The Relationship between Employee Empowerment, Motivation and Job Satisfaction in Ghana Education Service. A Case Study of Atwima Mponua District in the Ashanti Region

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Abstract

The objective of this study is to assess the relationship between employee empowerment and motivation on job satisfaction in the Ghana Education Service (GES), using Atwima Mponua District in the Ashanti Region as a case. The study adopted primary data which was solicited from two hundred teachers who were conveniently sampled from the Atwima Mponua District of the GES with a structured questionnaire on a five-point Likert Scale. Data collected were analysed quantitatively using both descriptive and inferential statistics with SPSS version 21.

Index terms—employee empowerment, motivation, job satisfaction.

1 I. Introduction

Job satisfaction may be explained as the pleasant feeling an individual has towards a required remunerative responsibility or assignment. According to Alsharah (2014) job satisfaction refers to both the external and internal circumstances/factors that affects employee feelings towards th?r remunerative duties which is influenced by one’s ability to accomplish the tasks required, th? level of communication within an organization, and how management treats ?mploy??’s. Mandan?, ?t al, (2016) posit the factors mentioned above improve and enhance ?mploy??’s performance and productivity in attaining organ?zat?onal goals. In view of this, it becomes imperative for manag?m?nt of organizations to ?nsur? that ?mploy??s ar? provided with both internal and external incentives that will boost th?ir work done as they have a role to play in their d?t?m?nt?n on th? total ?ff?c??ncy , product?v?ty and sustainability of an organization.


2 a) Probl?m Stat?m?nt


of employees that contribute to achieving organizational targets. To these researchers, motivation will encourage the employees of an organization to seriously pursue their line of duties.

3 nhance?ng

Motivation and employee satisfaction is one of the main concerns for management in any organization. However, it should be noted that, despite the limited studies so far examining the effects of motivation and empowerment on employee job satisfaction, there is no such study in the Ghanaian context. Employee job satisfaction in Ghana using the GES as a case. The education industry was selected as a case due to the lack of empirical research on employee empowerment in this sector.

4 b) R?arch Qu?st?ons

The researchers would like to answer the underlisted questions in pursuing the aim of this article.

5 c) Research Objectives

To achieve the overall aim and purpose of the study, at the end of the study, the researchers will achieve the following.

6 III. Methodology a) Sampl? and Sampl?ng T?chn?qu?

A non-probabilistic sampling technique was employed in selecting the respondents. Purposive sampling technique was used to separate the teachers according to their work experiences while convenience sampling was used to select the respondents for the study. Based on the recommendations of Krueger and Morgan (1970) for determining sample size, a total of 200 questionnaires were considered acceptable for the sample size based on the population of the present study. The sample size was determined using Krueger and Morgan (1970) formula: $n = \frac{N}{1 + N(\epsilon^2)}$, where $n = \text{sample size}$, $N = \text{population size}$, and $\epsilon = \text{level of precision or margin of error}$. Based on this formula, a sample of 200 teachers was selected from the possible 321 target population.

A simple regression model was applied to determine the effects of empowerment and motivation on job satisfaction. Regression is a concern with describing and evaluating the relationship between a given variable and one or more other variables. More specifically, regression is an attempt to explain movements in a variable by reference to movements in one or more other variables. Two models were adopted for the study.

IV. Results and Discussion

a) Correlation Analysis

Th? importance of correlation analysis is to ensure that independent variables are not correlated with each other to avoid multicollinearity. Correlation also provides information regarding the linear association between the independent variable and each of the independent variables. Correlation refers to the strength of linear associations between two or more variables (Albright et al., 2011). The results of the correlation analysis (Table 4.2) are represented in Pearson Correlation by calculating the correlation of the variables with each other.

It was found that the variables had a weak to moderate correlation and therefore do not pose any problem of multicollinearity. A comprehensive questionnaire designed to cover the objectives of the problem was used to collect the data. The study made use of quantitative methods to achieve the objectives. It also made use of primary data and hence uses a questionnaire in the collection of data from the respondents. Structured questionnaires were adopted for the study.

