CATHOLIC UNIVERSITY COLLEGE OF GHANA

THE EFFECTS OF EMPLOYEE EMMPOWERMENT ON EMPLOYEE

PERFORMANCE: A CASE STUDY OF THE GHANA POLICE SERVICE,

GOASO DIVISION/AHR

ANDREWS BOADU-EKUMAH

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BY

ANDREWS BOADU-EKUMAH

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Human Resource Management

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DECLARATION

Candidate's Declaration

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

Candidate's Signature.…………..…………..……. Date …….…………..…….

Name**:** Andrews Boadu-Ekumah

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 Catholic University College of Ghana.

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

Name**:** DR. Mustapha Osman Opoku

ABSTRACT

The study's main goal was to examine the influence of employee empowerment on employee performance in organizations. The descriptive research design with a focus of questionnaire instruments developed around the main variables for the study. The target population for the study included all the 264 officers of Goaso Divisional of the Ghana Police Service. Out of which a sample of 132 officers invited to participate in the study using the stratified sampling technique. Data was analysed using descriptive statistical tools such as mean, standard deviations, frequencies and percentages. Results presentations mainly focused on tables and charts. The level of employee empowerment in the Ghana Police Service showed that the officers have some form of access to opportunity, informal power. The findings further showed that officers' access to information was not much in the service. It was observed that a positive and significant relationship exist between empowerment and employee performance. It was further established that employee empowerment has a significant effect on employee performance with values $\beta=0.727$, $p=0.00$). The results revealed a positive and significant relationship between empowerment and personality traits. The regression results established a significant effect of employee empowerment on performance traits with values $\beta=0.813$, $p=0.00$). The results showed that there is positive and significant relationship between personality traits and employee performance. The findings showed that there is a greater significant and positive relationship between personality traits and employee performance with values $\beta=0.855$, $p=0.00$). In conclusion, the study provided further evidence of the effect of structural empowerment in predicting job performance.

KEYWORDS

Employee

Empowerment

Ghana Police Service

Opportunity

Performance

Personality traits

DEDICATION

To my wife and children as well as Mr. & Mrs. Boadu-Ekumah not forgetting

my younger brother, Joseph Boadu-Ekumah, all of the blessed memory.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

CSE	Core self-evaluation
CWEQ-II	Conditions of Work Effectiveness Questionnaire II
EE	Employee Empowerment
GPS	Ghana Police Service
HRM	Human Resource Management

Background to the Study

The concept of employee empowerment is rapidly gaining momentum in human resource management, psychology and organisational behaviour. Employee empowerment is one of the reflections of modern approach to Human management and the notion of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work schedules (Commey, Sarkodie & Frimpong, 2016). Employee empowerment has widely been recognized as an essential contributor to organizational success with many authors observing a direct relationship between the level of employee empowerment and employee performance (Meyerson & Dewettinck, 2012; Hanaysha, 2016).

Again, it is seen as one of the effective techniques for increasing productivity in employee and optimal use of capacity their individual and group abilities in order to achieve organizational objectives (GanjiNia, Gilaninia & Sharami, 2013), and the empowerment of employees is an approach which has been advocated for managing the service sector (Lockwood, 2007). It is therefore very crucial for the survival and success of an organization, and it gives employees a sense of feelings that they are the core assets to the organizational success, creates commitment and a sense of belonging, builds trust, promotes effective communication, and increases organizational effectiveness and employee wellbeing (Ongori, 2009).

Empowerment is a process in which through development, influence is expanded, and the capabilities of individuals and teams helped to improve, and

performance continuous improvement. Brown and Harvey (2006) define employee empowerment as a process of giving staffs or employees the authority or power to make decisions about their own job. In other words, employee empowerment refers to the delegation of power and responsibility from higher levels in the organizational hierarchy to lower level employees, especially the power to make decisions (Heathfield, 2012).

For an employee to be empowered means having information about the organization's mission and information about performance and clarification of individual role and feedback obtained from manager, subordinates and peers. Reward as a factors is performance-based which are in the form of monetary or non-monetary benefits that an employee receives. Power is concerned with the autonomy, delegation and authority given to the employees and knowledge relates to the idea one has about the work assigned to. These factors are considered an effective tool to increase employee motivation (Yasothai, Jauhar, & Bashawir, 2015).

According to Elnaga and Imran (2013), employee performance can be considered as one of the main winning strategy of any successful business. If an employee is known to have higher levels of empowerment, the employee would attend to a comprehensive range of task and activities (Yasothai et al., 2015). Previous studies in management and public relations (Fombrun et al., 2000; Men, 2011) have it that employee empowerment leads to employee satisfaction, commitment, trust, loyalty, and quality organization-employee relationship. Effective employee communication, which nurtures favorable employee attitudes, contributes to job satisfaction, organizational performance, and achievement of organizational goals (White et al., 2010). It can be viewed as a

set of managerial practices aimed at increasing an employee's autonomy and responsibilities thereby enabling them to discharge their job or tasks more effectively and efficiently. Empowerment can also be viewed as an individual's approach to proactive work orientation, thereby increasing the employee's performance and efficiency.

According to Gill, Flaschner, Shah and Bhutani (2010), leadership is also linked to employee empowerment and involves the process of influencing followers. Leaders play an important role in the attainment of organisational goals by creating a climate that would influence employees' attitudes, motivation, and behaviour (Linjuan, 2010). The role of leadership, at the top of the hierarchy, is consistently rated as the most important human factor in performance management programmes. The quality of encouragement, guidance and support by the managers can never be overstated. Experience persistently demonstrated that without the full endorsement of an organisation's leadership, the output of employees cannot be achieved (Salem, 2003). Other studies such as Mark and Sridev (2010) assert that, employee performance inspires change, increases individual commitment and achievement of organisational goals which is found to be closely linked to organizational performance outcomes and employee empowerment.

A developed, competent and empowered workforce will give a company an edge over its competitors. Studies on empowerment have shown that it has a strong relationship to employee performance in terms of higher productivity, job satisfaction and reduction in staff turnover in organisations especially the service sector and particularly the telecom industry (Commey, Sarkodie & Frimpong, 2016). Nonetheless, research on this topic is still in its infancy. Thus,

although one may reach preliminary conclusions, the main lessons concern issues for future inquiry particularly on how Ghanaian institutions empower their staff to improve productivity and efficiency. Studies on the impact of empowerment on employee performance and its effect on patronage in the security agencies, however, are still lacking in the Ghanaian context. In light of the above discussion of the relationship between employee empowerment and organizational goals through employee performance, there clearly is a need to understand how such relationship exists and has helped a service organization to achieve its organisational goals.

