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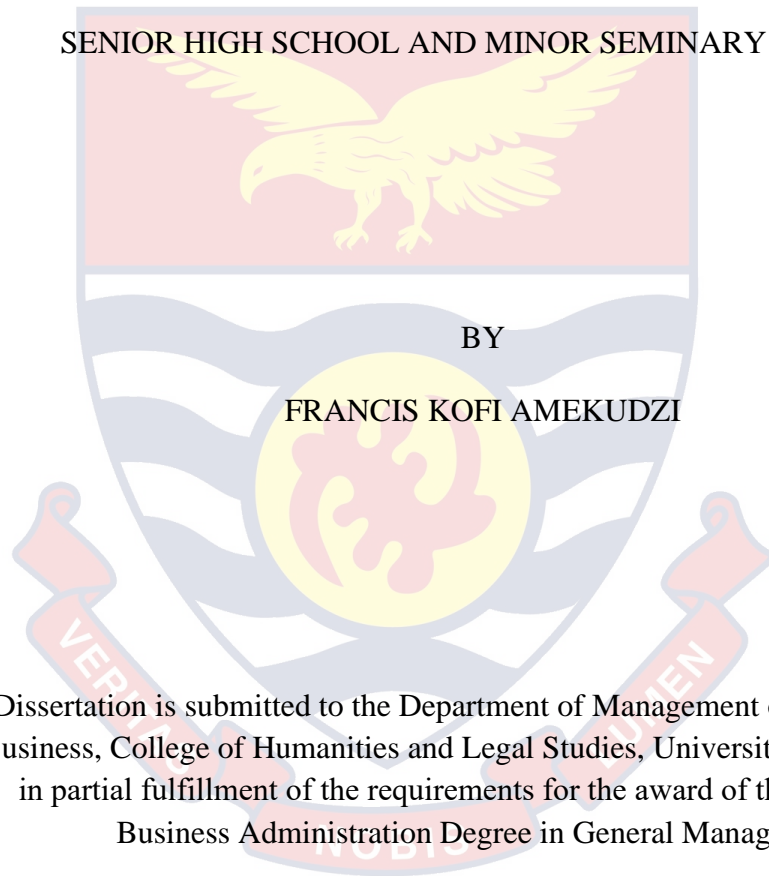
EMPOWERMENT AND EMPLOYEE PERFORMANCE OF ST.  
PAUL'S SENIOR HIGH SCHOOL AND MINOR SEMINARY IN DENU



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EMPOWERMENT AND EMPLOYEE PERFORMANCE OF ST. PAUL'S  
SENIOR HIGH SCHOOL AND MINOR SEMINARY IN DENU



BY

FRANCIS KOFI AMEKUDZI

Dissertation is submitted to the Department of 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 the Master's in Business Administration Degree in General Management

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## DECLARATION

### Candidate's Declaration

I the author of this work, do hereby declare that this dissertation is solely my handwork except for references made to another people's work which have been duly acknowledged.

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

Candidate's Name: Francis Kofi Amekudzi

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date.....

Supervisor's Name: Dr. N. Osei Owusu

## ABSTRACT

The St. Paul's Senior High School and Minor Seminary had experienced low employee performance and this is due to lack of employee empowerment. The purpose of this study was to assess the effect of employee empowerment and staff performance at St. Paul's Senior High School and Minor Seminary in Denu, Ghana's Volta Region. The three main specific objectives of the study were to determine the effect of employee training on staff performance, the effect of employee involvement in decision-making on staff performance, and the effect of employee autonomy on staff performance at St. Paul's Senior High School and Minor Seminary in Denu, Ghana's Volta Region. The study used a descriptive survey as the study design and used a quantitative research technique. The study focused on the opinions of 100 employees from the study area, and the major research instrument was a self-administered questionnaire. Statistical Product and Service Solutions software was used to process the data using descriptive statistics. The main findings were that the more an organization invested in adequate training, the better its performance became, which in turn helped to improve the overall working environment. Employee involvement in decision-making was also discovered to be a successful empowerment factor when used as an employee empowerment dimension. Finally, effective job autonomy channel was in place and it had a direct effect on the level of employee performance. Considering this, it was recommended that management should focus on increasing the utilisation of employee empowerment dimensions like training, employee involvement in decision-making and job autonomy to increase employee performance.

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Also, special thanks go all my families and friends who helped me through all these endeavours.



## DEDICATION

To my wife



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## CHAPTER ONE

### INTRODUCTION

Empowerment has a wide range of meanings and can be viewed from a variety of angles. It can be thought of as a collection of job practices geared at giving employees more autonomy and responsibilities, allowing them to perform their jobs or tasks more successfully and efficiently. Empowerment may also be defined as an individual's attitude toward proactive work orientation, which improves an employee's performance and efficiency. Employee empowerment programs like as self-managed teams, comprehensive quality management, and quality control circles are used to boost employee productivity and innovation. This chapter presented the overview of the study which includes the background to the study, statement of the problem, the purpose of the study, objectives of the study, hypotheses of the study, significance of the study, delimitation of the study, and organisation of the study.

#### **Background to the study**

Organizations nowadays operate in highly competitive business environments all around the world. As a result, they face several obstacles, such as the rapid pace of technological change (Burke, 2006). Employee empowerment, according to (Deb, 2006), is one of the human resource approaches that has the ability to reduce costs and increase productivity by ensuring that employees are proactive. In educational environments, this is also true. Teachers are critical to the success of any educational institution, especially when it comes to providing quality education and teaching to the

institution's core client, the students (Zabadi, 2013). The importance of teacher empowerment in education cannot be overstated.

Since teachers are an educated and professional group with a larger effect over their environment, teacher empowerment differs significantly from empowerment connected to typical corporate practice. Academic performance is typically used to gauge success in schools (Marks & Louis, 1997). Teacher efficacy, according to (Nadler, Tushman, Tushman & Nadler, 1997), is totally contingent on the ability to have direct contact with and effect over the transformation process. This was critical for instructors since their capacity to offer high-quality information, assess existing educational levels, and create and execute new and innovative tactics in a timely manner was critical to their performance.

Similarly, Fabrice (2010) discovered that “involving teachers in the planning and execution of essential components of the organizational structure boosted student achievement. This occurred because of the direct input's ability to immediately alter educational practice”. “Staff are unique in that their ability to effectively meet the demands of various stakeholders such as parent groups, community groups, national organizations, governmental entities, local educational administration, and the greater educational community at large is often dependent on their ability” (Blank, Jacobson & Melaville, 2012).

Employee empowerment, on the other hand, does not imply that managers abandon their duties; rather, it is their obligation to “create and cultivate an environment” in which the employee's opinion is projected and cultured. Improved standing, better knowledge, and access to decision-making are all examples of teacher empowerment (Vredenburg, 2002). Participation

in decision-making, training, and autonomy are all aspects of teacher empowerment. Teachers' engagement in crucial decisions that directly affect their job, such as budgeting, teacher selection, “scheduling, and curriculum”, is referred to as decision-making (Bogler, 2005).

Teachers must be sincere in their participation in decision-making in order for it to be effective, and they must be confident that their judgments have real-world consequences. Training refers to a teacher's belief that their school gives them with opportunity to “grow and develop professionally”, to continue learning, and to broaden their skills while on the job (Kelly, Kelly & Melograno, 2004). Teachers' autonomy relates to their perception of having control over many parts of their employment, such as textbooks and lesson planning (Ball & Cohen, 1996). As a result, teacher empowerment is seen as a critical component affecting school performance (Marks & Louis, 1997).

The Human Capital Theory, proposed by Ehrenberg and Smith (2017) and expanded extensively by Gary S. Becker in his work on the “economics of employer-provided training”, serves as the foundation for this research (1962, 1964). The human capital theory is significant to this study since it considers an employee's resource as the knowledge, skills, competences, experience, and attitudes that enable the employee to achieve its objectives (Lepak & Snell, 2002). As a result, according to Hanushek (2009), teacher performance and results can be regarded a return on the school's investment in teacher empowerment. According to the human capital theory, investing in teachers is a good idea since schools' most valuable asset is their human resource base, and they (schools) reap what they sow in terms of strong school performance.

People who work in schools, like other employees, want their bosses to construct a persuasive case and approach that demonstrates how they have done in precise terms. The importance of situating this study within St. Paul's Senior High School and Minor Seminary is critical, given the school's objective of increasing student production, which might be accomplished by empowering instructors. As a result, the purpose of this research is to look at the effect of employee empowerment on the performance of the staff at St. Paul's Senior High School and Minor Seminary (Disher, 2016).

### **Statement of the Problem**

St. Paul's Senior High School and Minor Seminary, located at Hatsukope - Denu in the Volta region, is one of Ghana's greatest senior high schools. It is a male-only catholic institution. The teaching staff and the non-teaching staff are the two types of personnel at this secondary school. The performance of these personnel is judged in a variety of ways, the most prevalent of which is the use of student performance in final tests, such as the West African Senior School Certificate Education (WASSCE) (District Quality Assurance and Standards Officers report, DQAASO 2010) (Bakare, 2015). Since academics is the core business of schools, it appears on the surface that using student performance as a measure of employee performance, both teachers and support staff, is ideal; however, each school's policies and practices, such as selection, training, and reward systems, determine employee behaviors and competencies (Newmann, King & Rigdon, 1997).

Employee empowerment research has primarily focused on industrialized countries and the commercial sector. Few research on employee empowerment have been conducted in Africa, particularly in Ghana



(Agyemang-Duah, Peprah & Peprah, 2019). Employee empowerment and teacher performance in Mombasa Area investigated the link between District private secondary schools, whereas employee empowerment investigated the link between job satisfaction in commercial banks. Various aspects of school administration have been investigated in Ghana, but none has focused on the relationship between teacher empowerment and secondary school performance in the public sector, despite the fact that schools function in a very different context than non-school organizations (Patrinos & Fasih, 2009).

All of the researches show that teacher empowerment is a strong predictor of teachers' performance. They do not, however, emphasize the magnitude of the links between teacher empowerment and school performance (Marks & Louis, 1999). There have been no studies on employee empowerment in schools, particularly at St. Paul's Senior High School and Minor Seminary. This is the void that this research attempted to fill. As a result of this gap, this study was created to look at the effect of employee empowerment on the staff performance at St. Paul's Senior High School and Minor Seminary (Sirianni & Friedland, 2001).

### **Purpose of the Study**

The main purpose of the study is to examine the effect of employee empowerment on the staff performance of St. Paul's Senior High School and Minor Seminary in the Volta Region of Ghana.

