	DA	N	A	SA	Mean	Std Deviation	Skewness	Kurtosis
Management should cooperate more closely with the union and consult them on redeployment of staff	IDM9	39.7%	34.2%	10.3%	6.8%	9.0%	2.748	.870	-1.301	1.531
The union at my workplace fights really hard for pay and condition of work of the members	IDM10	3.5%	7.1%	16.1%	43.2%	30.0%	2.152	.0861	-0.932	0.397
The job allows me to make my own decisions about how to schedule my work	A11	16.1%	11.0%	45.2%	24.5%	3.2%	2.99	.86	-1.184	1.397
The job allows me to decide on the order in which things are done on the job	A12	5.2%	10.0%	18.7%	40.0%	26.1%	3.79	.75	-1.045	0.896
The job allows me to plan how I do my work	A13	14.2%	31.6%	44.2%	7.1%	2.9%	3.95	.81	-1.184	1.397
The job allows me to make a lot of decisions on my own	A14	3.2%	7.7%	42.6%	34.2%	12.3%	3.53	.74	-1.218	1.476
The job gives me a chance to use my personal initiative in carrying out the work	A15	3.9%	9.4%	9.4%	41.9%	35.5%	3.93	.71	-1.185	1.249

Source: Field Survey (2023)

## Assess the level of Job Performance among teaching Staff of SHS in Cape Coast metropolis

Objective two assessed the level of the job performance among teaching staff of SHS in Cape Coast metropolis. All indicators for job performance were measured on a five-point Likert scale with scores 1= least agreement, 2= disagree, 3= neutral, 4= agree, 5= strongly agree. Scores were generalized based on respondents' level of disagreement or agreement to statement under the construct "job performance" on the questionnaire. The data was analysed using mean and standard deviation. According to Awang et al. (2010), mean scores of job performance within the range of 1.00-2.32 is low. Mean scores of job performance within the range of 2.33-3.66 is moderate and those between the ranges of 3.67-5.00 refer to high job performance. Again, the skewness and kurtosis values were used to check for normality of indicators that measured job performance. Results on the level of job performance among teaching staff of SHS in Cape Coast metropolis is displayed on Table 6.

From Table 6, majority (45.8%) of the respondents agree that they continually sought new challenges in their work ( $M = 2.98$ ; Std Dev = .86). Similarly, 46.6% of the respondents moderately agree that less time is spent by patient at the OPD ( $M = 3.85$ ; Std Dev = .75). Once more, 39.4% of respondents they are able to cope well with uncertain and unpredictable situations at work ( $M = 3.86$ ; Std Dev = .81). Majority (41.0%) agreed moderately that they have improved in communication ( $M = 2.75$ ; Std Dev = .64).



Correspondingly, 38.5% agreed moderately that they have also improved in interpersonal relationship ( $M = 2.75$ ; Std Dev = .72). Apart from improvement in communication and relationship, 39.7% of the respondents agreed that there has been improvement in monitoring mechanism at the education institutions ( $M = 2.82$ ; Std Dev = .87). Also, 39.7% of respondents disagree that students are satisfied with treatment given to them ( $M = 3.89$ ; Std Dev = .78).

Subsequently, majority of respondents (43.2%) agreed that they are punctual at work ( $M = 4.23$ ; Std Dev = .93). Further, 45% of respondents moderately agree that they are loyal to the teaching service ( $M = 2.99$ ; Std Dev = .86). Similarly, 40% of respondents strongly agree that they respond to students quickly ( $M = 3.79$ ; Std Dev = .75). Again, 42.6% of respondents moderately agree that they are able to cope with difficult situations and setbacks at work ( $M = 3.53$ ; Std Dev = .74). Lastly, 41.9% of respondents agree that they are able to recover fast, after difficult situations or setbacks at work ( $M = 3.93$ ; Std Dev = .71)

Findings from Table 6, showed that the job performance of teaching staff of SHS in Cape Coast metropolis was high. This is because the mean scores of all indicators used in the study were between 3.67-5.00 as stipulated by Awang et al. (2010). The findings of the study are consistent with Olaniyan and Lukas (2018) assertion that when employees effectively manage and present their tasks, it reflects the quality and service preferred by their organisations. Also, the findings are in line with a study by Irimu et.al. (2014) which revealed that factors indicating the performance of workers in the educational sector include work efficiency and quality of work.

Furthermore, the findings are reliable with Armstrong, (2006), who indicated that good job performance is when employees or any individual doing a certain task or set of responsibilities completes them and generates a distinct environment that benefits. Further, the mean scores from Table 6 depict that teaching staff exhibit good and professional behaviour restricting themselves to their duties assigned to them, and this has been reflected in their performance.

The study's findings affirm the Gallup report (2020) which revealed that once the employee is not at a level of disengagement but at a level of not engaged, such an employee can put up a good performance. However, such performance is restricted to duties and responsibilities in their job description (Gallup report, 2020). This assertion was found in the study's results, in that, the mean score of the indicators related to performance activities that go beyond the core duties (task performance) of educational workers had lower score thresholds JOBP 1, JOBP 3, JOBP 4, and JOBP 9 as stipulated by (Awang et al., 2010). The mean score of these performance indicators were 2.98, 2.75, 2.82, and 2.99 respectively see Table 6. The results denote that, respondents are not loyal to the teaching service, do not care about interpersonal communication and are unwilling to go the extra mile in terms of responsibilities. Thus, employees with low empowerment would focus only on duties they have been trained on and will not try to work extra or attempt something new.