Statement of the Problem

Employee performance is about employees achieving the results, goals or standards as per the expectations set by the organisation. Employees are rated on how well they do their jobs compared to the performance standards set. In short, it is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost, and speed, the initiatives they take, their creativity in solving problems and the resourcefulness in the way they utilise their resources, time and energy (Rothman & Coetzer, 2003). Due to the fast-paced nature of the business environment, empowering employees for higher levels of performance, commitment and involvement is a critical point that must be addressed. Employee empowerment plays an important role in the productivity of employees, every employee of the organisation wants some amount of empowerment to function well.

Empirically, positive relationships have been found between empowerment and various conceptualisations of performance; managerial effectiveness, organizational citizenship behaviour and job performance (Eylon

& Bamberger, 2000; Menon, 2001). Indeed, studies on empowerment have shown that it has a strong correlation to employee performance in terms of higher productivity, job satisfaction and reduction in staff turnover in organisations (Ongori, 2007).

Although empowerment gives the employees authority and makes them confident to deliver their best thereby increasing service quality, employees in different organizations seldom enjoy autonomy and power necessary to perform certain tasks, which cause severe consequences for the enterprises (Coulthard, 2014). At Ghana Police Service, officers are given performance targets to meet at each quarter of the year (GPS-HRM, 2013).

Achieving target requires the feelings of competence, autonomy, and contribution to the decision- making or applications of leadership on the part of workers. The questions then arose: are these workers having the attributes of empowerment to help the organization achieve the mandate entrusted to it? How much power, knowledge, information and reward does the institution give to the workers in order to achieve individual targets and the overall performance of the organization? Indeed, the outputs of both the workers and the organization in terms of deliverables will indicate the level at which workers are empowered in the performance of their duties.

However, managers' power-sharing behaviours, rather than power amassing, have been found to significantly relate to employees' performance (Liu & Fang 2006). Confirming prior findings, the productive nature of power-sharing as seen in leadership behaviours in complex and uncertain work settings affect employee performance. Also, lack of empowerment of employees has been cited as a problematic issue in organizations (Ng et al. 2002). This may

stem from the lack of clarity as to what empowerment entails and how it relates to performance behaviours of individuals and teams (Tuuli & Rowlinson, 2007).

Another issue is that, while there are numerous studies on employee empowerment and its impact on organizational level and organizational commitment (Sarmiento et al., 2004; Adekunle et al., 2014; Ali, 2013; Wanjiku, 2016), little research has been conducted on empowerment in the Ghanaian context. Much of the literature reviewed so far on employee empowerment has been found to focus on the service industry in developed countries (Raja & Jawad, 2012) and even the ones undertaken in Ghana are in the financial sector (Okantey, 2014; Amoateng, 2015) and the hospitality industry (Commey, Sarkodie & Frimpong, 2016). This study sought to fill this knowledge gap by examining employee empowerment and its impact on performance of employee using the Ghana Police Service.

Furthermore, previous studies have put a lot of emphasis on the application of other variables such as training and other human resource practices as well as the broader context of organizational support (Wanjiku, 2016). However, the current study puts much emphasis on Yasothai, Jauhar and Bashawir (2015) dimensions of employee empowerment such as power, knowledge, information and reward as a way of filling this research gap by assessing the influence of employee empowerment on employee performance using the four dimensions of empowerment.

Given the significance importance of empowerment, there is an urgency in examining the impact of empowerment on employee performance; one is that the mechanisms linking empowerment to performance have remained largely unexplored, and seem likely to extend beyond the motivational ones usually

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assumed. The other is the need to better understand the circumstances (i.e., contingencies) under which empowerment does and does not affect performance.

Thus, this study then focuses on the examination of employee empowerment and its impact on the performance of employees using the Goaso Division of the Ghana Police Service as the case study.

Research Objectives

The goal of this study was to examine the effects of employee empowerment on employee performance among officers of Goaso Division of the Ghana Police Service. Specific objectives are to:

1. To examine the level of employee empowerment of the Police Officers.

2. To examine the relationship between employee empowerment and Personality traits among the Police officers.

3. To establish the relationship between employee empowerment and employee performance among Police officers.

Research Questions

The study was guided by the following research questions:

1. What is the level of employee empowerment of the Police Officers?

2. What is the relationship between employee empowerment and personality traits among the Police Officers?

3. What is the relationship between employee empowerment and employee performance among the Police Officers?

Hypotheses

To address research questions 2 and 3, the study hypothesized that;

H_0: there is no significant relationship between personality traits and employee empowerment.

H_1: there is a significant relationship between personality traits and employee empowerment

H_0: there is no significant positive relationship between employee empowerment and employee performance.

H_1: there is significant positive relationship between employee empowerment and employee performance

Significance of the Study

The study provides various benefits including theoretical, policy and practical to research in general.

Theoretical Significance

The findings of this research would extend the efforts in examining possible internal drivers for organizational performance, revealing that employee empowerment affects organizational performance through employee performance. This would intend generates positive outcomes, and in turn contributing to the building and promoting organizational performance in other organisations in Ghana and beyond.

Policy Significance

The present study provides important implications for organisation management scholars, professionals, and top management. First and foremost, the findings of the study would help the study institution (Goaso Division of the Ghana Police Service) and similar institutions to adopt good and innovative employee empowerment strategies to improve employee performance and its effect on the institution's performance in providing services to the people.

Furthermore, stakeholders such as the Ministry of Interior, the Ministry of Defence and other private security agencies would find the findings of this study useful as it will encourage them to provide the requisite resources and support to empower the employees.

Practical Significance

Finally, the current research adds to the growing body of knowledge on employee empowerment and organisational performance as the findings of this study would generate additional knowledge in the field of human resource management to help understand the extent to which employee empowerment impact on organisation's performance through the attainment of its objectives. This would invariably contribute to the literature which would serve as a source of reference for further studies and research.

Delimitations

For the purpose of the study, the study focused on finding out the level of employee empowerment and its relationship with the performance of the employee. Employee empowerment in this study was defined in terms of structural empowerment dimensions that have emerged in the literature: access to opportunity, access to resources, support, information, formal power and informal power. While employee performance is defined in terms of results, and outcomes that come after completing the job tasks, thus, the direct link between the independent (employee empowerment), intervening or moderating variable is the employee personality traits including self-esteem, self-efficacy and locus of control are examined and measured. In furtherance to the above, the quantitative approach with emphasis on only questionnaire instrument was used for data collection and statistical analysis done.

Additionally, the research was underpinned by Kanter's (1977) theory of workplace empowerment which emphasis on the structural characteristics of the job in determining access to the structures of power and opportunity within the workplace.

Geographically, the study was restricted to only the officers of Goaso Division of the Ghana Police Service.

Limitations

The research has some limitations that need to be acknowledged with regard to its generalizability. First, with data obtained from only one firm, brings empirical support for the link between employee empowerment and performance from an emerging economy context even the findings are consistent with previous research in the literature. Thus, the extent to which these findings are generalizable to other firms' contexts and industry is limited.