### **Research Objectives**

The specific objectives include;

1. to examine the effect of training of employees on the staff performance of St. Paul's Senior High School and Minor Seminary,

2. to assess the effect of employee involvement in decision making on the staff performance of St. Paul's Senior High School and Minor Seminary and
3. to determine the effect of autonomy of employees on the staff performance of St. Paul's Senior High School and Minor Seminary.

### **Research Hypotheses**

The following research hypotheses were tested to achieve the objectives of the study:

H<sub>1</sub>: Training of employees has a significant effect on staff performance of St. Paul's Senior High School and Minor Seminary.

H<sub>2</sub>: Employee involvement in decision making has a significant effect on staff performance of St. Paul's Senior High School and Minor Seminary.

H<sub>3</sub>: Autonomy of employees has a significant effect on staff performance of St. Paul's Senior High School and Minor Seminary.

### **Significance of the Study**

The findings of this study would be valuable to a large number of people if they are realized. Employee empowerment as a human resource practice in the institutions will be embraced by the school heads at St. Paul's Senior High School and Minor Seminary as a result of the study because empowered employees are contented, motivated, and committed to the organization's values and policies, resulting in improved performance. Based on the findings of this study, the Ghana Education Service and the Ministry of Education, which are the primary employers of teachers in public secondary schools, and its agents at all levels, may consider adopting teacher empowerment as a policy. The study's findings may also serve as a pointer to kinds of empowerment, such as training,

financial engagement, managing authority, and interpersonal relations, that can increase employees' job output and student performance on how they can be empowered to achieve employee performance.

### **Delimitation of the Study**

The study looked at the effect of employee empowerment on employee performance from the employee's perspective. The study's participants are employees at St. Paul's Senior High Institution and Minor Seminary, and it includes a sample of all employees, both teaching and non-teaching, from each area of the school. Only St. Paul's Senior High School and Minor Seminary are included in the evaluation. Employee empowerment was investigated within the school, as well as the effect of employee empowerment on staff performance from the employee's perspective. Participation in decision-making, training, and autonomy are all aspects of teacher empowerment. This research is focused on evaluating employee empowerment and performance at St. Paul's Senior High School and Minor Seminary in Ghana.

### **Limitations of the Study**

This study ran into a number of issues, the most serious of which was acquiring appropriate data for the analysis. In general, disinterest was a serious issue, since some respondents failed to complete the questionnaire. The respondents may not have expressed their true feelings on certain problems about the organization that are considered confidential. Another drawback is that due to the quantitative structure of the study, respondents may not be able to express themselves fully. As a result, while this method provides more objective responses to the study's difficulties, respondents were required to reply to questions by selecting from a list of possibilities. They don't have

enough room to express themselves in this scenario. Finally, though the study looked into employee empowerment and its effect on organizational performance, it only included a small number of participants for the purpose of generalisation.

### **Organisation of the Study**

The study was organized into five main chapters; Chapter one introduced the concept and background of the study, problem statement, the objectives of the study, the research questions of the study, significance of the study and the organization of the study as well as profile of the organization under study. Chapter two explained the literature review of the study. This chapter took into details theories that pertained to the field of the study and as such discussed various existing work or materials related to the study. Chapter three built upon the methodology. The methodology of the study explained the research approach and design, population and sample size of the study, instrumentation, and data collection technique and procedures and data analyses. Data Analysis and Representation of data for this research, a summary of findings, was discussed in chapter four. Chapter five gave brief recommendations on what can be done about the problem.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

A review of the literature on the effect of employee empowerment on employee performance will be presented in this section. The theories that explore issues linked to employee empowerment and staff performance, as well as the effect of employee empowerment on employee performance and empirical studies on the effect of employee empowerment on employee performance in a company, will be the key topics of focus.

#### Theoretical Review

Theoretical models are a corpus of knowledge aimed at observing, comprehending, and explaining concepts (Shulman, 1987). The theory, according to (Scott & Lyman, 1968), is an idea that may account for or explain specific phenomena or events.

#### The Human Capital Theory

The Human Capital Theory, proposed by Hewlett, (2002) and expanded extensively by Gary Becker in his work on the economics of employer-provided training, serves as the foundation for this research (1962, 1964). Human capital is defined as the knowledge, skills, and capabilities of persons that have economic worth to a company (Dash & Agrawal, 2012). Human capital is defined by the Organisation for Economic Cooperation and Development (OECD) as the knowledge, skills, abilities, and traits embodied in persons that enable the production of personal, societal, and economic well-being (Marimuthu, Arokiasamy & Ismail, 2009).

It is knowledge that is required and acquired by employees and improves their capacities in performing economic value-added tasks. Becker compares human capital to physical production assets such as factories and machines (Neagu, Lazar, Teodoru & Macarie, 2016). As a result, he claims that investments in people can be made through education and empowerment, and that the investment's productivity is effected in part by the rate of return on investment. According to Snell and Dean (1992), Becker's human capital theory has proven to be effective and is still the most widely utilized theory for valuing human capital investments from both a person and a firm's standpoint.

The human capital theory is essential to this research since it defines an employee's resource as the knowledge, skills, competences, experience, and attitudes that an employee possesses to help the organization achieve its objectives. Employee empowerment is the only way to acquire these abilities, capabilities, and knowledge, among other things (Rauch, Frese & Utsch, 2005). Organizations will improve their human capital foundation through empowerment, resulting in greater job performance. People are worth investing in as a sort of capital, according to the theory (Adelakun, 2011). As a result, according to (Empowerment, 2018), employee performance and results can be considered a return on investment in empowerment.

The idea of investing in employees has acquired a lot of traction because to the human capital theory, which states that an organization's greatest asset is its human resource base, and that they (organizations) reap what they sow in terms of high job performance (Dollar, Hallward-Driemeier & Mengistae, 2005). Organizations that want to surpass their competition can only do it if they



have employees with the necessary skills, knowledge, and competencies. This can be accomplished by investing in empowerment (Day, 1994).

### **Conceptual Review**

A conceptual review is a synthesis of literature by a researcher on how to explain a phenomenon. Given his prior knowledge of other researchers' points of view and his observations about research, it maps out the actions required during the course of the study (Regoniel, 2015). In other words, the conceptual framework is the researcher's understanding of the relationships between the variables in his investigation. As a result, it specifies the variables that must be included in the research study (Venkatraman, 1989). It serves as the researcher's "road plan" for carrying out the investigation. Employee empowerment and organizational performance are the study's main variables (Bakar, 2013).

### **Concept of Employee Performance**

Organizational managers have always been concerned about employee performance (Osabiya, 2015). Similarly, employee performance is a fundamental edifice of a company; as a result, companies in order for them to thrive must scrutinize aspects that lay the foundation for outstanding performance (Armstrong, 2009). According to Wu and Lee (2011) in a study titled The effects of internal marketing, job satisfaction, and service attitude on job performance among high-tech workers, job performance is defined as workers' total performance in meeting the expected worth and completing tasks within the procedure and time constraints of the organization.

In a similar vein, Harvie and De Angelis, (2009) describe job performance as the benchmark for promotions, redundancy, incentives, punishments, reviews, and wage modifications. It also meets the demands of

employees to become more self-aware. Employee performance, according to Ahmad and Khurram (2011), reflects individuals' wide belief in their own behavior and contributions to the organization's success. According to Ahmad and Shahzad (2011), apparent employee performance encapsulates the employee's entire belief in their conduct and contributions to the organization's success, and they go on to say that, reward practices, performance evaluation, and promotion practices are all determinants of employee performance.

Similarly, Sarker, Sultana and Prodhan (2017) defines employee performance as a pointer of financial or other outcome of the employee that has a direct link with the organization's performance and accomplishment, and further revealed that working atmosphere, leadership, team and co-worker relationships, training and career development, reward program, guidelines and procedures, and workstation wellbeing are all factors that affect employee performance. However, Gruman and Saks (2011) argued that employee performance can be enhanced or improved through training and development in order to discover dominant viewpoints of organizational configuration and employee engagement in order to understand the reasons associated with enhancing individual performance.

Furthermore, Jurewicz (2004) advocated for employee performance measures such as core task performance, which includes in-role performance, safety performance, and creativity, citizenship performance, which is divided into both target-specific and general organizational citizenship behaviors, and counterproductive performance, which includes general counterproductive work behavior. As a result, employee performance communicates about innovation performance and overall firm performance in such a way that a



successful effort of fulfilled, inspired, and dedicated human resources produces creative ideas for new products or services and directly improves quality performance, operational performance, and client satisfaction (Mazzei, Flynn & Haynie, 2016). Although there are some persistent debates about the benefits and drawbacks of such developments, effective employee performance monitoring becomes necessary (McEvily & Chakravarthy, 2002).

### **Employee Performance Measures**

According to Inuwa, (2016), an employee's apparent performance communicates the employee's full philosophy in regards to the activities and input to the attainment of the organization's objectives and mission. They went on to say that, the barometer for a worker's performance is compensation practices, performance evaluation practices, and employee promotion procedures. Yukl and Latham (1978) also noted that an employee's performance is a measure or indication of the employee's monetary or other result, which has an absolute relationship with the organization's performance and achievement. EYANUKU, (2021) also states that the employee in which employees accomplish tasks and other schedules, relationships with bosses, co-employee and team relationships, compensation procedures, and employee engagement are all determining variables for performance.

Employee performance, on the other hand, can be measured through ongoing training and improvement, according to Alagaraja1 and Shuck (2015). To add to it, Arnolodo (2003) define employee performance as core job performance, which encompasses in-role performance, security performance, and inventiveness, followed by citizenship performance, which is divided into both target-specific and broad organizational citizenship. However, in this

study, the dimensions for assessing employee performance presented by Kariuki and Kiambati (2017) were adopted, which used output as the measure of change in employee performance from these concepts: training, involvement in decision-making, and job autonomy.

### **Concept of Employee Empowerment**

The phrase empowerment has become overused in a variety of fields, including psychology, social work, women's emancipation, politics, education, law, and employment (Stacki & Monkman, 2003). The word's definition became muddled as it expanded into new areas and realms of application (Von Bertalanffy, 1973). Due to the lack of a universally accepted definition and explanation, different interpretations of the term empowerment can be found depending on the context: some define it as "an alternative strategy to the traditional way of promoting development," others as "the ability to make decisions in questions that affect a person's life," and still others simply as a change in the psyche (Baumgartner, 2014).

Empowerment is the process through which an organization or firm can increase and strengthen employee emotions of self-efficacy (Ardabili, 2020). This is usually accomplished by identifying and eliminating factors that foster powerlessness through official and informal organizational practices. They go on to say that empowerment increases employee self-efficacy and pushes people to achieve their objectives. Empowerment is one of the most important measures to ensure that employees are able to properly utilize organizational resources and achieve the desired results.