**Table 8: Level of Job Performance**

Statements	Serial	SD	DA	N	A	SA	Mean	Std Deviation	Skewness	Kurtosis
I continually sought new challenges in my work	JOBP1	2.9%	2.6%	19.4%	45.8%	29.4%	2.98	.86	-1.051	0.558
I am able to cope well with uncertain and unpredictable situations at work	JOBP2	5.8%	2.6%	39.4%	38.4%	13.9%	3.86	.81	-1.311	1.211
Improvement in communication	JOBP3	33.9%	11.6%	41.0%	8.4%	5.2%	2.75	.64	-1.349	1.201
Improvement in interpersonal relationship	JOBP4	15.8%	4.8%	38.5%	35.5%	5.8%	2.82	.72	-1.294	1.342
Improvement in effective monitoring mechanism	JOBP5	4.2%	8.4%	15.5%	39.7%	32.3%	3.88	.87	-1.185	1.249
Low average length of stay	JOBP6	14.5%	33.2%	36.8%	12.3%	3.2%	3.98	.86	-1.344	1.266
Perceived student satisfaction	JOBP7	39.7%	34.2%	10.3%	6.8%	9.0%	3.89	.78	-1.301	1.531
Punctuality to work	JOBP8	3.5%	7.1%	16.1%	43.2%	30.0%	4.23		-0.932	0.397
Loyalty to the teaching service	JOBP9	16.1%	11.0%	45.2%	24.5%	3.2%	2.99	.86	-1.184	1.397
Responsiveness to students	JOBP10	5.2%	10.0%	18.7%	40.0%	26.1%	3.79	.75	-1.045	0.896
I am able to cope well with difficult situations and setbacks at work	JOBP11	3.2%	7.7%	42.6%	34.2%	12.3%	3.53	.74	-1.218	1.476
I am able to recover fast, after difficult situations or setbacks at work	JOBP12	3.9%	9.4%	9.4%	41.9%	35.5%	3.93	.71	-1.185	1.249

Source: Field Survey (2023)

## Model Specification

According to Hair et.al. (2016), the PLS-SEM follows two model specifications steps: defining the measurement model and defining the structural model. Whereas the measurement model shows the link between constructs and their associated indicators or measurements, the structural model depicts the hypothesized relationships between constructs (Hair et.al., 2019). Thus, the study discussed both the measurement model and structural model in subsequent sections.

### Measurement Model Specification

The measurement model shows the indicators used to assess each construct. Twenty-seven indicators were used in this model to assess the three constructs. The constructs used in the model were; employee empowerments (training, involvement in decision-making and autonomy), and employee job performance. The study specifies the measurement model as follows;

1. Employee empowerment: To measure employee empowerment fifteen (15) indicators were used. These fifteen indicators were adopted from empirically validated scale by (Amekudzi, 2021). According to Amekudzi, (2021) employee empowerment can be measured on three core dimensions; training, involvement in decision making and autonomy dimensions. Thus, these three-core dimensions were used to measure employee empowerment. The adopted indicators from these three constructs were itemized as *T1, T 2, T3, T4, T5, IDM1, IDM2, IDM3, IDM4, IDM5, A1, A2, A3, A4 and A5*. It is worth noting that this variable were used as the latent exogenous variable.

2. Job Performance: job performance was used as endogenous variable and as such was measured with ten (12) indicators from empirically validated studies (Gomes & Gomes 2011; Irimu et al. 2014; Koopman et.al. 2013; Julian & Boone, 2015). Job performance was operationalized in the model as *P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, p11 and p12*.

### **Structural Model Specification**

The study's structural model has one exogenous and one endogenous construct. Training, involvement in decision making and autonomy were used as exogenous latent variables. Again, job performance was used as an endogenous variable. The study's exogenous variable training, involvement in decision making, autonomy and endogenous variables and job performance are represented by blue circles (see Figure 2). Based on deductions from the theoretical underpinnings (social exchange theory and human capital theory) of this survey, the study tested its hypotheses empirically using Smart-PLS.

### **Measurement Model Assessment**

According to Hair et al. (2016), the measurement model assessment of a reflective PLS model is a statistical method used to assess the statistical credibility of a study's measurement model before a structural analysis can be performed. In order to attain statistical confidence, a study's measurement model should have acceptable internal consistency reliability, convergent validity and discriminant validity (Hair et al. 2016). Hence, this process is undertaken in a systematic order via the use of Smart-PLS. Cronbach's alpha, rho\_A and composite reliability are used to measure internal consistency. Also, the factor loadings (indicators) and the Average Variance Extracted

(AVE) is used to evaluate a study's convergent validity (Hair et al., 2016). They added that the indicator loading, Cronbach Alpha and Composite reliability values must be 0.7 and above. Also, Average Variance Extracted (AVE) must obtain a value which is greater than 0.5.

In addition, for the structural models, it has been established that R-square values of "0.25", 0.5 and 0.7" are seen as "weak, moderate and substantial" respectively (Suleiman & Abdulkadir, 2022). Also, Q square values of "0.02, 0.15 and 0.35" and f-square values of "0.02, 0.15 and 0.35" are considered as "small, medium and large" respectively. Furthermore, a significant level up to 5% is also considered normal (Hair et al., 2014).

According to Henseler et.al. (2015), the Fornell-Larcker criterion, cross-loadings and Heterotrait-Monotrait Ratio criterion are the three statistical tools for evaluating discriminant validity. However, for the purpose of this study, the Heterotrait-Monotrait Ratio criterion was overly relied to assess discriminant validity among study's constructs. The HTMT criteria is deemed as the best criterion for measuring discriminant validity since it reveals the upper limit of discriminant validity (Henseler et al., 2015; Hair et al., 2016). Thus, the HTMT epitomize the most robust means of assessing discriminant validity other than both Fornell-Larcker criterion and cross-loadings criterion which are also used to assess discriminant validity of survey constructs. Having specified the study's structural and measurement terms model, the next section of the survey assessed the internal consistency reliability of the study's construct.

## Examining the effect of Employee Empowerment on Employee Job Performance among teaching staff of Senior High Schools in the Cape Coast Metropolis

The third objective examined the effect of employee empowerment on employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. The findings are presented as follows:

### Internal Consistency Reliability Assessment

In the opinion of Hair et al. (2016), a study's construct (measurement model) attains a satisfactory internal consistency when such constructs have a composite reliability, rho\_A, and Cronbach Alpha score above the minimum appropriateness threshold of 0.7. Further, Henseler et al. (2015) opined that in evaluating the measurement model for internal consistency reliability, whereas the composite is deemed the most robust or upper bound assessment for internal consistency reliability, the Cronbach alpha is seen as a lowest bound used to evaluate the internal consistency reliability. Thus, the constructs' internal consistency reliability is presented in Table 7.