The second limitation of the study was that employee performance was measured from only employee empowerment perspective which contribute to employee performance and it is mindful of the fact there are other outcomes of HRM focus of an organisation and individuals beyond the only variable used in this study.

This study relied on the respondents' self-assessment including self-reported performance levels which could not be cross checked with their immediate management or immediate superior.

Definition of Terms

Employee empowerment: a process of giving staff or employees the authority or power to make decisions about their own job.

Structural Empowerment: refers to organizational policies, practices and structures that grant employees greater latitude to make decisions and exert influence regarding their work.

Situational Empowerment: concerns passing power from higher-level management to employees by involving them in decision making.

Personality Traits: any individual's subconscious, bottom-line evaluations about oneself and evaluations about their abilities.

Employee Performance: the set of employee behaviour, results, and outcomes that come after completing the job tasks using certain competencies.

Organisation of the Study

This research was organised under five major chapters. Chapter one deals with the introduction to the topic. It also covers statement of the problem, purpose of the study as well as research questions. Other areas covered in the chapter are significance of the study, delimitation and limitations of the study.

Chapter Two deals with the review of theoretical issues and empirical studies related to the study. It covers such areas as theoretical framework, employee empowerment and concept of employee performance. It also deals with the theories and empirical review of the study.

Chapter Three looks at the methods and organisation's profile. Specific sections include research design, the population of the study, the sample and sampling procedures, the instruments for data collection and data analysis. Also, the profile of the study organization is presented.

Chapter Four presents the results and discusses the results of the study. Chapter Five is devoted to the summary, conclusions and recommendations as well as areas for further research.

Introduction

This chapter provides the theoretical and conceptual framework for the study. Building upon previous works on employee empowerment, this literature seeks to provide the definitions of the following: the concept of employee empowerment, the approaches or perspectives of employee empowerment, key requirements or factors of employee empowerment and the relationship between empowerment and organization's performance. The chapter is structured into theoretical framework, concepts, empirical review and conceptual framework.

The review was guided by the objectives and research questions stated in chapter one of this study.

Theoretical Framework

The underlying conceptual foundations for employee empowerment lie in empowerment theory and, in particular, Kanter's empowerment theory.

Kanter's Theory of Empowerment

One of the famous empowerment theories is the Kanter's theory of empowerment. According to Kanter (1993), empowerment relates to an individual's ability to independently make decisions and utilize available resources to accomplish the necessary goals. The theorist argues that there a positive impact on employees and their commitment to work based on the organisational structure of providing empowerment and access to job-related empowerment opportunities. On the other hand, if an organizational structure fails to provide empowerment and access to job-related empowerment

opportunities, a negative impact on the employees and their commitment to work will be experienced. Thus, an empowerment-structured organization increases autonomy, job satisfaction, and commitment among employees. Eventually, feelings of burnout and job stress will decrease, and the result is organizational commitment.

Kanter stated that the work environment structures and perceived employee access to power and opportunity structures is related to employee attitudes and behaviours in an organization. Kanter believed that employees display attitudes based on the presence of perceived power and opportunities. According to Kanter, there exist four work empowerment structures: access to information, resources, support, and opportunity. Access to information refers to the data, technical knowledge, and expertise needed for job performance. Access to resources refers to the ability to obtain needed supplies, materials, money and personnel to meet established organizational goals. Access to support refers to the guidance, feedback, and direction provided by supervisors, peers, and subordinates. Access to opportunity refers to the growth, mobility and the chance to build upon knowledge base (Kanter, 1993).

Defining power as "the ability of individuals to get things done", Kanter concluded that power in organizations was derived from structural conditions in the work environment, not from an individual's personal characteristics or socialization effects, in a study of empowerment effect on nurses, Laschinger (2004) argued that when situations were structured so that employees felt empowered, they would respond accordingly and rise to the "challenges" present in their organization. The organization was likely to benefit in terms of both improved employee attitudes and increased organizational effectiveness

(Harrison, Newman & Roth, 2006). Therefore, holding all other variables constant, structural empowerment is the power to create and sustain a work environment by providing the ability to access and mobilise opportunities, information, support, and resources from one's position in the organization (Kanter, 1993).

Vacharakiat (2008) defines the components of structural empowerment as follows: Access to opportunity includes the expectation of positive future prospects, growth, and a chance to learn and grow. Access to information includes the organization's overall goals and values; this includes information directly related to employees' work, as well as information about the organization as a whole. Access to support includes the feedback and guidance received from superiors, peers, and subordinates about an employee's job. Access to resources is the time necessary to accomplish organizational goals and includes acquiring help when needed, and to material, money, and rewards necessary for achieving the demands of the job (Krishan, 2007). It follows, and research supports, that when employees are given access to opportunities, information, support, and resources, and the ability to mobilize them as needed, employees gain empowerment (Kanter, 1993).

Based on this premise fronted by the Kater's theory on structural empowerment and organization commitment, the study postulates that when employees are able to access the constructs of structural empowerment within their organizations: access to support, opportunity, resources and information they will be committed to their roles within their organizations. Kanter believed that if employees within an organization perceive opportunities for success is present, the employees' attitude, job satisfaction, and overall organizational

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commitment will be enhanced. In order for an employee to perceive that opportunity exits, the employee must be in a position that allows access to resources, information, and support (Seibert, Gang & Stephen, 2011).

In summary, Kanter's (1977) theory of workplace empowerment places emphasis on the structural characteristics of the job in determining access to the structures of power and opportunity within the workplace, rather than personality traits. This is important as the structural characteristics of the job can be manipulated and changed, whereas individual personalities cannot.

Definitions of Employee Empowerment

Empowerment has been defined in numerous ways, but most authors agree that the core element of empowerment involves giving employees a discretion (or latitude) over certain task related activities. Blanchard et al. (1996), for instance, argued that empowerment is not only having the freedom to act, but also having higher degree of responsibility and accountability. Brown and Harvey (2006) defined employee empowerment as a process of giving staff or employees the authority or power to make decisions about their own job. According to Gill (2011), employee empowerment refers to the meaningful job of employees, their feelings of competence, autonomy, and contribution to the decision- making or applications of leadership.

The employee empowerment concept actually certified the employees with necessary power to employ plan and judgment in their work, participate in their work related decision-making, and authorizes them to respond quickly to the needs and concerns of the customers (Durai, 2010). Blanchard et al. (in Ongori, 2009) argued that empowerment refers not only to have power or authority to make decision and act, but also to have higher level of responsibility

and accountability. According to Wall, Wood and Leach (2004), it is all about enhancement of employees' autonomy in their work, or increased involvement and influence in decision-making more generally, within the wider agenda and interests of the organization. Thus, it loses the emphasis on empowerment furthering employees' own interests, though many assume they value greater empowerment. In other words, empowerment involves 'moving decision-making authority down the (traditional) organizational hierarchy' (Menon, 2001, p. 156).