According to Greasley, Bryman, Dainty, Price, Naismith and Soetanto, (2008), the major performance of empowerment is to redistribute power

between management and employees in most circumstances through increased employee authority, responsibility, and effect. In making work-related decisions, managers in modern businesses pursuing performance improvement often favor empowering individuals to managerial control (Sahoo, Behera & Tripathy, 2010). Employees will often feel empowered if they believe they have the ability to deal well with the events, situations, or people they are confronted with (Conger, 1989).

An employee sees that the job and individual performance have a positive and crucial effect on the organization because of a meaningful job, acquiring confidence to accomplish the task, and having a degree of autonomy in decision-making (Yang & Choi, 2009). Job autonomy is thought to have a significant and beneficial performance with organizational performance. Employee empowerment replicates a favorable relationship between employee engagement and job satisfaction, motivation and performance, individual performance and corporate success (Ismail, Iqbal & Nasr, 2019). (Angela & Cheater, (1999) claims that the notion is extensively employed in society for a variety of ideas. She claims that empowerment appears to be a process of enabling, revealing, or imparting power transfer from one individual or group to another in her examination. This could mean that someone gains the ability to make a decision that previously belonged to someone else.

Spreitzer and Doneson (2005) define the notion with an emphasis on people, expanding on Rodwell's (1996) definition by stating that empowering methods allow employees to choose how they will deal with a problem on their own. Apart from numerous definitions, the concept of empowerment is also divided in literature in many ways (Benito Sánchez & Manzananas Calvo, 2016).

During interviews with a company that had begun an empowerment program, Quinn and Spreitzer (1999) identified two quite different opinions on empowerment. The researchers propose two approaches: a mechanistic approach, which refers to a top-down process in which empowerment is seen as a process of risk-taking and personal growth, and an organic approach, which implies a bottom-up process in which empowerment is seen as a process of risk-taking and personal growth (Dhillon, 2008).

### **Employee Empowerment Determinants**

Spreitzer, (1995) examine three viewpoints on empowerment employed by contemporary management researchers and practitioners. To begin, the social structural viewpoint highlights the significance of moving away from organizational policies and structures that breed powerlessness and toward behaviors that promote high involvement. Second, the psychological view refers to a set of psychological requirements that individuals must meet in order to feel in charge of their own fate, and third, the critical view contends that feeling empowered is not the same as being powerful (Scott & Myers, 2010). Considering these varied viewpoints, it appears that empowering people is partly about implementation and facilitation, and partly about raising awareness and giving people time to adjust. Declaring someone's empowerment is not the same as feeling empowered (Blanchard, Carlos, & Randolph, 1999).

### **Employee Motivation**

Motivation is a well-studied topic with roots in a variety of academic fields such as education, sociology, psychology, economics, and political science (Lent, Brown & Hackett, 2002). Motivation is the psychological forces that guide a person's level of effort and perseverance in the face of adversity

(Nadim, Chaudhry, Kalyar & Riaz, 2012). In 2006, Sébastien Castaing (2016) conducted a research titled "The Effects of Psychological Contract Fulfillment and Public Service Motivation on Employee Performance in the French Civil Service" on 754 civil officials in France. The findings revealed that organizational commitment in French public administration is explained by public service motivation. Arun Kumar conducted an empirical study in India in 2013 called "Relationship between Employee Motivation, Satisfaction, and Employee Performance," which found a positive association between overall motivation and employee performance.

### **Compensation**

Compensation is a systematic technique to providing individuals with monetary value in exchange for labor they have completed. It is the advantage received by an individual in the form of compensation, wages, and rewards in order to improve his or her performance (Mohrman, Mohrman & Odden, 1996). ALDamoe, Yazam, & Ahmid, (2012) a study in 2006 called The effect of retention determinants on organizational performance: an investigation of high-tech employees. It was discovered that, Employee compensation has a positive relationship with company performance (Candradewi & Dewi, 2019).

### **Delegation**

Employee empowerment is linked to internal commitment and managers who want to obtain employee commitment must empower their staff (Laschinger, Finegan & Shamian, 2002). Yahaya and Ebrahim, (2016) endorse this idea, arguing that delegating responsibility increases commitment and improves individual and organizational commitment. Employee empowerment is linked to job satisfaction and organizational commitment (Humborstad &

Perry, 2011). This is in line with the findings of Boxall and Macky (2009), who claim that empowered employees are more dedicated to the company. Similarly, (Appelbaum, Hébert & Leroux, 2019) argue that in organizational behavior, empowerment is linked to decentralization in decision-making, which increases employees' authority over their tasks, prompting emotive response like dedication.

### **Training**

Training has long been acknowledged as one of the most important responsibilities within HRM, and academic authors have given it a lot of thought (Watson, 2004). This has resulted in a wide range of training definitions. Gordon (1992) describes training as "the planned and systematic alteration of behavior through learning events, activities, and programs that result in participants attaining the levels of knowledge, skills, competencies, and abilities necessary to carry out their task effectively (Nassazi, 2013). It is worth emphasizing that, as academics continue their work in the field of training research, they are also continuing to form ideas about its importance (Gupta & Ferguson, 1977).

According to several of these studies, the acknowledgment of the importance of training in recent years has been greatly effected by the intensification of competition and the comparative success of firms that place a strong emphasis on employee growth (Latukha, 2018). In addition to the foregoing, Sal and Raja (2016) state that technological advancements and organizational change have gradually led some employers to recognize that their success is dependent on their employees' skills and abilities, necessitating a significant and ongoing investment in training and development.



## Employee Involvement in Decision Making

Employee participation in decision-making, also known as participatory decision-making (PDM), refers to shared decision-making between employers and employees in the workplace (Scott-Ladd & Chan, 2004). Wood (1985) as “joint decision-making” between managers and subordinates describe it. According to Sefton, (1999), it is a unique type of delegation in which the subordinate gains superior power and more flexibility of choice in terms of associating the management-worker communication gap. It refers to the extent of employee involvement in a company's strategic planning efforts. Employee involvement might be great or minimal in a company.

All types of employees are involved in the planning procedure when there is a high level of engagement or involvement (deep employee involvement in decision-making) (Ezeanolue & Ezeanyim, 2020). A low level of participation or involvement (shallow employee involvement in decision-making) on the other hand, implies a very limited planning process that solely engages senior management (Pasmore & Fagans, 1992). Deep employee involvement in decision-making allows lower-level employees to have an effect on the planning process. These are the people who are closest to the client and can ensure that new products and services are well received, which is an important part of the entrepreneurial process (Addai, 2013). This means that employee participation or involvement in the planning process surrounding potential inventions may make it easier for the organization to recognize opportunities (Bradley & McDonald, 2011).

The belief that organizational results are determined at the top, and that effective cultures emerge from the top, has a tendency to overlook the effect and

contributions or inputs of people at lower levels (Shamir & Howell, 2018). As a result, the importance of employee involvement or participation in decision-making is overlooked or overlooked (Oyaro, 2016).

### **Job Autonomy**

Many firms adopt Hackman and Oldham's work design theory because it is considered as a foundation for management techniques that lead to better motivation, greater work performance, and enhanced employee satisfaction, as well as lower absenteeism and higher organizational performance. Autonomy is one of a number of essential job design features that have been used by a variety of scholars (Michie & West, 2004). Job autonomy is defined as the degree to which a job provides significant freedom, indicating that the individual has a free hand and option in setting up the work and establishing the means to realize or fulfill the duties (Bakker, Tims & Derks, 2012).

It can also be defined as the option and freedom inherent in the job to do a variety of duties (Singh, 1998). Because autonomy and control are sometimes misunderstood, it is important to know the difference. Control entails molding projects and tasks, working methods, and working conditions, whereas autonomy entails making autonomous decisions based on continual observation and interaction with the supervisor (Barnes, Chen & Hill, 2017). In other terms, autonomy refers to a higher level of approval or endorsement of one's conduct (Deci & Ryan, 1987). Professionals can be successful if they are well equipped and have the capacity to compete in their field; they must employ a body of knowledge to support their work, and they must have the autonomy to make judgments in their field (Elmore, 2002).



Autonomy entails being concerned about and responsible for the task's outcomes, which leads to improvements in job efficiency and intrinsic motivation (Dickinson, 1995). Autonomy has an effect on work techniques, work rate, and objective setting, according to Chung (1977) (Pearson & Chong, 1997). Individuals who have autonomy have the freedom to set their own pace at work, as well as to control work processes and evaluation systems. Autonomy and independence are not synonymous, as autonomous employees may rely on interpersonal communication to fulfill interdependent responsibilities and responsibilities (Brey, 1999). Because employees believe and consider themselves skillful, imaginative, or creative in doing or attaining their jobs, job autonomy leads to higher employee performance (Appelbaum, Bailey, Berg, Kalleberg & Bailey, 2000).

Individuals who have a high level of job autonomy are less affected by situational conditions than those who have a low level of autonomy (Tsai, Kunter, Lüdtke, Trautwein & Ryan, 2008). According to the work-role transitions hypothesis, independent workers can choose the means and ends of their job, as well as the timing of processes (Van Solinge & Henkens, 2007). Hayes, Bonner & Douglas, (2015) describe autonomy as the degree of job-related independence, initiative, and freedom that is either permitted or demanded in daily work tasks. Employee satisfaction has been consistently related to autonomy as a good element (Parker, 2019).

Neuman, Edwards, and Raju (1989); Hackman & Oldham, 1980; Neuman, Edwards, & Raju, 1998). Many other studies have found that autonomy is an important component of professional development (Hart & Rotem, 1995; Manley, 1995; Gray & Pratt, 1989) and a favorable factor for

employee performance (Hart & Rotem, 1995; Manley, 1995; Gray & Pratt, 1989). (Blegen, 1993; Weissman, Alexander, & Chase, 1980; Finn, 2001). Given the unstructured nature of complex jobs, which demand judgment, decision-making, creativity, and other discretionary behaviors argued that those with discretion and control are better able to resolve problems because they have the freedom and liberty to choose strategies and policies to deal with the situation (Schulhofer, 1988). Researchers have identified two types of job autonomy that can significantly affect job performance: task control and time control. The technique of task being employed and structuring the contents of work on a daily basis are two aspects of task control (Bambra, Egan, Thomas, Petticrew & Whitehead, 2007).