**Table 9: Internal Consistency Reliability Results**

	Cronbach's Alpha	rho_A	Composite Reliability
Training	0.931	0.932	0.948
Involvement in Decision Making	0.912	0.913	0.935
Autonomy	0.856	0.867	0.896
Performance	0.940	0.941	0.950

Source: Field survey (2023).

From Table 7, it can be observed that the Cronbach Alpha value (CA), which depicts the internal consistency was reliable because the CA value for all the items exceeded the minimum threshold of 0.7 cut off point (Hair, et al., 2017). Although, studies such as Mahmoud (2010) and Boohene et al. (2012) opined that Alpha coefficient of 0.5 can be used, this study did not record such values. Thus, all constructs used in this study attained a CA value greater than 0.7. According to Henseler et.al. (2012), Composite Reliability (CR) is considered a preferred alternative to CA to test convergent validity in reflective model because CA may either over-estimate or under-estimate scale reliability. Again, CA appears to underestimate the quality of internal consistency for the sensitivity of the number of elements in the table (Kassem et al., 2020). This limitation is however resolved by the use of composite reliability.

From Table 7, it can be observed that all the constructs were reliable (Afum, Sun & Kusi, 2019; Ringle, Wende & Becker,2015) because the constructs had CR scores higher than 0.7 (Garson,2016; Hair, et al., 2014). Both Cronbach's alpha and composite reliability refer to sum scores, not composite scores (Henseler, 2017). This has led to the development of a new criterion for measurement of reliability in reflective models in SMART PLS which is rho\_A. The findings in Table 7 showed that all the constructs had a rho\_A higher than 0.7 hence it is concluded that all the constructs were highly reliable. Having concluded this section by assessing the internal consistency reliability of the study's constructs, the next section of the study shall focus on assessment of Convergent validity of the study's constructs and its respective indicators.



### Convergent Validity Assessment

Convergent validity can only be established if two key requirements are met: indicator loadings and the average variance retrieved from the data (AVE). Based on their contribution to content validity, Hair et al. (2019) recommends that indications with an outer loading of 0.7 or more should be maintained, while those with an outer loading of less than 0.7 should be eliminated. As long as the composite reliability and AVE values rise over the specified minimal value, indications should be evaluated for deletion, according to the authors (Hair et al., 2016). Building on the argument to guarantee the measurement credence of the study's measurement model, Table 8 presents the convergent validity assessment taking into consideration the outer loadings and Average Variance Extracted (AVE).

**Table 10: Convergent Validity Assessment Result**

Construct	Items	Loadings	AVE
Training	T1	0.891	0.785
	T2	0.895	
	T3	0.879	
	T4	0.884	
	T5	0.881	
Autonomy	A1	0.708	0.634
	A2	0.828	
	A3	0.795	
	A4	0.812	
	A5	0.831	
	IDM 1	0.845	
	IDM 2	0.881	
	IDM 3	0.807	
Involvement in Decision Making	IDM 4	0.892	0.741
	IDM 5	0.875	
Job Performance	P1	0.824	0.678
	P2	0.833	
	P12	0.833	
	P6	0.841	
	P7	0.744	
	P10	0.804	
	P9	0.841	
P4	0.834		
P5	0.853		

Source: Field survey (2023).

The survey in the bid of attaining statistical credence of the survey's measurement model, results from Table 8 presents computed Convergent validities which were significantly expressed in terms of Average Variance Extracted (AVE). The survey's respective constructs' convergent validities were critically assessed upon being computed. Furthermore, hinging on the various indicator loading to assess the convergent validity of the various study constructs, all indicators assumed indicator loadings above 0.7 with the exception of P3, P8, and P11. Thus, all indicators that loaded below 0.7 were eliminated to improve the constructs' reliabilities. The study, therefore, sanctions that there is convergent validity for the survey's constructs' indicators and AVE score above 0.50 was assumed by all the study's constructs. Having statistically affirmed that the study's constructs' indicators have convergent validity after each construct attaining an Average Variance Extracted score above 0.50, the study subsequently proceeds to also assess the discriminant validity of the study's construct.

### **Discriminant Validity Assessment**

According to Afum et.al. (2019) and Acquah, (2020), discriminant validity shows the degree to which constructs defer empirically from other constructs in a model. Discriminant validity can be determined using three distinct criteria such as the cross-loadings, the Fornell-Larcker criteria, and the HTMT ratio assessment (Acquah, 2020). These distinct criteria are discussed below. The cross-loadings criterion necessitates that an indicator should load more heavily on the construct it is measuring than on any other construct in the model (Hair et al., 2019). Cross-loadings are thought to be the lower limit of discriminant validity (Henseler et al., 2015). However, this study did not

use the cross-loading criterion to evaluate discriminant validity among study construct.

The second criteria that can be used to assess the discriminant validity of constructs in a model is the Fornell-Larcker Criterion: Hair et al. (2016) opined that, a models' discriminant validity is in credence if the square root of the AVE of each construct in the model should be greater than the construct's correlation with every other construct in the model.

The HTMT criterion is another measure of discriminant validity.

Although. It is the most robust criterion for measuring discriminant validity, it reflects the upper limit of discriminant validity (Henseler et al., 2015; Hair et al., 2016). Ideally, for a construct's discriminant validity to be deemed satisfactory, its' Heterotrait-Monotrait value should be below 0.85 (Clark & Watson, 1985; Kline, 2011) and 0.9 (Gold, Malhotra & Segars, 2001; Teo, Srivastara & Jiang, 2008; Henseler et al., 2015). However, when the Heterotrait-Monotrait value is still above the 0.9 but closer to 0.9 than it is closer to 1.0, the Heterotrait-Monotrait score is marginally acceptable for further statistical analysis (Benitez, Henseler, Castillo & Schuberth, 2020; Gaskin, Godfrey & Vance, 2018; Henseler, 2017).