Demirci and Erbas (2010) called employee empowerment a unique style of management where managers confer about various work related issues and activities with the employees of the organization. Randolph (1995) perhaps offers the simplest definition of employee empowerment, and views employee empowerment as a process of transferring power from the employer to the employees. This transformation of power benefits organizations in many forms. In other words, employee empowerment refers to the delegation of power and responsibility from higher levels in the organizational hierarchy to lower level employees, especially the power to make decisions (Heathfield, 2012).

Perspectives of Employee Empowerment

There are multiple perspectives on empowerment and the particular meanings given to the construct, according to persons, settings, goals, and other variables. Research on the study of empowerment has been primarily through the relational approach or the motivational approach. The relational approach, based on management practices, focuses on the delegation of power and decision-making authority. According to this approach, empowerment is based on the movement of power down an organization's hierarchy (Menon, 2001)

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where sources of power could be legal (control of office); normative (control of symbolic rewards); remunerative (control of material rewards); coercive (control of punishment); and knowledge or expertise. The motivational approach stresses psychological enabling as the main reason for an individual's feelings of empowerment.

Because the conceptual and operational definitions of empowerment often differ from study to study, more research is needed to better articulate the homological net of the construct of empowerment (Gill, Flaschner, Shah & Bhutani, 2010) and think it has not been done here. Others have defined empowerment in at least two ways: the situational approach (structural) and the psychological approach (Conger & Kanungo, 1988). The situational approach concerns passing power from higher-level management to employees by involving them in decision making. This approach is also known as relational or management practice approach. Structural empowerment refers to organizational policies, practices and structures that grant employees greater latitude to make decisions and exert influence regarding their work (Eylon & Bamberger, 2000; Mills & Ungson, 2003). This view of empowerment captures the power-sharing notion. Legge (1995) submits that structural empowerment be viewed in terms of a power redistribution model, whereby power equalization produces trust and collaboration.

Consequently, researchers in this perspective have identified organizational practices and structures that grant power in its many guises through knowledge and skill development, access to information, support, resources and responsibility as empowering (Kanter, 1977; Eylon & Bamberger, 2000). Their empowering nature stems from their ability to create

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an "empowerment climate" (Seibert et al., 2004) in which employees have greater autonomy in the performance of their work roles.

On the other hand, the psychological approach puts less emphasis on delegation of decision-making. Instead, this approach stresses motivational processes in workers. The psychological approach views empowerment as various psychological cognitions that contribute to enhanced intrinsic motivation (Yang & Choi, 2009). The psychological empowerment perspective proposes that empowerment is a constellation of experienced cognitions (Thomas & Velthouse, 1990; Spreitzer, 1995). Building on Conger and Kanungo's (1988) initial conceptualization of empowerment essentially as a process of enhancing feelings of self-efficacy, Thomas and Velthouse (1990) and subsequently Spreitzer (1995), described psychological empowerment in terms of intrinsic task motivation manifested by four dimensions. An employee is then psychologically empowered when he or she; i) finds meaning in his or her work role, ii) feels competent with respect to his or her ability and capacity to perform, iii) has a sense of self-determination with regard to achieving desired outcomes, and iv) believes that he or she has impact on the larger work environment (Thomas & Velthouse, 1990, Spreitzer, 1995).

Structural Empowerment

Structural empowerment is the power to create and sustain a work environment. It proceeds from the ability to access and mobilize information, support, resources, and opportunities from one's position in the organization (Kanter, 1993). The components of structural empowerment are information, support, resources, and opportunity.

Perceived Support

Support is described by Kanter (1993) as the feedback and guidance received from superiors, peers, and subordinates. Longest (as cited in Muguella et al., 2013) added that support is backing, acknowledgment of achievements, endorsement, legitimacy, approval, advice, and problem solving of the work environment. According to Champan (as cited in Kopp, 2013), support can be divided into two broad categories: material and psychosocial. Material support includes money, equipment, supplies and the physical environment. Psychosocial support is primarily in terms of expert cognitive advice from the manager. Such structure helps the work group to do the job and share responsibilities (Straub, 2012).

Organizational support refers to individuals' perceptions about how much the organization values the employees' contributions and care about their well-being (Eisenberger, Cummings, Armeli & Lynch, 2004). Perceived organizational support is therefore referred to the extent to which employees believe that their organization values their contributions and cares about their well-being (Bishop, Scott, Goldsby, & Cropnzano, 2005). Organizational support theory supposes that to meet socio-emotional needs and to determine the organization's readiness to reward increased work effort, employees develop beliefs concerning to the extent which the organization values their contributions and cares about their well-being (Orpen, 1994). Eisenberger, et al. (2004) called this belief as "Perceived Organizational Support". Perceived organizational support develops by meeting employees' socio-emotional needs and showing readiness to reward employees' extra efforts and to give help that would be needed by employees to do their jobs better (Eisenberger, et al. 2004).

Employees with high perceived organizational support feel indebtedness to respond favorably to the organization in the form of positive job attitudes and organizational behaviors and also support organizational goals (Loi, HangYue & Foley, 2006). Perceived organizational support increases affective commitment by contributing to the satisfaction of the employees' socio-emotional needs such as esteem, approval and affiliation (Fuller, Barnett, Hester & Relyea, 2003). This satisfaction will serve to enhance employees' social identity by being a member of that organization which creates greater affective commitment.

Perceived supervisor support is also a very crucial concept in any organization. Supervisor support is usually more effective and efficient in decentralized organization than in the centralized one. Where the organizational climate is friendly, the supervisor's support is higher because the supervisor is given free hand to exercise the authority vested upon him.

Powell (2011) opined that supervisor support is the extent to which leaders value their employee's contribution and care about their well-being. In an organization where the supervisor is a "9.9" supervisor, that is team supervisor, the subordinates are heard, valued and cared for. A leader with high supervisor support will definitely bring about higher employee performance and a higher yield in organization.

Coworker support and supervisor support refer to emotional, instrumental, and/or informational support that comes from co-workers and supervisors respectively (Greenglass, Burke, & Konarski, 1997).

Supportive supervisor behaviors include emotional support, instrumental support, role modeling behaviors, and creative work-life

management (Hammer, Kossek, Yragui, Bodner & Hanson, 2009). A supervisor engages in emotional support when they listen and show their subordinates they care about their work-life demands. Instrumental support occurs when a supervisor reacts to employee's work-life demands on a daily basis or as it is needed (Hammer et al., 2009). When supervisors actively demonstrate how to balance their work-life behaviors on the job, they are engaging in the third dimension of support, role modeling behaviors. The fourth and final dimension of supervisor support is creative work-life management. Creative work-life management takes place when a supervisor rearranges a work day in order to enhance employee effectiveness on the job and off the job. It is important to consider all four dimensions of perceived supervisor support as they relate to employee job satisfaction and organizational commitment outcomes (Hammer et al., 2009).