Although work method autonomy has been studied as a favorable aspect time management has gotten far less study and has had mixed results at best. Employee autonomy in work scheduling refers to the degree of control they have over the scheduling, sequencing, or timing of their job activities, such as whether they work from home or go to the office (Kossek, Lautsch & Eaton, 2006). During interviews with a company that had begun an empowerment program, identified two quite different opinions on empowerment (Arnold, Arad, Rhoades & Drasgow, 2000). The researchers propose two approaches: a mechanistic approach, which refers to a top-down process in which empowerment entails delegating decision-making within a set of parameters, and an organic approach, which implies a bottom-up process in which empowerment is viewed as a process from the perspective of employees (Dhillon, 2008).

Wilson and Peel (1991) discovered that training, employee involvement in decision-making, and employee job autonomy all had a positive link with organizational performance, but they did not investigate the effect of these factors on employee performance. As a result, this study will use the factors of training, employee involvement in decision-making, and job autonomy grafted from the organic method of empowerment to investigate how these determinants effect employee performance further (Yeguaah, 2017).

### **Potential Consequences of Empowerment**

According to Lashley (2001), the majority of the assertions about the benefits empowerment may bring to a company are around increased employee performance. The key to competitiveness, performance, and customer and employee satisfaction is employee performance in relation to corporate objectives and customer service (Powell, 1995). When it comes to competitive advantages of service organizations, the author believes that employees' skills and capabilities, as well as their willingness to do their best to contribute to the achievement of organizational objectives, are critical – aspects that are typically enhanced through successful empowerment (du Plessis, 2008).

Employee empowerment offers mutual benefits for both employees and companies. Employees who are empowered are supported in learning on the job; developing a greater performance to task achievement through additional responsibilities and greater self-confidence (Schmitz, 2004); experiencing increased job satisfaction through the ability to use their full potential; being valued by the organization and more involved in decision making (Markos & Sridevi, 2010). More benefits, such as staff becoming more excited about their

jobs and customers can detect creating positive attitudes that (Bakker & Schaufeli, 2008).

Employees are more content with their work when they are performing meaningful tasks for which they are accountable, which leads to a greater sense of ownership and self-efficacy. Another key benefit of empowerment, according to them, is the staff' capacity to respond quickly to particular consumer needs and change the service accordingly. As a result, staff have the potential to please customers (Kim & Beehr, 2017). Empowerment can change an unhappy consumer into a satisfied one, especially in the case of service failure. All of these benefits are beneficial to both employees and companies (Sparks, Bradley & Callan, 1997). Employers who empower their staff achieve overall improved business performance through higher performance in serving consumer demands and wants, as well as increased ability to compete in the industry (Ripley & Ripley, 1992).

Those advantages are gained by incorporating front-line employees' experiences and expertise into decision-making; by having a more knowledgeable, focused, and devoted workforce; and by improving customer service quality and productivity through lower labor turnover (Vidal, 2007). Furthermore, the company can use its employees' experience and knowledge to develop new services and improve service quality, resulting in increased customer loyalty and positive word-of-mouth (Jeong & Jang, 2011). Furthermore, empowered employees are emotionally “bound” to the corporation because they have a sense of belonging and excitement about their job (Naicker, 2008).

## Empirical Review

The empirical review was in accordance with the study's specific objectives. This encapsulates the effect of training on employee performance, as well as the effect of employee involvement in decision-making and employee autonomy on employee performance (Parker & Turner, 2002). 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. The study's findings revealed that training had significant effects on individual, team, and organizational performance (Ocen, Francis & Angundaru, 2017).

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 favorable effect on staff performance (Otuko, Chege & Douglas, 2013).

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

organization under investigation. Second, the findings demonstrated that training is a method used by organizations to improve employee performance. It was also discovered that workers' productivity is low due to a lack of training (Humborstad & Perry, 2011).

At Jordanian universities, (Nusair, Ababneh & Bae, 2012) investigated training and its effects on employees. The study's objective was to look at the attitudes of administrative officials and employees at Jordan's Yarmouk University about the training courses available to them, as well as the effects of training on their job performance. Questionnaires were used to collect data, and the study included 40 administrative personnel from the University. The study discovered that training courses are moderately related to employee training demands. Training appears to have a favorable effect on employee work performance, according to the findings (Burke & Baldwin, 1999).

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). Employees are also motivated by training, and training and development leads to improved performance, according to the study (Kum, Cowden & Karodia, 2014).

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. The findings of the hypothesis analysis revealed that training strategies had a statistical effect on employee performance at the level (0.05) (UZAN, 2020).

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. Swimming training before competitions showed a higher potential to improve performance in such competitive circumstances, according to the study (Chalmers, Esterman, Eston, Bowering & Norton, 2014).

Ryu, (2006) investigated the size of PT's effect on performance in sports and other high-pressure environments. Using the stratified sample methodology, the study collected data from 394 respondents using questionnaires. The findings revealed that coaches and instructors should develop high-pressure training conditions, which were recognized as the most important factor in improving sports performance (Douglas, Falcão & Bloom, 2018). In reality, a number of research, (Kelidbari, Fadaei & Ebrahimi, 2016) have found that training has a favorable effect on employee performance.

According to Harrison et al. (2011), training improves employee performance, which leads to improved organizational performance and the achievement of stated organizational objectives. Individual and organizational performance are both improved as a result of training, according to Kim and Brymer (2011).

Employee performance is positively affected by the growth of personal knowledge, skills, ability, competences, and behavior, which benefits both the employee and the organization (Dong, Bartol, Zhang & Li, 2017).

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 organizational structure and external actors affected them (Lockwood, (2007).

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 organizational performance (Wood, Van Veldhoven, Croon & de Menezes, (2012).

Geuna and Rossi (2011) looked at the effect of representative employee participation on company performance. They compared four neighboring 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 organizational success (Wanberg, Welsh & Hezlett, 2003).

The relationship between employee participation in decision-making, problem-solving, and perceived organizational performance. The study examined the concept of employee engagement by placing it in the context of a national culture (Scott-Ladd & Marshall, 2004). Employee participation was found to be positively connected to perceived organizational 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 organizational performance (Sofijanovna & Zabijakin-Chatleska, 2013).

The effect of employee engagement in decision-making on academic staffs' organizational 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 organizational performance (Wainaina, Iravo & Waititu, 2014).

Sendawula, Nakyejwe Kimuli, Bananuka and Najjemba Muganga, (2018) investigated how direct employee engagement techniques in the workplace affect organizational 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).

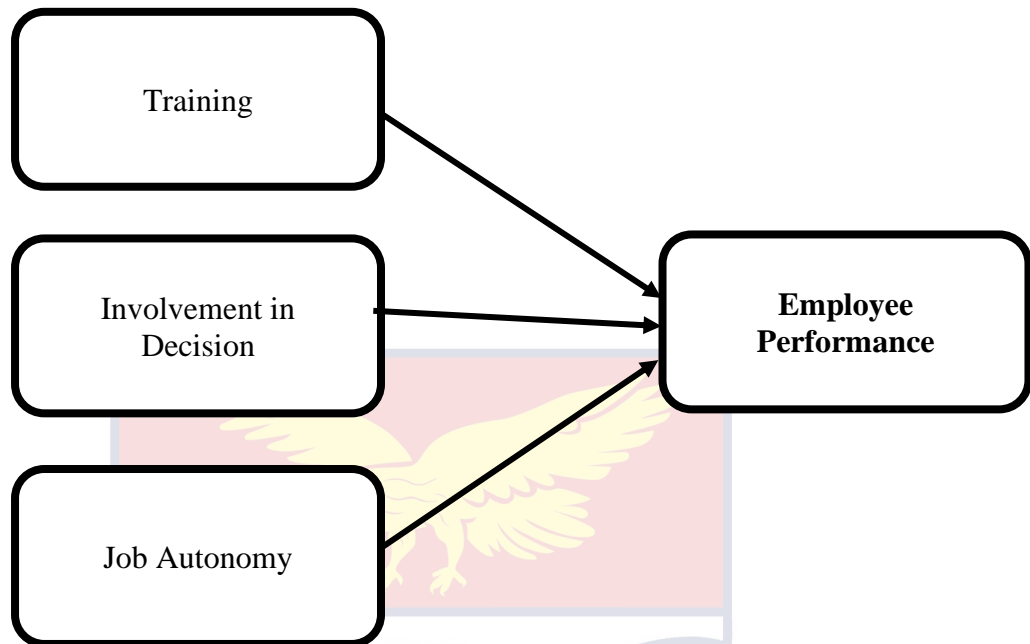
### **Conceptual Framework**

The conceptual framework is based on the theoretical underpinnings of Human Capital Theory and empirical literature knowledge gaps. The study is based on the direct effect of employee empowerment on employee performance, as shown in the schematic picture (Behl, Dutta Lessmann, Dwivedi & Kar, 2019). Employee empowerment, according to theoretical and empirical literature, has a positive effect on employee performance through training, employee involvement in decision-making, and employee autonomy (Yang & Choi, 2009). The effect of the independent variables on the dependent variable is depicted in Figure 1:

### Independent Variables

#### Employee Empowerment

#### Dependent Variable



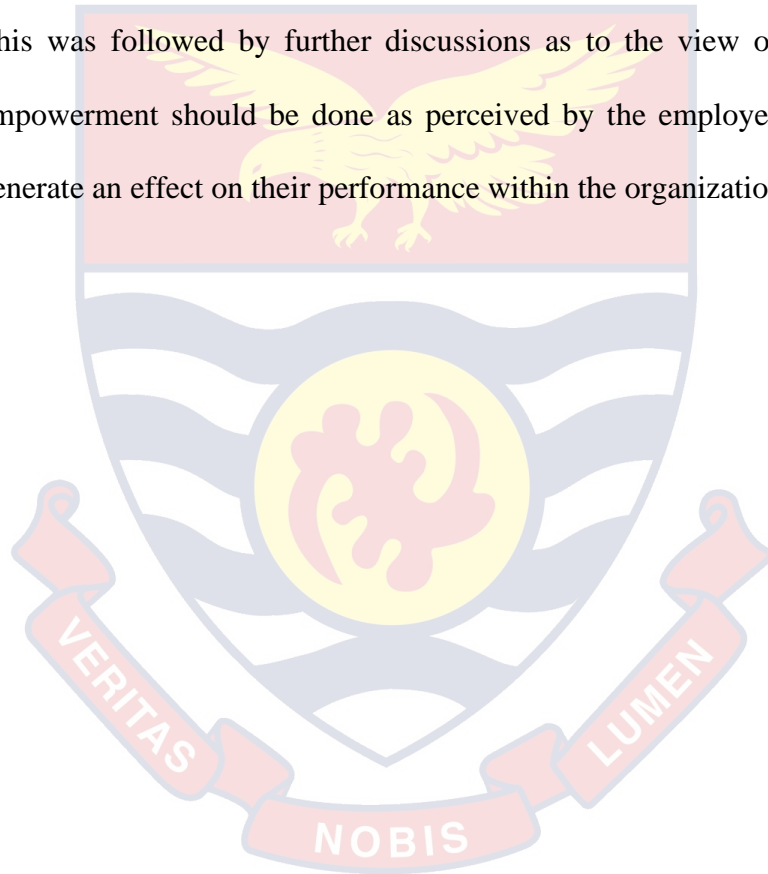
*Figure 1: Conceptual Framework of Employee Empowerment on Employee Performance*

Source: Author's Construct (2020)

In the context of this study, employee empowerment has the potential to effect employee performance. Training, involvement in decision-making, and job autonomy are all factors to consider when it comes to employee empowerment. As a result, high-performing organizations have a culture that supports employee achievement by empowering them. Employees are thus more willing to participate in decision-making, training, and problem-solving activities, resulting in improved employee performance (Albayrak & Erensal, 2004). Encourage a more current style of empowered management to improve employee performance and happiness while also lowering workers compensation costs (Benavides & David, 2010).