97 Mod?l? On?

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8 a) Correlation Analysis

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It was found that the variables have weak to moderate correlation and therefore do not pose any problem of multicollinearity. Interestingly, all the variables access are positively correlated to each other. The analysis also found a significant correlation between employee empowerment and job satisfaction. Also there was a positive correlation between employee empowerment and employee motivation.

10 The Impact of Employee Empowerment on Motivation in the Ghana Education Service

The first objective of the study sought to assess the impact empowering (EMP) teachers in the Ghana Education Service have on their motivation (MOT). This section of the analysis presents results of data estimation on this objective. The results are based on Ordinary Least Square (OLS) estimation technique and are reported on Table 4.3. Evidence from the results indicates that employee empowerment has positive effect on motivation. EMP had a coefficient of 0.082 in the regression model with a p-value of 0.052 at 5% level of significance. The result indicates that all other things remaining constant, an increase in the empowerment of teachers leads to teacher motivation however the magnitude of the impact is minimal.

Enormous organizations are built on the inherent value of their employees as motivated and committed employees almost always allow an organization to grow faster than similar competitive organizations. Motivated and Empowered employees with high levels of commitment are the most important asset for any organization and keeping the employee motivation, and empowerment up is always rewarding to an industry as motivated and committed employees are more productive and higher productivity usually results in higher profits.

Researchers have suggested that employee empowerment and motivation are positively associated with employees’ participation, job satisfaction, organizational commitment, and higher productivity (Iqbal et al., 2013). Swarnalatha and Prasanna (2012) studies on employee empowerment to motivate the employees in health care industry in a private multispeciality organization. Tutar et al. (2011) studied on the effects of employee empowerment on achievement motivation and the contextual performance of employees. The authors have discussed about the perceived employee empowerment on achievement motivation and performance of employees. The study has mentioned that the perceived employee empowerment has a positive impact on the achievement motivation and contextual performance of employees in the organisation.

11 ii. The Link between Motivation and Employee’ Job Satisfaction in the Ghana Education Service

The results are an indication that when teachers are motivated in their work it influences their level of satisfaction in delivering their service and desire to continue servicing in the Ghana Education Service. In the teaching profession, teachers’ performance depends on what they perceive as important to them in their teaching or professional career. These factors are much dear to the hearts of teachers and hence determine their level of satisfaction and will make them happy to put up their best at work.

The finding of the study is consistent with Seniwoliba (2013) who assessed teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana and found that teacher motivation leads to job satisfaction of teacher. Similarly, in the study by Khalid, Salim and Loke (2011) to examine the impacts of rewards and motivation on job satisfaction between public and private water utility organization in Malaysia, the study found that motivation influence employee job satisfaction positively.

12 b) The Relationship between Empowerment and Job Satisfaction of Employees in the Ghana Education Service

The third objective of the study was meant to examine the effect of employee empowerment (EMP) on satisfaction of their job. Employee empowerment (EMP) had a positive effect on job satisfaction. Employee empowerment (EMP) had a positive unstandardised coefficient of 0.284 and a probability of 0.011 at 5 percent significant level. This is an indication that teacher empowerment has a significant impact on satisfaction of their job. The result indicates that all other things being equal, an increase in teacher empowerment will engender their satisfaction in their job by 0.284.

Empowerment has now become an imperative for the organizations, especially for those who want to win external pressures with the help of their workforce support. Until the employees do feel empowered, they are not satisfied with their jobs. The findings were also supported by other previous studies, which confirmed a significant relationship between empowerment and job satisfaction (Hechanova et al., 2006; ??atah et al., 2009; ??elit et al., 2011).
c) Recommendations

Based on the findings, discussions and the conclusions drawn, the following recommendations are submitted:

- Given that

14 d) Conclusions

The first objective of study sought to assess the impact of employee empowerment on motivation in the Ghana Education Service. The analysis revealed that teacher empowerment has positive effect on motivation at 5% level of significance. This is an indication that when teachers are empowered with the necessary skills, knowledge, and logistics it motivates them to deliver better services to the Ghana Education Services and the people of Ghana at large. The second objective of the study examined the link between motivation and employee satisfaction in the Ghana Education Service. This section of the analysis presents results of data estimation on this objective. The results of data processed suggested that employee motivation significantly affect employee satisfaction. Motivation significantly had a positive and significant relationship at 1% level of significance with employee motivation. Evidence from the table suggests that employee motivation has a coefficient of 0.137396 in the regression model with a p-value of 0.0003 at 1% level of significance. The result indicates that all other things remaining constant, an increase in the employee motivation will stimulate 0.137396 increase in the satisfaction of teachers in the Ghana Education service. The results of data processed suggested that employee motivation positively and significantly affect their satisfaction on the job. The results implies that when teachers are motivated either intrinsically or extrinsically it positively impacts their satisfaction. Motivation is particularly useful because, teacher’s performance depends on what they perceive as important to them in their teaching or professional career. These factors are much dear to the hearts of teachers and hence determine their level of satisfaction and will make them happy to put up their best at work. The third objective also examined the relationship between teacher empowerment and job satisfaction in the Ghana Education Service. The results indicated that teacher empowerment had a positive unstandardised coefficient of 0.284 and a probability of 0.011 at 5 percent significant level, an indication of a positive relationship. When teachers are given the necessary empowerment that they need it will boost the satisfaction at work. According to (2013), empowerment and its dimensions, access to information, reward systems, self-determination and competence had a significant positive relationship on job satisfaction.
Figure 3: 1.
2: Correlations Analysis

<table>
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<tr>
<th></th>
<th>MOT</th>
<th>SAT</th>
<th>EMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.131</td>
<td>.131</td>
<td>.080</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.064</td>
<td>.064</td>
<td>.258</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>SAT Pearson Correlation</td>
<td>.131</td>
<td>.038</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td></td>
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</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>EMP Pearson Correlation</td>
<td>.080</td>
<td>.038</td>
<td>1</td>
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<tr>
<td>Sig. (2-tailed)</td>
<td>.258</td>
<td>.593</td>
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Figure 5: Table 4.

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<table>
<thead>
<tr>
<th>Variables</th>
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<th>S. E</th>
<th>T</th>
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<td>Constant</td>
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<td>14.291</td>
<td>.000</td>
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<tr>
<td>EMP</td>
<td>.082</td>
<td>.080</td>
<td>.072</td>
<td>1.135</td>
</tr>
<tr>
<td>F-statistic</td>
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<td>.080</td>
<td>.072</td>
<td>1.135</td>
</tr>
<tr>
<td>R</td>
<td>.380</td>
<td></td>
<td>1.35</td>
<td>.004</td>
</tr>
<tr>
<td>R Square</td>
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<td></td>
<td></td>
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<tr>
<td>Adjusted R Square</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 6: Table 4.3.
in this respect, salary parity analyses could be conducted to ensure that conditions of service of teachers and other sectors of the economy are equitable. If teachers have low self-esteem and feel that they are not respected by communities and society in general, teacher's social status could be enhanced through a two-prong approach: (a) By providing teachers with effective training, decent working conditions and enhanced remuneration; and (b) sensitising all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

The government should re-look, design a single-spin salary structure for all civilian and public servants to ensure that people in different establishments with similar qualifications, knowledge, skills and experience are placed on the same scale to avoid disparity and eliminate the perception of inequity. Any improvement in education should seek the interest of teachers and so part of the GTFUND could be used to improve the lot of teachers to ensure that they remain to give off their best.

Teachers' problems with accommodation and medical allowance need to be addressed since they are critical factors for attraction; and recruitment, postings, transfers and promotions should be based on performance and not seniority. The absence of a mechanism to recognize teachers' achievements is less motivating among them. Therefore an amicable solution should be sorted to address this issue.

Figure 7:


[Ripley and Ripley ()] Empowerment, the cornerstone of quality: Empowering management in innovative organizations in the 1990’s, Decision Management, R Ripley, M Ripley. 1992. 30 p.


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