With the overriding statistical merits of the HTMT ratio of being a more contemporary and robust measure of discriminant validity than both Fornell-Larcker and cross-loading criterion as a result of representing the upper bound criterion for assessing discriminant validity of constructs, the study deems it prudent to employ the use of the Heterotrait-Monotrait Ratio criteria to determine the discriminant validity of the study's constructs in Table 9.

**Table 11: Discriminant Validity Assessment- HTMT Criterion**

	Autonomy	Involvement in Decision Making	Performance	Trainign
Autonomy				
Involvement in Decision Making	0.562			
Performance	0.725	0.874		
Training	0.715	0.814	0.924	

Source: Author, 2023

From Table 9, it was evident that constructs used in the study had no problem with discriminant validity as none of the survey's constructs' discriminant validity score per the Heterotrait-Monotrait Ratio criterion is above 0.95 (Benitez, Henseler, Castillo & Schubert, 2020; Gaskin, Godfrey & Vance, 2018; Henseler, 2017). Thus, the survey advances that, discriminant validity of the survey's constructs is satisfactory and valid for further statistical analysis. Finally, the findings of the measurement model reveal that the requirements of PLS-SEM are supported in terms of internal consistency reliability, convergent validity, and discriminant validity. In the next section, the study assessed the structural model.

### **Structural Model Assessment**

This section provides findings relating to the output of the predictive modelling carried out. A systematic procedure to evaluate structural model findings in PLS-SEM is recommended by Hair et al. (2016) for evaluating the model's prediction capabilities and the interactions among the variables. This section is divided into two parts. First, the structural model tested for any collinearity concerns. Afterwards, the connections between variables were assessed with the help of coefficient of determination ( $R^2$ ), effect size ( $F^2$ ),

predictive relevance ( $Q^2$ ) and the significance of structural model path coefficients.

### Collinearity Statistics (VIF)

According to Hair et al. (2016), a Variance Inflation Factor (VIF) value more than 5 in a construct is a critical level of collinearity in the construct itself. It is important to note that evidence of this crucial level of collinearity indicates that there is significant multicollinearity among predictor variables, which makes it difficult to estimate functional and robust PLS-SEM models. For the VIF to be acceptable, it must meet a threshold less than 5 (Kock, 2012).

**Table 12: Inner VIF values**

	Performance
Autonomy	1.729
Involvement in Decision Making	2.301
Training	2.947

Source: Field survey (2023).

The VIF scores for the inner model (Table 10) therefore portray there is no common method bias for all the constructs because all the values for the VIF scores for the inner model did not exceed 5 (Kock, 2012). Having ruled that the study has no issue of collinearity after both VIF scores and Tolerance scores have been critically assessed, the next section of the study proceeds to as the coefficient of determination of the study's endogenous construct.

### Coefficient of Determination ( $R^2$ )

The R-Square is used to assess the predictive relevance among latent variable in a PLS-SEM structural model. The R-Square ( $R^2$ ) value is the most accept metric for calculating the predictive ability of a structural model. It

shows the amount of variation experienced in the endogenous variable being explained by the variations in the exogenous variable. The predictive capacity of exogenous latent variable(s) on endogenous latent variable ranges from 0 to 1, with higher values indicating more predictive power. In the opinion of Hair et al. (2016) and Yuliansyah and Razimi (2015), the smallest acceptable coefficient of determination is 10%. In assessing the predictive relevance in this study, employee empowerment was used as a latent exogenous variable whereas job performance was used as a latent endogenous variable. Table 11 presents the coefficient of determination for the study's endogenous construct (Job performance).

**Table 13: Coefficient of Determination (R<sup>2</sup>)**

Endogenous Construct	R Square	R Square Adjusted
Job Performance	0.880	0.879

Source: Author, 2023

Table 11 presented the coefficient of determination for the study. Thus, it showed the results on how much variance in the endogenous variable that was accounted for by the exogenous variables used in the model. The results revealed that constructs (training, involvement in decision making and autonomy) explained a considerable variation in employee empowerment among teaching staff of SHS in Cape Coast metropolis ( $R^2=0.880$ ) when other factors not included in this research but may affect employee empowerment among teaching staff of SHS in Cape Coast metropolis are statistically adjusted for in Table 11. After, assessing the coefficient of determination, it is prudent to evaluate the model's predictive relevance ( $Q^2$ ).

### Predictive Relevance ( $Q^2$ ) Assessment

The Q-Squared ( $Q^2$ ) is used in PLS-SEM to assess the predictive relevance of a structural model. According to Hair et al. (2019), Q-Squared ( $Q^2$ ) values greater than 0 suggests that, the exogenous variable has predictive importance for the endogenous construct. A PLS predict approach was used to estimate the cross-validated redundancy values from the structural and measurement model scores. For the endogenous construct in the model, these cross-validated redundancy values indicate the  $Q^2$  (predictive relevance) values.

**Table 14: Predictive Relevance ( $Q^2$ ) Results**

Construct	RMSE	MAE	$Q^2$
Job performance	0.355	0.248	0.877

Source: Author, 2023

Results from Table 12 revealed that predictive relevance was attained as engagement in the survey model evident a  $Q^2$  Construct Crossvalidated Redundancy scores of 0.877 which were above zero (0) signified the presence of predictive relevance from the exogenous constructs. The study proceeds to evaluate the effect sizes of each structural path after this section objectively assessed the predictive relevance ( $Q^2$ ) of the study's model.

### Effect Size ( $F^2$ ) Assessment

It is necessary to include the ( $F^2$ ) effect size when determining the contribution of each exogenous construct to the endogenous construct.  $F^2$  (Cohen, 1992) may be calculated to assess the effect of each exogenous latent variable on the model's endogenous variable. Also, the importance of the significant effects that can be achieved by evaluating their effect size  $F^2$  is to

be quantified (Henseler, 2017). To be deemed a strong, moderate, or a mild impact size, the  $F^2$  should attain a value of at least 0.35, 0.15, or 0.02 respectively (Cohen, 1988). Table 13 presents the effect sizes ( $F^2$ ) of the various structural paths as observed in this study.