## Chapter Summary

This chapter has served as the foundation for the development of the study. It focused on the literature review and from the view it has become obvious that employees view of how their empowerment should be done to necessitate employee performance within the organisation is essential. This could be ascertained by the review of relevant literature on employee empowerment and employee performance from the perspective of management. This was followed by further discussions as to the view of how employee empowerment should be done as perceived by the employees themselves to generate an effect on their performance within the organization.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The purpose of this study is to examine the effect of employee empowerment on employee performance. This chapter deals with the methodological approach, which is used for the study. It covers the research design, the background of the study area, the population, the sampling procedure, the data collection instruments, the data collection procedures, the data processing and analysis and as well provides a summary of the chapter.

#### Research Approach

There are three types of research approaches, qualitative, quantitative, and mixed methodologies (Williams, 2007). The epistemological grounding of a quantitative theme, is that there are definable and quantifiable social realities. As a result, the study will take a quantitative approach depending on the nature of the study purpose, specific objectives, and the nature of the primary data to be collected and analyzed (Levy, 2006). The quantitative approach entails collecting numerical data and analyzing it using mathematically based approaches to explain occurrences (in particular statistics) (Singer, Willett & Willett, 2003).

#### Research Design

According to Creswell and Creswell (2017), employing or adopting a research approach for a study influences the choice of appropriate research design. For the quantitative approach adopted for the study, an appropriate research design to adopt is the explanatory research design (Creswell and Creswell, 2017). This is because the explanatory design provides a better

understanding in a given concept to help make objective conclusions (Ghauri *et al.*, 2020). Saunders *et al.* (2020) opined that explanatory design is capable of collecting and analysing sizable amount of data with the use of descriptive and inferential statistical tools. The explanatory research design further permits the use of structured questionnaire for data collection over a given period (Tobi & Kampen, 2018; Ghauri *et al.*, 2020) and the use of statistical tools to analyse the cause and effect relationships among variables (Brace, 2018) thereby making it appropriate to examine the effect of empowerment on staff performance of St. Paul's Senior High School and Minor Seminary

### **Study Area**

The research was carried out at St. Paul's Senior High School and Minor Seminary in Denu, Ghana's Volta Region founded by Rev. Fr. Caffrey founded it in 1958. St. Paul's Senior High School and Minor Seminary, located at Hatsukope - Denu in the Volta region. It is a male-only catholic institution. The school is known by the acronym SPACO, which is taken from its name; nevertheless, the alumni (old students' organization) refer to themselves as Conquerors, which is derived from the school motto of do good and conquer evil (Makis, 2004).

The Seminary is in the Volta area, near Denu. St Paul's Senior High School, a boy-only Roman Catholic Government-assisted school in Hatsukope near Denu in the Volta Region's Ketu South Municipality, is located in the Volta Region's Ketu South Municipality. The Catholic Education Unit runs it, and its patron is His Lordship Most Reverend Anthony Kwame Adanuty. General Science, Visual Arts, General Arts, and Business are among the courses offered at the institution. The school's mission is to view St. Paul's SHS as a school that



develops students who achieve academically, have good moral values, are self-disciplined, and are physically fit to pursue courses that will benefit themselves, their communities, and the country as a whole (Ishii, 2010). The school's mission is to mould students into fully functional citizens of the country by teaching them in accordance with Catholic values of excellence and Ghana Education Service norms and regulations (Kwarteng, 2013).

### **Population**

According to Bloch (1995), the population is the target group for which the researcher is seeking information and forming conclusions. All levels of personnel at St. Paul's Senior High School and Minor Seminary, Denu, Ghana, will be included in the study's population. One hundred and thirty (130) employees were included in the study, with both senior and junior personnel (Wuaku, 2015).

### **Sample and Sampling Procedure**

According to Kalton, (2009), there are numerous ways of determine sample size that might be used. Because of the relatively modest population size, a census will be used in the framework of this study. As a result, a sample size of one hundred and thirty (130) personnel from upper-level management, middle-level management, and lower and other subordinate staff will be used. The benefits of a census include the fact that, while financial considerations make it impractical for huge populations, it is appealing to small ones (e.g., 200 or less) (Kipkirui, 2021). A census removes sampling error and provides information on all members of the population. This implies that all employees have an equal chance to engage. Some employees may still refuse to participate, but at least they will be given the opportunity, and no one will feel left out



(Jensen, 2010). Furthermore, some expenditures, like as the questionnaire and the development of the sampling frame, are “fixed,” meaning they will be the same whether the sample size is 50 or 200, and censuses tend to increase sentiments of security in the correctness of the results (Romano, 1985).

### **Data Collection Instrument**

A questionnaire was used to collect data as part of the study project. In social science research, this is quite valuable (Guthrie, 2010). A questionnaire is a group of questions that has been established for gathering information from respondents (Artino Jr, La Rochelle, Dezee & Gehlbach, 2014). Closed-ended questions were utilized to elicit the information needed to answer the research questions and meet the study's objectives. Closed-ended inquiries will demand the respondent to choose from a collection of options and to consider each option independently of the others. It also used a Likert scale, which is more appropriate when evaluating behavior, attitude, or other phenomena of interest on a continuous scale (Artino Jr, La Rochelle, Dezee & Gehlbach, 2014).

Questionnaires have different advantages over interview techniques. Questionnaires, for example, are less expensive and easier to conduct than personal interviews (Phellas, Bloch & Seale, 2011). According to Newby, Watson & Woodliff, (2003), mailed surveys, for example, are particularly effective at giving information in a short amount of time and at a cheap cost to the researcher.

### **Validity and Reliability**

In research, validity simply refers to how well instruments (questionnaires or planned interview schedules) measure what they are supposed to assess. To put it another way, validity refers to how well the chosen

tool measures the research objectives (Coughlan, Cronin & Ryan, 2007). Several methodologies were used to validate and refine the content of the questionnaire in the context of this study. To ensure face validity, the researcher examined the questionnaires and make any necessary modifications before distributing them to St. Paul's Senior High School and Minor Seminary workers. The necessity of peer review was also crucial.

The content validity of the questionnaire was improved further by having it reviewed by competent specialists in the field before it is distributed to the respondents. All efforts and opinions of experts were taken into account while deciding whether or not to include or exclude particular items from the questionnaire. Many domains and sub-domains were reconstructed with minor language and language changes to improve clarity and ensure that the instrument is completely applicable. In terms of dependability, it can be defined as the degree to which the use of a scale gives consistent results when multiple measurements are taken (Kent, 2007). It is attained when outcomes are maintained at a consistent level despite changes in time and location (Bowling, 2009).

Internal consistency is determined by employing Cronbach's alpha test, which determines the amount to which personal items are inter-correlated and how they correlate with overall scale findings (Pilot & Beck, 2008). In terms of observation, intra-observation reliability (one observation at a separate time) and inter-observation reliability (more than one observer) refer to the same inferences or activities (Pilot & Becker, 2008). In this study, the Cronbach's coefficient alpha ( $\alpha$ ) was utilized to measure the reliability of the questionnaire items. Cronbach's alpha values ranged from 0 to 1. The data collection

instrument Cronbach's alpha was 0.83 which is within the accepted threshold. This means the questionnaire was reliable.

### **Data Collection Procedure**

The department provided a copy of the introductory letter, which was distributed with the questionnaires. The staffs of St. Paul's Senior High School and Minor Seminary were given the questionnaires. The questionnaire was given to each of the study's participants individually by the researcher. This was done to verify that the correspondents received all of the questionnaires that had been sent to them. The questionnaires were delivered and collected in four weeks on average. A total of 100 questionnaires were collected, with a response rate of 77 percent.

### **Data Processing and Analysis**

Data processing processes such as data editing, cleaning, and classification will be carried out. Cleaning data is the process of examining acquired data for omissions and errors and correcting them as soon as possible. The grouping of acquired data into classes or groups with common features is known as data classification. After that, similar data was collated, and further analysis was carried out. Quantitative approaches were used to analyze the tabulated data. The acquired data was analyzed using descriptive statistics, which contained metrics such as measures of central tendency and measures of dispersion. The acquired data were also be analyzed using inferential data analysis techniques such as correlation analysis and regression analysis.

The Product-Moment Correlation Coefficient was used to investigate the effect of training, employee involvement in decision-making, and job autonomy on employee performance, as well as regression analysis to determine

the number of variations in employee performance that can be linked to changes in the degree of effect of training, employee involvement in decision-making, and job autonomy. Other tests that will be performed include an analysis of variance (ANOVA) and a t-test. The effect of training, employee involvement in decision-making, and job autonomy on employee performance was determined using linear regression.

Employee performance was the dependent variable in the model, while independent variables was characteristics of training, employee involvement in decision-making, and work autonomy on employee performance. The relationship between the mean value of a response variable and specific values of the predictor variable is described by a regression equation (Kessler et al., 2004). The statistical relevance of the independent variables on the dependent variables will be tested using regression analysis in this study. The regression equation will be used to analyse the relationship between variables under study was expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where; Y = Employee Performance

$\beta_0$  = the constant or the coefficient of intercept

X1 = Training of employees

X2 = Employee Involvement in Decision making

X3 = Job Autonomy

e = Error term

$\beta_1, \dots, \beta_3$  = Corresponding coefficients for the respective independent variables

The correlation will be used to characterize the degree of association between the dependent and independent variables, in this case, the effect of training, employee participation in decision-making, and job autonomy on employee performance. Tables were used to present the results. The quantitative

information gathered was structured to answer the research questions. The Statistical Package for Social Sciences (SPSS) was used to analyze the data and report the findings. The respondents' responses will be collected and tallied according to the four Likert-Scale (options) included in the questionnaire.