Supervisors also shape employee views of organizational support and its association with work-life conflict (Kossek, Pichler, Bodner & Hammer, 2011). They argue that workers view supervisors as organizational agents, organizations are combination of people who strive to achieve some common purpose and they consider supervisor actions to be equated with organizational actions. Supervisors are more influential to have an impact on employees; they bridge the relationship between management and employees. The actions performed by the supervisor are considered as actions performed by the organization (supervisors are considered as agents of the organization).

Chiaburu and Harrisson (2008) opined that a long-standing believe in research on lateral relationships is that coworkers can influence employee opinions and attitudes through varied means, including providing task related

help, information, or affective support. These attitudes will eventually have an effect on their job satisfaction and organizational commitment, as they are central to one's work experience (Harrison, Newman & Roth, 2006). Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience, it's positively connected to coworker support. For example, employees are more satisfied with their jobs when there is a congenial social environment created by others, or when that environment is enriched by behavioral assistance for getting tasks completed (Harrison et al., 2006).

Factors other than formal exchanges with the firm or its authority representatives (direct leaders) can influence individuals' commitment. Research has shown that coworkers supply resources that are a part of the organizational experience: psychosocial support and sometimes even training and mentoring (Chiaburu & Harrisson, 2008).

The contributions of coworkers to the social environment at work can also drive employee's behavioral outcomes, including forms of withdrawal. Such behaviors can be arranged from withholding inputs and psychological detachment (such as turnover intention) to more noticeable forms of lateness or absenteeism, to eventual organizational turnover. Likewise, positive resources from coworkers, especially in interdependent environments, can be a "rising motivational tide" that lifts all boats toward higher levels of job dedication, including attendance (reduced absenteeism). Coworkers can motivate employees' presence, given that they will be less likely to use absences as excuses from work if coworkers supply help and support. Coworkers can also influence the employees' intention to quit (conceived as a willfulness to leave

the organization) and their turnover (permanent separation from the firm), by reducing communication and emotional support or by badmouthing the organisation and quitting themselves (Chiaburu & Harrisson, 2008).

Access to Opportunity

The structure of opportunity is described by Kanter (1993) as the chances for growth and mobility in the organisation. It involves chances to increase knowledge and skills, competencies of individuals, give them recognition and rewards, provide possibilities for their growth and advancement in their positions, and to participate on committees, task forces, and interdepartmental work groups (Vorya et al., 2013).

Additionally, opportunities within an organisation include such privileges such as training, career development, job autonomy and benefits and rewards. The career opportunities do affect employee commitment with the organization. Career advancement, autonomy and measurability of output related to commitment indicate that the creation of job ladders and job flexibility will maximize commitment and thus minimize absenteeism and turnover (Johns, 2005).

Promotional opportunities refer to the degree an employee perceives his or her chances to grow and be promoted within the organization (Lambert, Hogan & Jiang, 2008). Employees want to grow in their careers over time. Managers who wish to increase worker satisfaction look past formalities of annual appraisals and establish genuine growth paths for all their employees. The employees feel that organization is providing them opportunities for growth in their careers and hence they feel more satisfied with their jobs. Career development is positioned as a change agent as to bridge old and new realities

and reinforce the messages of change needed and educate the employees about 'what's in it for them'. Career development is like a catalyst for bringing individual expectations in line with organizational realities (Neeraj, 2011).

Noraani and Zaizara (2013) found a positive significant relationship between opportunities for promotion and job satisfaction. They argued that employees who perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many employees will consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young professionals who are looking for more work experiences from various organizations before deciding to remain with a particular organization (Khalid, Irshad & Mahmood, 2011).

Managers empower subordinates when they delegate assignments to provide learning opportunities and allow employees to share in the satisfaction derived from achievement (Michel, Nabel & Adiel, 2011). Managers are responsible for developing, upgrading employee's knowledge, skills and attitudes, to improve work methods and outcomes that create productive work environments. This can be achieved through planning, development and implementation of educational programs (Michel et al., 2011).

Strategies that focus on continuous learning, retraining and retaining knowledge can decrease the time it takes to move the workforce from intermediate to expert competence, by bridging its technical skills gap. Training is essential for the livelihood of any public service worker, and is the only way employment can be maintained over their careers. Tomlinson (2002) suggests

it is critical that public institutions/organizations keep the leading edge by having their employees well trained in the latest developments. Employees stay at organizations that promote career opportunities through learning, and the ability to apply their newly learned skills (Cataldo et al., 2000).

Employee training is intended to provide an opportunity for advancement and might be perceived as "the organization values them and bolster their sense of self-worth, therefore building a stronger affective commitment" (Meyer & Allen, 1997). Training, if put to use on the job, should increase affective employee performance through its link to increased job scope. This response can be a function of closer psychological attachment to the organization and its goals (McElroy, 2001).

Employees are more satisfied when they have challenging opportunities at work. These provide them with the chance of participating in interesting projects, job with satisfying degree of challenge and opportunities for increased responsibilities. When the employees are given more responsibilities, are assigned tasks that are important to the organization performance, and are allowed to have opportunities to make significant decisions, giving them more chances to voice out their personal opinions, they will in turn feel more empowered. Empowered employees tend to be more willing to remain with the organization and work harder (Liu, Fellows & Chiu, 2006).

Job autonomy relates to increased feelings of personal responsibility. It is defined as "the degree to which the job provides substantial freedom, independence and discretion to the individual to schedule work and determine the procedures used in carrying it out" (Hackman & Oldham, 2001). Employees in the public sectors such as education professionals have a reasonable degree

of autonomy in their application of that knowledge. Although education professionals rarely decide on the organizational policy to which their expertise contributes, there is a reasonable degree of autonomy in the process of performing their work (Bailyn & Lynch, 2003). When job autonomy is high, workers will view their work outcomes in terms of their own efforts, initiatives and decisions, rather than instruction of the supervisor or procedure.

Access to Information

Information refers to the data, technical knowledge, and expertise required to function effectively in one's position (Rainey, 2003). Kanter (1993), on the other hand, defined information as knowledge about work goals, plans, organizational decisions, and changes in policies, environmental relationships, and future decisions in an organization. Access to information is accomplished by providing staff members with information beyond what is required to address specific issues that affect them and their jobs (Carriere & Bourque, 2009). Access to information represents an important source of power (Xiaohui, 2007). In popular terms, "information is power".