**Table 15: Effect Size ( $F^2$ ) Assessment**

Construct	F- Square
Autonomy > performance	0.051
Involvement in Decision Making > performance	0.279
Training > performance	1.158

Source: Author, 2023

Results of the survey as presented in Table 13 evidences the  $F^2$  statistics of the respective study's exogenous construct as directed to the endogenous variable via structural path analysis. The results as shown in Table 13 showcases the distinctive effect size of the survey's variables of interest. Result from Table 13 points out that, the structural path of autonomy, involvement in decision-making and training engagement small, medium and large effect size on employee job performance. After assessing the various effect sizes ( $F^2$ ) of the model's structural paths, the study subsequently proceeded to the size and significance of the Structural Model Path Coefficients.

#### **Size and Significance of Structural Model Path Coefficient**

Table 14 shows the results of the PLS-SEM analysis, which were evaluated using the path coefficient, t-statistics, and p-value. In order to determine the importance of path coefficients, there are three criteria to follow: a t-statistic larger or equal to (a p-value less or equal to) 1.65 (10 %), 1.96 (5%), and 2.57 (1%). For the purpose of finding significant path



coefficients between exogenous and endogenous constructs in this investigation, conventional decision guidelines were used, which included using a t-statistic larger or equal to 1.96 or a p-value less than or equal to 5%, respectively. Table 14 of the survey presents the Structural Model Path Coefficients.

**Table 16: Structural Model Path Coefficient**

Structural Path	Beta	T Statistics	P Values
Autonomy -> performance	0.103	3.346	0.001
Involvement in Decision-Making-> performance	0.278	7.211	0.000
Training -> performance	0.640	15.673	0.000

Source: Field Survey (2023)

Per the result exhibited in Table 14 of this survey, its' evident that autonomy empowerment is a significant positive predictor of employee performance (Beta=0.103; t-stat=3.346; p=0.001; p<0.05). Thus, it can be expressed that a unit increase in scores for autonomy empowerment causes a 0.103 increase in the empowerment levels among teaching staff of SHS in Cape Coast metropolis. Furthermore, result in Table 14 showed that involvement in decision making empowerment made a significant positive contribution to causing positive variance in employee performance among teaching staff of SHS in Cape Coast metropolis (Beta=0.278; t-stat =7.211; p=0.000; p<0.05). Thus, it can be expressed that a unit increase in scores for involvement in decision-making empowerment causes a 0.278 increase in employee performance among teaching staff of SHS in Cape Coast metropolis. However, results in Table 14 showed that training empowerment also had a significant positive predictor of employee performance

(Beta=0.640; t-stat=15.673; p=0.000; p<0.05). Thus, it can be expressed that a unit increase in scores for training empowerment causes a 0.640 increase in the empowerment levels among teaching staff of SHS in Cape Coast metropolis. The structural model is presented pictorially in Figure 2.

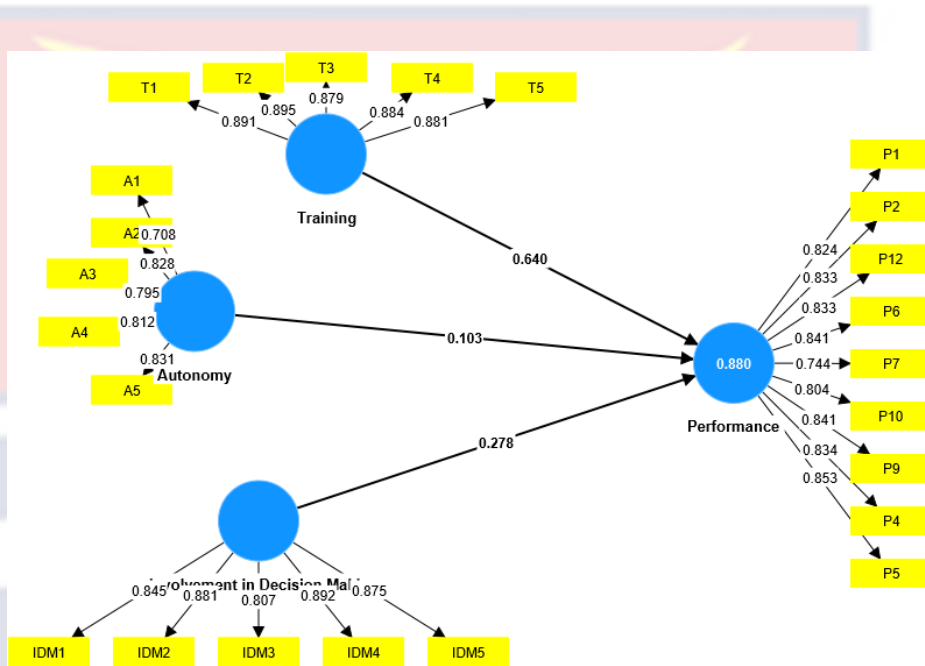


Figure 2: Structural Model  
Source: Author, 2023

### The decision on the Research Hypotheses

Upon successful discussion of the research findings, decisions about the hypotheses stemming from the research objectives were made and presented in the table below.

Hypotheses	t-statistic	Decision
H <sub>1</sub> . There is a significant positive relationship” between training of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.	15.673	Fail to reject
H <sub>2</sub> . There is a significant positive relationship” between employees’ involvement in decisions making and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.	7.211	Fail to reject
H <sub>3</sub> . There is a significant positive relationship” between autonomy of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis.	3.346	Fail to reject

### Discussions

This study examined employee empowerment and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. This study was guided by three (3) objectives, which was subsequently broken down into one (3) hypotheses. This section of the chapter considered the hypotheses that were formed from the study’s objectives. The first hypothesis there is a significant positive relationship” between training of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis, the second hypothesis proposed that there is a significant positive relationship” between involvement in

decision making of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis and the last hypothesis proposed that, there is a significant positive relationship” between autonomy of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis. Per the finding presented above, the study’s implications and validations are discussed below;

**Hypothesis 1: There is a significant positive relationship” between training of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis**

This hypothesis relates to objective three which sought to examine the effect of employee empowerment on job performance among teaching staff. Findings from the study affirm the hypothesis that training was found to be a significant predictor of job performance of teaching staff. This empirical claim was arrived at as a result of the training attaining a significant probability value below 0.05 and a desirable t-statistics value above 13.560.