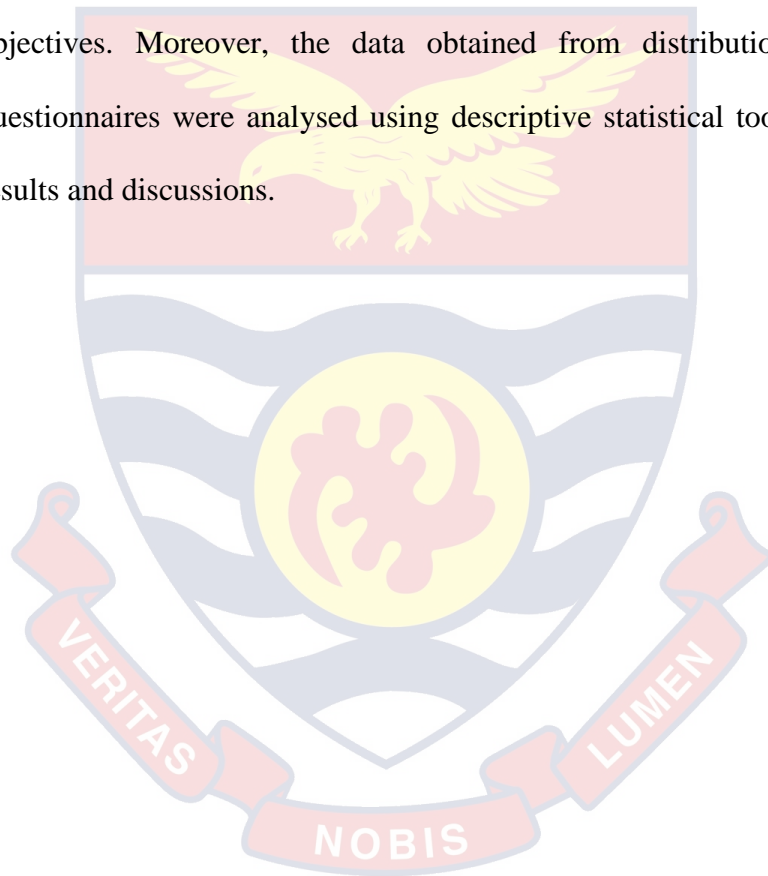
### **Ethical Considerations**

According to Patten and Newhart (2017), as quoted by Bless and Higson-Smith (2000), major ethical considerations must be considered in every research project. These primary ethical difficulties, according to them, include voluntary involvement, right to privacy, anonymity, and information secrecy. As a result, every effort was made to ensure that all of these ethical concerns were addressed. For example, with voluntary participations, each respondent was free to choose whether or not to join in the data collection exercise. Also, by allowing respondents to complete the questionnaires on their own, potential issues of right to privacy were addressed, and ambiguous questions were suitably addressed through their own convenient medium.

Furthermore, respondents were prohibited from submitting detailed information about themselves on the questionnaire, such as names, phone numbers, and personal addresses, in order to maintain their anonymity. Respondents were also promised that their personal information will not be released to the public or used for any other reason than this study. Finally, the study secured data confidentiality by promising participants that any information they supplied would be kept private. They were also given assurances that none of the information they submitted would be used against them or made public. In conclusion, the study confirmed that all main ethical issues were addressed effectively.

## Chapter Summary

This chapter dealt extensively with the research methods employed to achieve the purpose of the study. The chapter generally discussed key elements such as research approach, research design, population, study area, sampling procedure, data collection instrument, data collection procedure, ethical considerations and data processing and analysis. The quantitative approach and descriptive research design were employed due to the study's research objectives. Moreover, the data obtained from distribution of structured questionnaires were analysed using descriptive statistical tools in bid for the results and discussions.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The study's major objective was to look at the effect of employee empowerment on the staff performance at St. Paul's Senior High School and Minor Seminary in Ghana's Volta Region. Specific objectives were created to meet the study's purpose based on the main research purpose. This chapter presents the findings and debates that reflect on the specific objectives mentioned in Chapter one, in accordance with the original research aims and method used. The demographic profile of the respondents is presented in the first part. The descriptive and inferential (correlation) statistics results are presented in the second portion of the chapter in accordance with the study's specific objectives. Finally, each finding is followed by a lengthy discussion.

#### Socio-Demographic Characteristics of Respondents

The study judged it necessary to obtain demographic data from the respondents in order to better understand their demographic traits. Gender, age, degree of education, officer positions in the service, and employees' years of service in the organization were among the demographic features of respondents. Table 1 shows demographic information such as the frequency and percentages of respondents' gender responses. Table 1 shows the results obtained in respect to the respondents' socio-demographic variables.



**Table 1: Background Information of Respondents**

Variable	Frequency	Percentage (%)
<b>Gender</b>		
Male	72	72.0
Female	28	28.0
<b>Age</b>		
21-30 years	10	10.0
31-40 years	30	30.0
41-50 years	53	53.0
51 years and above	7	7.0
<b>Level of Education</b>		
SHS	12	12.0
Diploma	2	2.0
1st Degree	74	74.0
2nd Degree	9	9.0
Professionals	3	3.0
<b>Positions of the Staff in the School</b>		
Senior staff	36	36.0
Junior staff	64	64.0
<b>Employees' Years of Work in the Organisation</b>		
1-5 years	30	30.0
6-10 years	18	18.0
11-15 years	39	39.0
16 years and above	16	13.0
Total	100	100

Source: Field Survey (2020)

Table 1 clearly illustrates that there were more male participants than their female counterparts in this survey. More than half of the respondents (72%) were males while the remaining respondents, (that is 28%) were females. This implies that many males appeared to have been employed in the school. However, with respect to gender inequality in terms of employment in the

country, it is surprising. For example, from the Annual Report of Ghana Statistical Service, (2018) it is generally known that labour force participation rate of females remains lower than that of males. In Ghana, the labour force participation rate of females has often trended below that of men even though females constitute over half of the entire population. In addition, the unemployment rate is estimated to be higher among women than men, whilst at the same time, the share of females in wage employment is also lower than that of males.

According to the age distribution of the respondents, the bulk of them (10) are between the ages of 21 and 30, accounting for 10% of the total. This higher proportion of lower-level employees gives the impression that the company hires people with less experience. Again, the data show that 30 respondents (30%) were between the ages of 31 and 40, meaning that the majority of the service's responders are in their prime years and that the company has a lot of space for future expansion.

In addition, the bulk of respondents (53%) were between the ages of 41 and 50. The youngest employees at the organization were individuals aged 51 and up, who made up about 7% of the total staff. The conclusion is that just tiny fractions of employees are mature and possibly experienced in their roles at the company. According to the table, 12 respondents (12%) had senior high school education in various subjects, while 2 respondents (2%) had diploma education. However, 74 people (or 74 percent) had a first degree, compared to 9 people (or 9 percent) who had a second degree. In the case of professionals, three of them (3 percent) were determined to fall into this category. The study's findings in

the table demonstrate the importance that the organization places on education, as the majority of the institution's employees are educationally gifted.

The table also shows that the majority of respondents, 36, or 36% of the sampled population, worked as senior workers, while 64, or 64% of the population, worked as subordinate officers. This means that the majority of employees are employed as junior officers in the institutions. When it came to how long each employee had been with the organization, the majority had been there for 11 to 15 years. These years have produced 39 (39%) workers, while the years between one and five years have produced 30 (30%) workers. Those who have worked for six to ten years make up 18% of the total, while those who have worked for sixteen years or more make up 13%. (13 percent).

### **The Main Study Objectives' Findings**

This section gives the findings and analyses based on the study's three main questions. The data is analyzed using both descriptive and inferential statistics. The research is descriptive in nature and uses a quantitative method, as stated in the methodology section. The findings and analyses are organized chronologically according to the study's stated objectives.

#### **Objective One: To examine the effect of Training of employees on the Staff Performance of St. Paul's Senior High School and Minor Seminary**

The first objective is to look into the effect of employee training on the bottom line. The initial objective of the study was to see how much training, as an aspect of employee empowerment, effects employee performance. Respondents were given eight statements that depicted some of the actions that were being trained in this study. The independent variable training was measured using a Likert scale of 1-4, with 1 indicating Strongly Disagree, 2

indicating Disagree, 3 indicating Agree, and 4 indicating Strongly Agree. This was done to demonstrate how well trained the school's employees were. The data was converted and regressed against the level of employee performance. Table 2 shows an overview of the training model's effect on employee performance.

**Table 2: Model Summary of Training on Employee Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 <sup>a</sup>	.442	.436	.420

a. Predictors: (Constant), TRAINING  
Source: Field Survey (2020)

The R-Correlation Coefficient and the R-Square Coefficient of Determination are two values of concern in Table 2. The Determination coefficient represents the link between the Independent and Dependent variables. It is the percentage of variation in the dependent variable (Employee Performance) that the regression model can explain. Training as an employee empowerment dimension accounts for about 44.2 percent of the variation in staff performance at St. Paul's Senior High School and Minor Seminary, according to an R Square value of 442; the remaining variation in performance may be due to other factors not captured in this study. The R-value represents the Pearson Correlation coefficient. The R-value of 0.664 demonstrates a strong link between employee performance and training.

Cohen (1992) recommends using the following recommendations to interpret correlation coefficient magnitude:  $r = .10$  to  $.29$  or  $r = -.10$  to  $-.29$  small,  $r = .30$  to  $.49$  or  $r = -.30$  to  $-.49$  medium, and  $r = .50$  to  $1.0$  or  $r = -.50$  to  $-1.0$  large.

As an employee empowerment component, the results show a considerable beneficial association between employee performance and training. Table 3 evaluates the regression model's statistical significance.

**Table 3: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.682	1	13.682	77.472	.000 <sup>b</sup>
	Residual	17.308	98	.177		
	Total	30.990	99			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), TRAINING

Source: Field Survey (2020)

According to Fidell, Tabachnick, Mestre, and Fidell (2013), a statistically significant figure of  $p=.000$  is required for social science research, and a significant level of less than or equal to  $.05$  is required. If this condition is met, the independent variable does an excellent job of explaining the dependent variable's fluctuation.

The  $-value$  in this analysis is substantially below  $.05$  ( $=.000$ ). As a result, the  $R$  and  $R^2$  between Training and Employee Performance are considerable, implying that training has a considerable effect on employee performance. The ANOVA, on the other hand, fails to reveal the magnitude of the effect. The effect of Training's on staff performance at St. Paul's Senior High School and Minor Seminary is seen in Table 4.