Access to information structures on knowledge and skills enables employees to 'be in the know' to carry out one's job e.g. technical knowledge, expertise and informal information on things happening in the organization. Those with access to such information structures foster high group morale, provide opportunities for subordinates, behave in a less rigid, directive, and authoritative manner and their actions are seen as enabling rather than hindering. Therefore, the manager with information from within has interconnectedness and information exchange and sharing of influence and decision making.

Substantial employee participation in management is vital for cross-functional integration and efficient working. Employee participation is a method where, a large number of subordinates share a degree of decision-making power with their superiors. A study conducted by Markey and Patmore (2011) found a very strong positive correlation between affective commitment and employees' job involvement. Similar results were also proven by Torka (2013) when he found that amongst Dutch metal workers that employee involvement leads to more affective and normative commitment to the department as well as to the organization.

Access to Resources

Vacharakiat (2008) posits that the success of empowerment is linked to resources. She further suggests that access to resources is the most critical empowerment factor. It refers to the ability to exert influence in the organization to bring in needed materials. Examples of these are equipment, supplies, space, and human resources necessary to do the job. They also include financial resources such as funds, time, budget allocation, recognition for work, etc., and other supplies needed to do the job efficiently and effectively in the organization (Johns, 2005).

Decentralising the access of resources from the top levels of the organizational hierarchy is a key to empowering its workers (Kanter, 1993). Kanter (1993) referred to decentralization of resources as a structural feature within an organization which allows employees to access and acquire materials, staff, time or space in order to proceed with work tasks. Ensuring adequate facilities are provided to employees is critical to generating greater employee commitment. The provision of inadequate equipment and adverse working

conditions has been shown to affect employee commitment and intention to stay with the organization as well as levels of job satisfaction. According to David and Lauren (2009), the main factors causing job dissatisfaction are inadequate remuneration and poor working conditions, including deficiencies in the working environment such as lack of tools and equipment.

When organizations fail to provide workers with essential equipment, workers may not be able to accomplish their jobs for reasons beyond their control.

Worker Performance

Hameed and Waheed (2011) assert that, the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Work performance is described by Van der Linde (2005) as the quality and quantity of the human output that is necessary to meet the work goals and standards for doing a specific job. Job performance is defined as a role of the individual's performance on particular objectives that consist of defined standard job descriptions (Murphy & Kroeker, 1988). It depicts behaviours and actions that are managed by the employees which contribute to an organisation's goals (Rotundo & Sackett, 2002). In another, Campbell et al. (1993) defined job performance to comprise apparent behaviours that people observe in their job that are important in achieving organisational goals, and these behaviours must be related to the goals of the organisation. According to Imran and Tanveer (2015) employee performance is "the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different

metrics constitute employee performance" (p.32). Employee performance is defined as the outcome or contribution of employees to make them attain goals (Elnaga & Imran, 2013). Afshan et al. (2012) defined performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Core Self-Evaluation

Judge, Locke, Durham, and Kluger (1998) initiate that four traits self-esteem, self-efficacy, neuroticism and locus of control were significantly correlated with job satisfaction and job performance. Core self-evaluation (CSE) is defined as any individual's subconscious, bottom-line evaluations about oneself and evaluations about their abilities (Judge et al., 1997). CSE is determined by four dimensions, self-esteem, self-efficacy, locus of control and emotional stability (low neuroticism). A 12 item likert scale by Judge, Erez, Bono & Thoresen (2003) is used to record the responses of individuals ranging from: strongly disagree to strongly agree to measure four dimensions of Core Self Evaluation (CSE).

Self-Esteem: Self-esteem is about how an individual accept, like and respect himself (Tharenou, 1979). Self-esteem is what an individual thinks about oneself. It is self-acceptance, self-liking and self-respect of any person. High self-esteem means an individual is satisfied with oneself.

Self-Efficacy: Self efficacy is how any person responds to certain situation. It can be assessed as strong or weak. If an individual like to take

challenging tasks, improve quickly from disappointments and show stronger commitment to interests is said to have strong self- efficacy (Bandura, 1994).

Locus of Control: It is a trait which determines the extent to which people agree they can handle events affecting them. It is belief about causes of events in one's life (Rotter, 1966). It is response or ability of any person to control anything happening to that person.

Relationship between Employee Empowerment Practices on Organizations

Employee empowerment has widely been recognized as a key contributor to organisational success, and many authors observed a direct relationship between the levels of employee empowerment and employee performance. Dobbs (1993) states that empowerment affects the performance of employees and also creates a favourable work environment. According to Ripley and Ripley (1992), empowerment leads to positive organizational outcomes, such as enhanced employees' responsibilities and motivation in the routine work, improved level of job satisfaction, better quality of services, higher employee's loyalty, low turnover intention, and maximized productivity.

Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win-win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees. Empowering can flourish virtual human capacities (Muogbo, 2013). Empowered employees focus their job and work-life with additional importance and this leads to constant progress in coordination and work procedures. Employees execute their finest novelties and thought with the sense of belonging, enthusiasm, and delight, in empowered

organizations. Adding up, they work with a sense of responsibility and prefer benefits of the organization to theirs (Yazdani, 2011).

By adopting the empowerment strategy, it is believed that employees would feel the self-respect which is worthy for them, and it can ultimately increase their productivity and quality of work. Meyerson and Dewettinck (2012) also found that empowerment had a significant positive effect on employee productivity. Spreitzer (1996) also noted that empowered employees with a stronger sense of competence and self-determination help nurture an engaging, transparent, and participative organizational climate, which is critical for a favorable work environment. Similarly, Fombrun (1996) argued that when employees are empowered and involved in decision making, they are more likely to feel good about the company. Gallup study suggests organizations, of which the employees are more engaged and empowered, gain 27% higher margins and enjoy 50% greater customer loyalty (Wagner & Herter, 2006).

The Role of Personality Traits in CSE-job performance Relationship

With the increase in the body of research, CSE-job performance relationship shows variations from very positive to even negative results (Judge & Bono, 2001). According to Judge et al. (1997), core self-evaluations is a broad, latent, higher-order trait indicated by four well-established traits in the personality literature: (1) self-esteem, the overall value that one places on oneself as a person (Harter, 1990); (2) generalized self-efficacy, an evaluation of how well one can perform across a variety of situations (Locke, McClear, & Knight, 1996); (3) neuroticism, the tendency to have a negativistic cognitive/explanatory style and to focus on negative aspects of the self (Watson, 2000); and (4) locus of control, beliefs about the causes of events in one's life

locus is internal when individuals see events as being contingent on their own behavior (Rotter, 1966).