These findings imply that using training as a component for employee empowerment enhances staff performance at the selected SHS in the Cape Coast metropolis. The conclusions of this study corroborate and are backed up by a slew of other findings from studies on training and employee performance. Training, according to Elnaga and Imran, (2013), is a major determinant of better employee performance. Scholars discovered that the job environment is a stronger predictor of work satisfaction in a new study (Carlan, 2007).

Furthermore, there is diversity in terms of staff training, incentives, recognition, and fringe benefits (Lavy, 2007). It was discovered that training had a positive effect on an organisation's staff performance (Otuko, Chege & Douglas, 2013). Amin et al. (2013) and Ampomah, (2016) stated that training improves employee satisfaction, hence improving employee performance within a specific firm. These include, for example, pleasant proper work and effective tool and resource allocation. Abdi Mohamud, Ibrahim and Hussein, (2017) found that employee happiness is positively connected with the task itself. The work itself, according to Ocen, Francis and Angundaru, (2017), is defined as the extent to which the job provides the individual with interesting activities, opportunities for learning and personal growth, and the opportunity to be responsible and accountable for results. Employees choose jobs that are mentally interesting and match their capabilities (Roberts et al., 2019).

According to Sweis, Elhawa and Sweis (2019), the ability of people within an organisation to communicate information throughout the system is dependent on their working environment. In a well-facilitated work environment, certain employees are more productive. More specifically, the level of pleasure and productivity of workers is determined by the quality of comfort variable from the work environment. If the working environment is not conducive to optimal productivity, the worker's productivity will suffer. As a result, better training boosts staff productivity. The study found a link between training and employee performance, implying that good training at the selected SHS in the Cape Coast metropolis can lead to improved employee job performance.

**Hypothesis 2: There is a significant positive relationship” between Involvement in Decision Making of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis**

This hypothesis relates to objective three which sought to examine the effect of employee empowerment on job performance among teaching staff. Findings from the study affirm the hypothesis that involvement in decision making was found to be a significant predictor of job performance of teaching staff. This empirical claim was arrived at as a result of the involvement in decision making attaining a significant probability value below 0.05.

Employee Involvement in Decision Making as an employee empowerment component affected employee job performance in the selected SHS in Cape Coast metropolis, according to the second hypothesis. Most employees at the selected SHS in Cape Coast metropolis favor the use of Employee Involvement in Decision Making as a component in delivering employee empowerment. The study's respondents believe that the degree to which employees perceive processes in decision-making aids the staffs at the selected SHS in Cape Coast metropolis in improving their performance.

According to Sofijanova and Zabijakin-Chatleska (2013), the association between employee participation in decision-making, problem-solving, and perceived organisational performance in the Republic of Macedonia verifies study findings. Employee participation was found to be positively connected to perceived organisational performance in the study. Employee involvement and empowerment programs, as well as the utilization

of self-managing teams, all demonstrated a direct and statistically significant link to managers' perceptions of organisational performance.

Wainaina, Iravo, and Waititu (2014) also looked into the effect of employee participation in decision-making on academic staff performance at both private and public universities. The study discovered that employee participation in decision-making has a substantial effect on the organisational performance of university academic staff. Finally, Kubaison, Gachunga, and Odhiambo (2014) investigated how direct employee engagement techniques in the workplace affect organisational performance. The findings revealed a robust link between direct participation and state business performance. As a result, more employee involvement in decision-making boosts productivity.

Sendawula, Nakyejwe Kimuli, Bananuka and Najjemba Muganga, (2018) investigated how direct employee engagement techniques in the workplace affect organisational performance. The findings revealed a robust link between direct engagement and state corporation performance in Kenya. However, when compared to direct person engagement, the study discovered that direct involvement is the most favored style of engagement (NawoseIng'ollan & Roussel, 2017). According to the findings, there is a link between staff involvement in decision-making and employee performance at the selected SHS, implying that successful decision-making can lead to improved employee performance.

**Hypothesis 3: There is a significant positive relationship” between autonomy of employees and employee job performance among teaching staff of Senior High Schools in the Cape Coast Metropolis**

This hypothesis relates to objective three which sought to examine the effect of employee empowerment on job performance among teaching staff. Findings from the study affirm the hypothesis that autonomy was found to be a significant predictor of job performance of teaching staff. This empirical claim was arrived at as a result of the autonomy attaining a significant probability value below 0.05.

The findings suggest that without work autonomy, it will be impossible to assist employees in the organisation. Proper incentive systems promote the creation of support systems in the organisation, which has a good effect on the performance of the personnel at the selected SHS in Cape Coast metropolis. The final research hypothesis was to see how much job autonomy, as an aspect of employee empowerment, effects employee performance at the selected SHS in Cape Coast metropolis. The majority of employees at the selected SHS in Cape Coast metropolis support the implementation of an efficient autonomy system as a dimension in delivering empowerment for employees. According to the study's respondents, a proper autonomy system in the workplace encourages employees to work with a high level of excitement, which boosts employee performance.

Collins and Raubolt (1975), for example, looked at the relationship between task autonomy and employee performance in a large-scale manufacturing organisation. Job autonomy, as a feature of employee empowerment, was found to boost employees' performance in the firm,



according to the study. In the IT business, Divya, Pujar, and Sangeetha (2016) investigated the relationship between job autonomy and employee performance. In order to investigate the effects of job autonomy on employee performance in the selected IT organisations, a qualitative study was conducted. To examine the association between the three elements and employee performance, data was obtained from employees at Robert Bosch India Limited and Cognizant Technology Services on the KGISL Campus in Coimbatore District, Tamilnadu, India.