**Table 4: Coefficients of Training on Employee Performance**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	.394	.131		3.000	.003
TRAINING	.740	.084	.664	8.802	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Field Survey (2020)

The table-marked coefficients (table 4) in the SPSS output provides information that is helpful in comprehending the regression equation. The numerical value for the first row, labelled (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. The significant value  $p=0.003$  for the constant is less than 0.05, and the significant value  $p=0.000$  for the independent variable is less than 0.05. A significant value of 0.05, according to Pallant (2013), implies that the variable has a significant effect on the dependent variable. As a result, it may be argued that employee performance is influenced by training.

The table also reveals a Beta of .664, which implies a high effect of the independent variable on the dependent, according to Fidell, Tabachnick, Mestre, and Fidell (2013). These findings imply that using training as a component for employee empowerment enhances staff performance at St. Paul's Senior High School and Minor Seminary considerably. 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 Spector (2008), is a major determinant of better employee performance (Herzberg, 1968). Scholars



discovered that the job environment is a stronger predictor of work satisfaction in a new study (Reiner & Zhao, 1999; 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 organization's staff performance (Guest, 2004). Silla et al. (2005) and Ceylan (1998) 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. Ting (1997) and Locke and Kochan (1995) found that employee happiness is positively connected with the task itself. The work itself, according to Robbins et al. (2003), 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 (Robbins, 1993).

According to Brenner (2002), the ability of people within an organization 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 St. Paul's Senior High School and Minor Seminary can lead to improved employee performance.



**Objective Two: To Assess the Effect of Employee Involvement in Decision Making on the Staff Performance of St. Paul’s Senior High School and Minor Seminary**

The study's second objective was to see how employee involvement in decision-making, sometimes known as employee empowerment, affects employee performance at St. Paul's Senior High School and Minor Seminary. The independent variable, employee involvement in decision-making, was scored using a Likert scale of 1 to 4, with 1 indicating Strongly Disagree, 2 indicating Disagree, 3 indicating Agree, and 4 indicating Strongly Agree.

The objective was to see if employee involvement in decision-making and employee empowerment have an effect on employee performance in the workplace. Employee Involvement in Decision Making in the Organization data was gathered on a variety of activities. Employee Involvement in Decision Making propositions were given to respondents in seven different ways. The data was converted and regressed against the level of employee performance. Table 5 summarizes the effect of the Employee Involvement in Decision Making model on employee performance.

**Table 5: Model Summary of Employee Involvement in Decision Making on Employee Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 <sup>a</sup>	.414	.408	.431

a. Predictors: (Constant), EMPLOYEE INVOLVEMENT IN DECISION MAKING  
 Source: Field Survey (2020)

The R-Correlation Coefficient and the R-Square-Coefficient of Determination are shown in Table 5. Employee Involvement in Decision

Making accounts for around 41.4 percent of the variation in staff performance at St. Paul's Senior High School and Minor Seminary, according to the R Square value of .414; the remaining variation in performance may be attributed to additional factors not captured in this study. The R-value represents the Pearson Correlation coefficient. Employee Involvement in Decision Making and Employee Performance have a strong association, with an R-value of 0.643. The findings show a link between St. Paul's Senior High School and Minor Seminary's staff performance and employee involvement in decision-making. Table 6 evaluates the regression model's statistical significance.

**Table 6: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.821	1	12.821	69.155	.000 <sup>b</sup>
	Residual	18.169	98	.185		
	Total	30.990	99			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), EMPLOYEE INVOLVEMENT IN DECISION MAKING

Source: Field Survey (2020)

According to Tabachnick and Fidell (2013), a significant level of less than or equal to .05 is required for social science research, and the findings of the ANOVA from Table 6 reveal a statistically significant number of  $p=.000$ . The  $F$ -value in this analysis is substantially below .05 ( $=.000$ ). As a result, the  $R$  and  $R^2$  between Employee Involvement in Decision Making and Employee Performance can be determined to be considerable. The ANOVA, on the other hand, fails to reveal the magnitude of the effect. The degree of the organizational

effect on the staff performance at St. Paul's Senior High School and Minor Seminary is shown in Table 7.

**Table 7: Coefficients of Employee Involvement in Decision Making on Employee Performance**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	.472	.130		3.637	.000
EMPLOYEE INVOLVEMENT IN DECISION MAKING	.738	.089	.643	8.316	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE  
Source: Field Survey (2020)

The table marked coefficients (table 7) in the SPSS output gives information that is helpful in comprehending the regression equation. The numerical value for the first row, labelled (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. Both the independent variable and the constant have a significant value of  $p=0.000$ , which is less than 0.05. A significant value of 0.05, according to Pallant (2015), implies that the variable has a significant effect on the dependent variable. As a result, it can be stated that employee involvement in decision-making, as well as employee empowerment, has a substantial effect on St. Paul's Senior High School and Minor Seminary's staff performance. The table also reveals a Beta of .643, indicating that the independent variable has a significant effect on the dependent.

Employee Involvement in Decision Making as an employee empowerment component affected employee performance in St. Paul's Senior High School and Minor Seminary, according to the second research objective. Most employees at St. Paul's Senior High School and Minor Seminary 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 St. Paul's Senior High School and Minor Seminary in improving their performance.

According to Sofijanovska and Zabijakin-Chatleska (2013), the association between employee participation in decision-making, problem-solving, and perceived organizational performance in the Republic of Macedonia verifies study findings. Employee participation was found to be positively connected to perceived organizational 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 organizational 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 organizational performance of university academic staff. Finally, Kubaison, Gachunga, and Odhiambo (2014) investigated how direct employee engagement techniques in the workplace affect organizational 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. According

to the findings, there is a link between staff involvement in decision-making and employee performance at St. Paul's Senior High School and Minor Seminary, implying that successful decision-making can lead to improved employee performance.

**Objective Three: Determine the Extent to which Job Autonomy as an Employee Empowerment Dimension Effects Employees' Performance**

The final research objective was to see how work autonomy and employee empowerment affect employee performance. The purpose of the survey was to see how prevalent these work autonomy activities were at St. Paul's Senior High School and Minor Seminary. The data was converted and regressed against the level of performance of the employees. Table 8 summarizes the effects of the Job Autonomy Model on employee performance.

**Table 8: Model Summary of Job autonomy on Employee Performance**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.693 <sup>a</sup>	.480	.475	.405

a. Predictors: (Constant), JOB AUTONOMY  
Source: Field Survey (2020)

Table 8 shows an R Square value of .480, indicating that job autonomy as an employee empowerment dimension accounts for about 48.0 percent of the variation in staff performance at St. Paul's Senior High School and Minor Seminary. The remaining variation in staff performance may be due to other factors not captured in this study.

The Pearson Correlation coefficient is represented by the R-value. The R-value of 0.693 reveals that work autonomy and employee performance have a strong association. Cohen (1988) recommends using the following

recommendations to interpret correlation coefficient magnitude:  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium, and  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  large. Employee performance and work autonomy have a considerable beneficial link, according to the findings. Table 9 evaluates the regression model's statistical significance.

**Table 9: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.888	1	14.888	90.614	.000 <sup>b</sup>
	Residual	16.102	98	.164		
	Total	30.990	99			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), JOB AUTONOMY

Source: Field Survey (2020)

According to Tabachnick and Fidell (2013), a significant level of less than or equal to  $.05$  is required for social science research, and the findings of the ANOVA from Table 9 reveal a statistically significant number of  $p=.000$ . The  $-value$  in this analysis is substantially below  $.05$  ( $=.000$ ). The table illustrates whether the model is statistically significant in interpreting St. Paul's Senior High School and Minor Seminary's staff performance. As a result, the  $R$  and  $R^2$  between Employee Involvement in Decision Making and the St. Paul's Senior High School and Minor Seminary staff's performance are substantial. The degree of the effect of job autonomy on the performance of the staff at St. Paul's Senior High School and Minor Seminary is seen in Table 10.



**Table 10: Coefficients of Job autonomy on Employee Performance**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	.572	.105		5.467	.000
JOB AUTONOMY	.570	.060	.693	9.519	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Field Survey (2020)

Table 10 shows that the significant value  $p=0.000$  for both the independent variable (Job autonomy) and the constant is less than 0.05. A significant value of 0.05, according to Pallant (2015), implies that the variable has a significant effect on the dependent variable. As a result, it is possible to conclude that job autonomy and employee empowerment have a considerable effect on employee performance. Furthermore, the data show a Beta of .693, which is statistically significant because  $p=0.000$  and less than .05. The findings suggest that without work autonomy, it will be impossible to assist employees in the organization. Proper incentive systems promote the creation of support systems in the organization, which has a good effect on the performance of the personnel at St. Paul's Senior High School and Minor Seminary.

The final research objective was to see how much job autonomy, as an aspect of employee empowerment, effects employee performance at St. Paul's Senior High School and Minor Seminary. The majority of employees at St. Paul's Senior High School and Minor Seminary 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 organization. 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 organizations, 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 organizational commitment among private sector workers in Anambra State. Job autonomy boosted employee performance and thereby predicted organizational 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, organizational commitment, and organizational citizenship behavior to develop an integrative model.

Employee performance was favorably correlated with task identification, autonomy, and aggregate work scope, which favorably affected organizational commitment, according to the findings.

In St. Paul's Senior High School and Minor Seminary, job autonomy as a factor of employee empowerment effects staff performance.

### **Chapter Summary**

The chapter has provided an analysis of the data with respect to the key objectives of the study. The chapter began with a provision of key descriptive characteristics to understand the nature of the respondents of this study. The first objective indicated that Training had a positive significant effect on the employee performance of St. Paul's Senior High School and Minor Seminary. The second objective established that Employee Involvement in Decision Making practices at St. Paul's Senior High School and Minor Seminary had a positive effect on employee performance at the organization. The third objective showed that job autonomy as an employee empowerment dimension had a significant effect on employee performance at St. Paul's Senior High School and Minor Seminary.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The conclusions of the investigation and data analysis are summarized in this chapter. It develops conclusions and gives recommendations on how to best preserve and enhance employee empowerment in order to boost the organization's performance. Finally, there is a suggestion for future research.

#### Summary of the Study

The purpose of this study was to determine the effect of employee empowerment on the staffs' performance of St. Paul's Senior High School and Minor Seminary as an institution. There were three main specific objectives, which the study aimed to achieve, and these included:

1. to ascertain the effect of Training as an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary;
2. to establish the effect of employee involvement in decision making as an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary and
3. to determine the effect of job autonomy an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary.