A line of research has developed which suggests that a broad personality trait, termed core self-evaluations, is a significant predictor of job satisfaction and job performance. Judge, Locke, and Durham (1997) introduced the concept of core self-evaluations in an effort to provide a trait that would be a useful predictor job satisfaction, as well as perhaps other applied criteria. Judge and Bono (2001b) also investigated the correlation between the core traits and job performance. Analyzing 105 correlations, these authors found that the validity of three of the four core traits generalized across studies. The average validity was identical (ave. ρ=.23) to the validity of conscientiousness (ρ=.23; Barrick & Mount, 1991). In addition, Erez and Judge (2001) showed that core self-evaluations was related to motivation and performance in two separate studies. In the first study, these authors demonstrated that the core self-evaluations factor was related to task motivation and performance in a laboratory setting. In the second study, they showed that the core trait was related to task activity, productivity as measured by sales volume, and the rated performance of insurance agents.

Empirical Review

A study by Yasothai, Jauhar and Bashawir (2015) examined the impact of empowerment towards organisational performance with the performance appraisal as a mediating role. Research was conducted on a survey data from 200 employees of manufacturing companies operating in Seberang Prai, Penang, Malaysia. The entire respondents were given the questionnaire and responses from the respondent are analysed. Using a self-administered

questionnaire mainly developed using established scales. The authors used the Statistical Package for the Social Science (SPSS) to analyse the data. The findings of this study show that the empowerment tools such as Power, Knowledge, Information Sharing and Rewards does influence the employee's performance. Meanwhile, Performance Appraisal which is the mediating variable was also found to be mediating the relationship between empowerment and employee performance.

In a related development, Hanaysha (2016) studied on the effects of human resource factors namely employee empowerment, teamwork, and employee training on employee productivity in a number of employees at public universities in northern Malaysia concluded that employee empowerment has significant positive effect on employee productivity. His study confirmed previous studies which found that employee empowerment was one of the main contributing factors to employee productivity and performance (Meyerson & Dewettinck, 2012).

Also, a study done by Chao, Chen, Zhang and Wang (2014) regarding two telecommunication companies show that power sharing which is a factor of empowerment improves job performance partly through psychological empowerment. Various service literature Looy et al. (2003) and Zeithaml et al. (2006) which the telecom industry is part, describe employee empowerment as having many dimensions ranging from the individual employee level to the organization level of empowerment. These researchers point out that the most important reason for empowerment at the individual employee level is the belief that autonomy motivates people, they further argue that people are willing to

take initiatives and make decisions rather than being dictated to regarding their jobs.

A study which is more related to this study because of similar institution by Meyerson and Dewettinck (2012) to determining the effect of Empowerment implementation by considering the three factors of delegation, implementation of participating management, encouragement and giving reward and also determination of classification of priority and importance of effect of each factor with employees' performance improvement in Telecommunication Company. The research method has been descriptive and causal comparative and statistical sample under study was 226 people in order to collected data, two questionnaires and existing documents about rate of employee performance were used in two periods of time before and after Empowerment implementation. The tools validity with Content method and their Reliability by Cornbach method coefficients 0.98, 0.95 has been confirmed. In order to analyze the data, Spearman correlation method, Wilcoxon tests method, and multiple regressions, were used. Findings showed that there is significant difference between rate of employees' performance before and after empowerment implementing, by the way empowerment implementing emphasizing the factors, delegation, participating management and encouragement and giving reward cause employees' performance to improve.

Conceptual Framework

Having drawn a frame of reference, the author has come up with the following model to serve as a conceptual framework when interpreting the results, conducting the analysis and drawing conclusions.

The conceptual framework depicts a summary of the study into three broad categories including the independent variables (employee empowerment), the moderating variables (includes all factors that influence employee performance including personality etc.), and the dependent variable (employee performance or success). The framework as shown in Figure 1 summarizes the entire work.

Independent variables

- Employee empowerment:
- Access to resources
- Access to opportunity
- Access to information
- Access to support
- Formal power
- Informal power

Dependent variable

- Employee performance

Moderating variable

Personality traits such as self-esteem, self -efficacy and locus of control
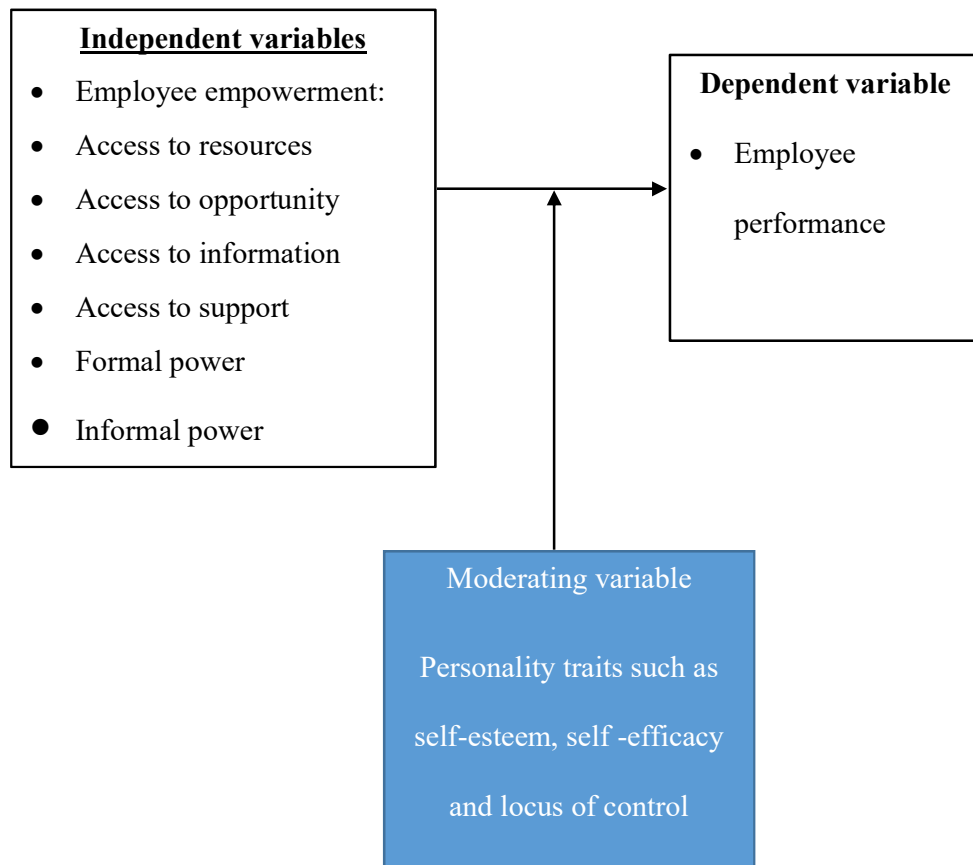
Figure 1: Conceptual framework of the study

Source: Author's construct (2020)

The first component of the framework examines the relationship between structural empowerment dimensions such as access to opportunity, support, information, resources, formal power and informal power, and employee performance. Structural empowerment was measured by modifying

the Conditions of Work Effectiveness Questionnaire II (CWEQ-II). CWEQ II was developed by Laschinger, Finegan, Shamian, and Wilk in 2001 to test Kanter's (1993) theory of structural empowerment in a nursing population. The CWEQ-II is a modified version of the original CWEQ and consists of 19 self-reported items that measure the six components of structural empowerment described by Kanter (information, support, resources, opportunity, formal power, and informal power). This study used this CWEQ-II for all the scales identified above. The CWEQ-II has been used in previous studies (Vecharakiat, 2008) and an acceptable internal consistency for each subscale has been established.