According to the study's findings, among the empowerment aspects, job autonomy contributes the most to improving individual performance. As a result, the IT industry should prioritize providing employees with the freedom to complete their tasks effectively. This would allow them to put their skills and abilities to good use, and space should be provided for them to execute their tasks alone. Obi-Nwosu, Joe-Akuune, and Oguegbe (2013) investigated Job characteristics as indicators of employee performance and organisational commitment among private sector workers in Anambra State. Job autonomy boosted employee performance and thereby predicted organisational loyalty, according to the findings. According to the findings, job autonomy is a powerful predictor of employee engagement and performance.

Gokham (2006) studied work characteristics, work satisfaction, employee performance, organisational commitment, and organisational citizenship behavior to develop an integrative model. Employee performance was favorably correlated with task identification, autonomy, and aggregate work scope, which favorably affected organisational commitment, according

to the findings. In the selected SHS in Cape Coast metropolis, job autonomy as a factor of employee empowerment effects staff performance.

### Chapter Summary

This chapter presented relevant information that were in line with the specific research objectives and hypotheses of the study. The chapter commenced and reported the response rate obtained from field survey. It subsequently discussed the demographic characteristics of the survey respondents with regards to age, academic qualification, and sex of teaching staff at the selected SHS in Cape Coast metropolis. The chapter also shared some insights observed based on the demographic characteristics of the survey respondents.

Furthermore, this chapter focused its analysis based on the specific research objectives and hypotheses set for the undertaking of the study. From a statistical viewpoint, in terms of the descriptive statistics which were used to analyse objectives one and two, the study concluded that the level of empowerment of teaching staff at the selected SHS in Cape Coast metropolis is low. Again, it was revealed that the performance of teaching staff is encouraged, however, these performance levels were based on task performance. The direct path showed that training, autonomy and involvement in decision making account for a positive effect on job performance of teaching staff at the selected SHS in Cape Coast metropolis.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter outlined the summary of the study including major findings derived from the study. Conclusions arrived and recommendations arising from the findings were provided in this chapter. Based on the study's findings, suggestions were made for future reference.

#### Summary of the Study

The study examined employee empowerment and job performance of teaching staff at the selected SHS in Cape Coast metropolis. To achieve the general objective, three specific objectives were formulated: to examine the extent to which teaching staff at the selected SHS in Cape Coast metropolis are empowered; assess the performance of teaching staff at the Cape Coast metropolis; determine the effect of employee empowerment on job performance among teaching staff at the Cape Coast metropolis.

This study adopted the quantitative research method which is in line with the non-experimental design of ex post facto type because the researcher does not have direct control over the independent variable, hence, the intention to manipulate is not there. Also, the explanatory and descriptive research designs were used. The reason for adopting the explanatory research design is that it helps researchers to predict a cause-and-effect relationship among variables. Moreover, the explanatory design allows defining the study variables and linking them together to frame hypotheses, which would subsequently be tested after the analysis of the collected data. The population for this study was the teaching staff at the SHS in Cape Coast metropolis.

Only permanent teaching staff were involved in the study because there is no pre-determined termination date of their contract with their various organisations. The total number of teaching staff in the institutions were 534.

Primary data was collected from the teaching staff at the selected SHS in Cape Coast metropolis using structured questionnaires. The simple random sampling technique was used to determine the sample for this study. Based on the table developed by Yamane (1973), with a population size of about 534 and to ensure a 5 percent margin of error, the minimum sample size was 229. Based on the sample size, a total of 250 questionnaires were distributed, however, 235 were retrieved representing a response rate of 94%.

Primary data collected from the structured questionnaire was analyzed quantitatively using both descriptive and inferential statistics. The data collected was first edited to remove errors and then coded accordingly. The technique used to test the objectives and hypotheses in this study was Structural Equation Modelling (SEM) and the Ordinary Least Square (OLS). The techniques employed from these tools are descriptive statistics, correlation, and simple and multiple regressions. Descriptive statistics (frequency, percentages, mean, standard deviation, skewness, and kurtosis) from SPSS respectively was employed to achieve objective one and two, while the Multiple regression from PLS-SEM was used to analyze objectives three and four of the study. The choice of the tools was based on their efficacy in examining the relationships between variables that were hypothesized in this study.

## Summary of Major Findings

The study examined the extent to which teaching staff at the selected SHS in Cape Coast metropolis are empowered. The study again assessed the performance of teaching staff at the selected SHS in Cape Coast metropolis. Also, the study looked at the level of employee empowerment among the teaching staffs of the selected SHS in Cape Coast metropolis. Finally, the study sought to determine the effect of employee empowerment on job performance among teaching staff at the selected SHS in Cape Coast metropolis. The findings that arose from the study are discussed below.

The first objective of the study was to examine the extent to which teaching staff at the selected SHS in Cape Coast metropolis are empowered. It was discovered that the levels of empowerment among teaching staff at the selected SHS were low. This implies that employees at the SHS are not given the needed equipment, skills and the freedom to operate or contribute their ideas to decisions being made in the schools. These findings also show that teaching staff focuses much on duties that are enshrined in their job description only.

The second objective assessed the performance of teaching staff at the selected SHS in Cape Coast metropolis. It was discovered that the job performance of teaching staff at the selected SHS in Cape Coast metropolis was high. This implies that teaching staff at the selected SHS score high in performing their task, even though their level of empowerment is low. The results showed that employees performed low in duties that go beyond duties assigned in their job description.

The third objective, which answered hypothesis one (1a, 1b and 1c) examined the effect of employee empowerment on the job performance of teaching staff at the selected SHS in Cape Coast metropolis. The findings suggested that training has the highest influence on the empowerment levels of teaching staff. Followed by involvement in decision making and task autonomy. Base on the findings, it can be concluded that employee empowerment has a positive significant effect on employee job performance of among the teaching staff of the selected SHS in Cape Coast metropolis. This implies that the more teaching staff at the selected SHS are empowered, the higher their job performance.

### **Conclusions**

The purpose of this study was to see how employee empowerment affected the performance of the teaching staff at the selected SHS in Cape Coast metropolis. Employee empowerment dimensions such as Employee Involvement in Decision Making and Job Autonomy were incorporated into training.