The study was based on the views of 100 employees from the study area. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum and minimum score for each question ranged from 4

to 1 where 4 stands for Strongly Agreed, 3 is Agreed, 2 is Disagreed and 1, Strongly Disagreed.

### **Key Findings**

The results from the survey were analysed with the help of the Statistical Package for the Social Sciences (SPSS 22.0 version) software. The major findings as they related to the specific objectives of the study have been summarized as follows. The first research objective sought to ascertain the extent to which Training as an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary. The results of the regression analysis indicated that there is a significant and strong positive relationship between Training and Employee Performance. The results showed a coefficient of determination of  $R = 0.664$  portraying a large relationship between Training as an employee empowerment dimension and Employee Performance. The significant value showed  $p = 0.003$  for the constant and  $p = 0.000$  for independent variable showed a significant effect on the dependent variable as per Pallant (2013) criterion.

The second objective of the study was to establish the extent to which Mediation as employee involvement in decision making an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary. With this regression analysis was ran to determine the effect, the extent as well as the significance of the effect of Employee involvement in decision making on the staff performance of the organization. The R-value of 0.643 per the regression analysis indicated a strong positive effect of Employee involvement in decision making on employee performance. This was followed by assessing the statistical significance of the

regression model. The  $p$ -value was found to be well below .05 ( $p = .000$ ); followed by a Beta of .643 showing a strong effect of the independent variable on the dependent. On the bases of the analysis, it can be said that Employee Involvement in Decision Making had a strong and significant effect on the staffs' performance at St. Paul's Senior High School and Minor Seminary.

Finally, the last research objective sought to determine the extent to which job autonomy an employee empowerment dimension effects employees' performance of St. Paul's Senior High School and Minor Seminary. The study found out that there was a large relationship between job autonomy and employee performance (R-value of 0.693). The researcher further examined the significant level as well as the magnitude of the effect. The ANOVA indicated a statistically significant figure of  $p=.000$  which is  $<0.05$  and a Beta of .693 providing a justification that the effect of job autonomy on employee performance is significant. It can, therefore, be concluded that job autonomy has a positive and significant effect on the staffs' performance of St. Paul's Senior High School and Minor Seminary.

### **Conclusions**

The purpose of this study was to see how employee empowerment affected the performance of the staff at St. Paul's Senior High School and Minor Seminary as a whole. Employee empowerment dimensions such as Employee Involvement in Decision Making and Job Autonomy were incorporated into training.

The first objective of the study was to see how much training as an employee empowerment feature effects St. Paul's Senior High School and Minor Seminary employees' performance. 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 organization'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 aids in the improvement of the overall working environment.

The study's second objective was to see how employee involvement in decision-making, sometimes known as employee empowerment, affects employees' performance at St. Paul's Senior High School and Minor Seminary. 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 St. Paul's Senior High School and Minor Seminary for a long time and has proven to be an effective employee empowerment strategy in St. Paul's Senior High School and Minor Seminary, according to the findings. In St. Paul's Senior High School and Minor Seminary, an effective Employee Involvement in Decision Making strategy is linked to enhanced staff performance and decreased costs.

The study's final objective was to see how much job autonomy and employee empowerment affect St. Paul's Senior High School and Minor Seminary 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 an effective job autonomy route in place at St. Paul's Senior High School and



Minor Seminary has a direct effect on employee performance at St. Paul's Senior High School and Minor Seminary. This meant that staff at St. Paul's Senior High School and Minor Seminary 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 organization. It is recommended that the management of St. Paul's Senior High School and Minor Seminary 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 St. Paul's Senior High School and Minor Seminary should encourage the use of Training, Employee Involvement in Decision Making and job autonomy as forms of employee empowerment strategy.

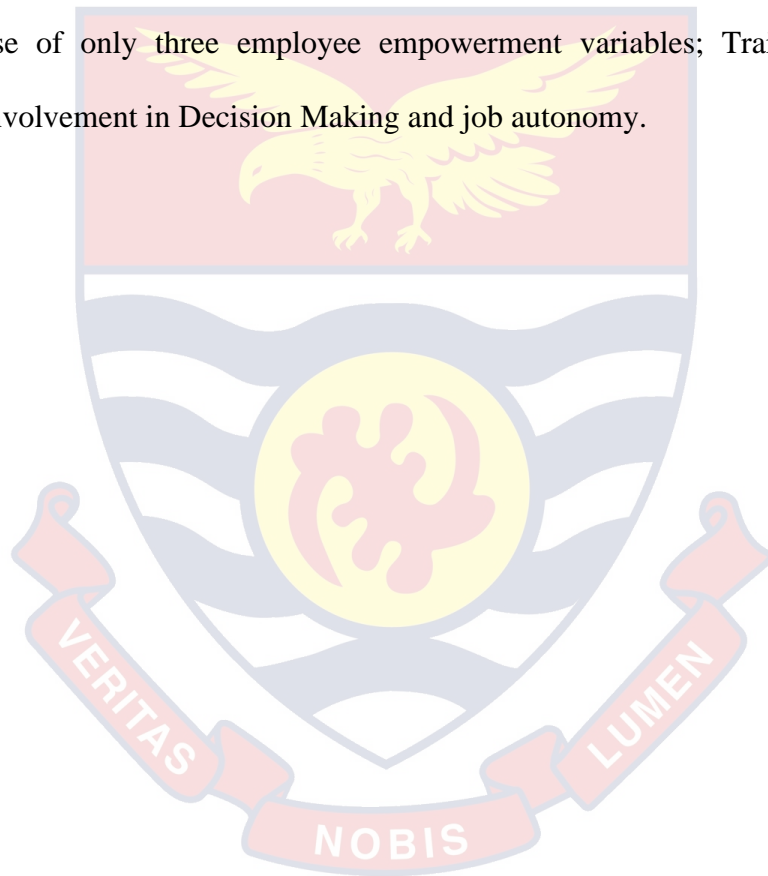
The size of the support should be more than adequate to guarantee success. Sensitivity to a potential decrease in productivity makes it easy to apply different employee empowerment strategies within the organisation. The overall effect is improved organisational performance because employee morale is 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 public educational institution 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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## APPENDICES

### APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
SCHOOL OF BUSINESS  
DEPARTMENT OF MANAGEMENT

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

*Telephone:* 03321 32440/32444 Ext. 219/220

*Direct:* 03321 37870

*Telegrams:* University, Cape Coast

*Telex:* 2552, UCC, GH.



Dear Sir/Madam,

#### INTRODUCTORY LETTER FOR FRANCIS KOFI AMEKUDZI

The bearer of this letter, Francis Kofi AMEKUDZI is an MBA (General Management) student of the School of Business. He is writing his dissertation on “Influence of Employee Empowerment on the Employee Performance of “St. Paul’s Senior High School and Minor Seminary” in the Volta Region of Ghana”. We would be grateful if you could assist him with the filling of the questionnaires and any other information that he may need to complete his work. We appreciate your co-operation.

Yours faithfully,

*Signed*

N. O. O.

HEAD

## APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT

Dear Sir/Madam,

You have been randomly selected as a respondent in the above field survey which is being undertaken as part of an educational research in partial fulfilment of the award of the Master of Business Administration (Management) in the University of Cape Coast. Your cooperation in filling this questionnaire will ensure the success of the study. Please feel free in answering all the questions. The responses will be for academic purposes only and will be treated with utmost confidentiality. Thank you

### SECTION A: SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS

To answer a question tick [] on the space provided where necessary

1. Gender:

a. Male []      b. Female []

2. Educational level

a. SHS []      b. Diploma []      c. 1st Degree []      d. Professional []

e. 2nd Degree []

3. Age :

a. 15-20 []      b. 20-39 []      c. 40-49 []      d. 50-59 []

4. Rank

a. Junior []      b. Senior []

5. Years of Experience

a. 1-5 yrs []      b. 6-10 []      c. 11-15 []      d. 16 and above []

**SECTION B**

Kindly indicate your *level of agreement* with each of the following statements that is set to examine the influence of employee empowerment on employee performance at “St. Paul’s Senior High School and Minor Seminary”, by **ticking** the appropriate number on the scale:

**Key:** SA=Strongly Agree, A=Agree N=Neutral, D=Disagree, SD=Strongly Disagree

Where 5 = **Strongly Agree**, 4 = **Agree**, 3 = **Neutral**, 2 = **Disagree**, 1 = **Strongly Disagree**

**TRAINING**

Items	5	4	3	2	1
1. My training needs were assessed before I attended the training programmes					
2. The training programmes were appropriate to my competency needs					
3. Facilitators for the training programmes were competent and delivered to my expectation.					
4. I am satisfied with the time interval between the various training programmes					
5. I am satisfied with the overall training Programmes					
6. After the training programmes I obey the statutory administrative regulations in performing Departmental duties					
7. Due to the training programmes, Departmental documents I draft contain little or no errors.					
8. My problem-solving skills related to my job have improved due to the training programmes					

**EMPLOYEE INVOLVEMENT**

No	Statements	1	2	3	4	5
1	Management at my workplace directly consult trade union representative on changes in staff levels					
2	The union at my workplace really tries to cooperate with management					
3	The management in my organization consult the trade union on changes in work processes.					
4	Management should cooperate more closely with the union and consult them on redeployment of staff					
5	The union at my workplace fights really hard for pay and condition of work of the Members					
6	I trust the union leadership style to keep their promises to me and other union Members					
7	The leadership of my union has a political agenda that I don't share					
8	I believe my salary is fair for my Responsibility					

### JOB AUTONOMY

No	Statements	1	2	3	4	5
1	The job allows me to make my own decisions about how to schedule my work.					
2	The job allows me to decide on the order in which things are done on the job.					
3	The job allows me to plan how I do my work.					
4	The job gives me a chance to use my personal initiative or judgment in carrying out the work.					
5	The job allows me to make a lot of decisions on my own.					
6	The job provides me with significant autonomy in making decisions					
7	The job allows me to make decisions about what methods I use to complete my work.					
8	The job gives me considerable opportunity for independence and freedom in how I do the work.					



**EMPLOYEE PERFORMANCE**

No	Statements	1	2	3	4	5
1	The reward packages motivate me to be a delight to customers.					
2	I perform my work to the expected standards.					
3	The rewards in my organisation influence me to avoid unnecessary lateness and absenteeism.					
4	I have complete knowledge and understanding of my tasks.					
5	I have the required level of motivation to perform the task with minimum will and efforts.					
6	I can manage my time and allocate resources effectively.					
7	I can make snap judgments with limited information.					
8	I can judge a given work situation and respond to it.					
9	The rewards packages influence me to show loyalty to the company					
10	Resources needed for the proper functioning of the organisation are always available					

*Thank you*