The first hypothesis of the study was to see how much training as an employee empowerment feature effects employees' performance of the selected SHS in Cape Coast metropolis. Employee performance and Training as an employee empowerment dimension were found to have a favorable and substantial association, according to the findings. This meant that the more the organisation's adoption of Training as a dimension of employee empowerment, the higher the employees' performance. It was also determined that the most successful method of training as an employee empowerment component aid in the improvement of the overall working environment.

The study's second hypothesis was to see how employee involvement in decision-making, sometimes known as employee empowerment, affects employees' performance of the selected SHS in Cape Coast metropolis. Based on the data, it can be concluded that employee involvement in decision-making has a favorable and significant link with employee performance. Employee involvement in decision-making has been used as an employee empowerment strategy in the selected SHS in Cape Coast metropolis for a long time and has proven to be an effective employee empowerment strategy according to the findings. In the selected SHS in Cape Coast metropolis, an effective Employee Involvement in Decision Making strategy is linked to enhanced staff performance and decreased costs.

The study's final hypothesis was to see how much job autonomy and employee empowerment affect the selected SHS in Cape Coast metropolis personnel' performance. The findings revealed that job autonomy as an employee empowerment technique and employee performance had a strong positive and substantial association. It was also determined that having a Minor Seminary has a direct effect on employee performance at of the selected SHS in Cape Coast metropolis. This meant that staff at the selected SHS in Cape Coast metropolis performed better when they were given more job autonomy.

### **Recommendations**

The findings of the study confirm the key role of employee empowerment strategies in improving and maintaining performance in an organisation. It is recommended that the management of the selected SHS in Cape Coast metropolis should focus on increasing the utilization of employee

empowerment strategies like negotiation, mediation and arbitration to increase organisational performance. Training, Employee Involvement in Decision Making and job autonomy are effective employee empowerment strategies, which speeds up the job performance. It is therefore recommended that management of the selected SHS in Cape Coast metropolis should encourage the use of Training, Employee Involvement in Decision Making and job autonomy as forms of employee empowerment strategy. The size of the support should be more than adequate to guarantee success. Sensitivity to a potential decrease in productivity makes it easy to apply different employee empowerment strategies within the organisation. The overall effect is improved organisational performance because employee morale is high and hence increase performance.

#### **Suggestions for Further Research**

This study was based on quantitative analysis, as a result, the employees were not able to describe the situation and explain in detail the reasons behind the answers that were given. In view of this soon, the mixed method (that is, both qualitative and quantitative) methods should be used. This will help the study results to reach as both methods will complement each other's weaknesses. This study was carried out in only one city in Ghana. Further studies can also engage in a comparative study across public and private schools in Ghana to assess the effect employee empowerment strategies have on employee performance. Again, subsequent researchers can explore more variables to measure the effect as this study made use of only three employee empowerment variables; Training, Employee Involvement in Decision Making and job autonomy.



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## APPENDIX

## UNIVERSITY OF CAPE COAST

## COLLEGE OF HUMANITIES AND LEGAL STUDIES

## SCHOOL OF BUSINESS

## DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

## QUESTIONNAIRE FOR SENIOR HIGH SCHOOL TEACHERS

Dear Sir/Madam,

This questionnaire is designed to solicit information for academic purpose. This is to be used to complete a research on the topic, “Employee Empowerment and Organisational Performance: Evidence from Senior High Schools in Cape Coast.” You are humbly requested to be as candid as possible in answering the questions in order to ensure the success of this study. Your responses will be highly respected and accorded confidentiality. Your name is not required.

**SECTION A: SOCIO-DEMOGRAPHIC DATA**

Instruction: Please, tick [] the appropriate box [] or write in the blank spaces where possible.

1. Name of School .....
2. Sex  
Male []  
Female []
3. Age  
Below 30 years []  
30 – 40 years []  
41 – 50 years []  
Over 50 years []
4. Level of education  
Certificate []  
Diploma []

Degree [ ]

Master's Degree [ ]

Others [ ] (Specify) .....

**SECTION B: EMPLOYEE EMPOWERMENT**

The following questions measure your job performance in the organisation.

Using the five-point scale provided, please indicate your level of agreement or disagreement with each comment.

Scale: (SD) strongly disagree, (D) disagree, (N) neither, (A) agree, and (SA) strongly agree.

	<b>Training</b>	SD	D	N	A	SA
5	My training needs were assessed before I attained the training programmes					
6	The training programmes were appropriate to my competency needs					
7	Facilitators of the training programmes were competent and delivered to my expectations					
8	I am satisfied with the time intervals of the various training programmes					
9	Due to the training programmes, departments document I drafted contains little or no errors					
	<b>Involvement in Decision Making</b>					
10	Management at my workplace directly consult trade union representative on changes in staff levels					
11	The union at my workplace really tries to cooperate with management					
12	The management in my organisation consult the trade union on changes in work processes					
13	Management should cooperate more closely with the union and consult them on redeployment of staff					
14	The union at my workplace fights really hard for pay and condition of work of the members					
	<b>Job Autonomy</b>					
15	The job allows me to make my own decisions about how to schedule my work					
16	The job allows me to decide on the order in					

	which things are done on the job					
17	The job allows me to plan how I do my work					
18	The job allows me to make a lot of decisions on my own					
19	The job gives me a chance to use my personal initiative in carrying out the work					

### SECTION C: JOB PERFORMANCE

The following questions measure your job performance in the organisation.

Using the five-point scale provided, please indicate your level of agreement or disagreement with each comment.

Scale: (SD) strongly disagree, (D) disagree, (N) neither, (A) agree, and (SA) strongly agree.

	Job Performance	SD	D	N	A	SA
20	I continually sought new challenges in my work					
21	I am able to cope well with uncertain and unpredictable situations at work					
22	Improvement in communication					
23	Improvement in interpersonal relationship					
24	Improvement in effective monitoring mechanism					
25	Low average length of stay					
26	Perceived student satisfaction					
27	Punctuality to work					
28	Loyalty to the teaching service					
29	Responsiveness to students					
30	I am able to cope well with difficult situations and setbacks at work					
31	I am able to recover fast, after difficult situations or setbacks at work					