The second component of the framework explores how the four factors of empowerment interact with organization's culture, structure, leadership style, internal communication and gender equality to empower staff to perform their job descriptions effectively.

The third component of the framework is the personality traits which a line of research has developed which suggests that a broad personality trait, termed core self-evaluations, is a significant predictor of job satisfaction and job performance. Judge, Locke, and Durham (1997) introduced the concept of core self-evaluations in an effort to provide a trait that would be a useful predictor job. Four well-established traits in the personality literature: (1) self-esteem; (2) generalized self-efficacy; (3) neuroticism; and (4) locus of control. However, in this study, only three of the variables are used including self-esteem, self-efficacy and locus of control.

Chapter Summary

This chapter focused in the discussion of the relevant literature related to the study. It presented the theoretical underpinning of the study as well as the conceptualization of the relationship between the study variables. The empowerment aspects that have effect on the employee performance according to the reviewed literature include structural empowerment aspects (perceived support, access to opportunities, access to information, accesses to resources, formal and informal power) and the moderating variable of personality traits (self-esteem, self-efficacy and locus of control).

The next chapter discussed the methodology that was employed in this study.

CHAPTER THREE

RESEARCH METHODS

Introduction

In this chapter, the study explains in detail the methodology to be employed in conducting the research. In particular, the study type, design, study variables, target population, sample and sampling methods and sources of data. Others include data collection tools, analysis of the data and ethical concerns all discussed.

Research Design

A research design provides the plan to guide and focus this research. It gives directions from the underlying philosophical assumptions to research design, and data collection (Creswell, 2012). Although there are several types of research methods, the most commonly and widely used approaches include the qualitative and quantitative research methods. According to most literature on research methods Yin (2003), Strauss et al. (1998), Fisher (2007) in collecting data a researcher can choose between two methods; the quantitative and the qualitative. While the quantitative method has more to do with measurements and figures, the qualitative is more about descriptions and opinions. The approach to this research was a quantitative research design with emphasis on survey research. The quantitative research design has been chosen for this study to assess the effects of employee empowerment on employee performance of Goaso Division of the Ghana Police Service. Quantitative research is a formal, objective, systematic process in which numerical data is used to obtain information about the topic (Bryman, 2012). This research method is mainly used to describe variables; to examine relationships among

variables and to determine cause-and-effect interactions between these variables (Burns & Grove, 2005). The quantitative research design employs the relationship between data and attributes of people, organisation, things and opinion (Saunders et al., 2016). Therefore, conducting quantitative research fits well with the third objective of this study.

Within the methodological approach is the survey or descriptive strategy which is adopted for this study to effectively analyse the effect of employee empowerment on employee performance. Cohen, Manion and Morrison (2000) indicated that survey research involves collecting data to answer questions concerning the phenomenon under study, and is used to describe the nature of existing conditions, identify standards against which existing conditions can be compared, and/or investigate the relationships that may exist between events. The researcher was motivated to use the descriptive research design because of the following reasons. Firstly, it is relatively easy to conduct research based on this design. Sarantakos (2006) contends that descriptive survey is relatively easy to conduct because data are fairly easy to obtain and interpret by the use of simple descriptive statistics. In addition, the design has the advantage of producing a good amount of responses from a wide range of respondents. Survey (descriptive) research mostly uses questionnaires (Creswell, 2003) and therefore analyses of primary data as it suited the purposes of this study. This strategy is considered the most appropriate approach to employ because it provides a systematic way to collect data, analyze information, and report the results.

Study Institution

This was undertaken at the Ghana Police Service. The Ghana Police Service (G.P.S) was established under article 190 of the 1992 Constitution as a public service. Article 190 is contained in Chapter 14 of the Constitution. The Ghana Police Service operates under command of an Inspector General. An eight-member Police Council, established in 1969, advises the inspector general on all personnel and policy matters. The Inspector General supervises seventeen (17) police regions, each commanded by a Commissioner or Deputy – Commissioner of Police or Assistant commissioner of police. The police regions in turn are divided into divisions, districts, stations, and posts.

The institution depicts a unitary command under the Inspector General of Police (Agolla, 2009). The Police Service is composed of General Administration, Criminal Investigations Department, which Domestic Violence and Victim Support Unit (DOVVSU) is attached to it, Police Hospital, Information Communication Technology Department, National Operations Department, Motor Traffic and Transport Department (MTTD), Research and Planning Department, Public Affairs Department, Marine Ports and Railways Department, Human Resource Department and Welfare Department, General Services Department and Legal and Prosecution Department.

According to the constitution of Ghana (1992), Ghana Police Service shall be equipped and maintained to perform traditional role of maintaining Law and Order.

Vision

To be a world – class Police Service capable of delivering planned, democratic, protective and peaceful service up to international best practices.

Mission Statement

The Ghana Police Service exists to deliver services in crime prevention, detection, apprehension and prosecution of offenders, consistent with the expectations of Ghanaian stakeholders for maximum protection, safe, security and peaceful communities.

The Ghana Police Human Resource Management Activities

Effective delivery of any public service, including security, depends primarily on the human resource base of the service. In this case: the police officers as frontline staff, policy-makers and all the other categories of support staff employed by Ministry of Interior (MoI) and its agencies for that purpose. The Ministry of Interior (MoI) has overall responsibility for internal sector policy, planning and monitoring. Internal security delivery and implementation is devolved to institutions, Districts and Regions through various agencies of MoI. Of these, the Ghana Police Service (GPS) is the agency that provides internal security in the country. Within the Ghana Police Service is the Human Resource and Administration that handles all management issues. The Human Resource Development (HRD) policies are enshrined in the conditions of service for all employees in the service. The conditions of service contain three (3) sessions:

i. i). General conditions – which refer to conditions and benefits that apply to all employees regardless of rank or other status (for example, salaries, medical care, annual leave etc).

ii. ii). Rank or grade or category-related conditions – which are conditions and benefits applicable only to certain ranks, grades or categories of

employees working in specific positions, work locations and risk environments.

iii.   iii). Conditions and benefits that are professions-specific.

Organisational Structure of the Ghana Police Service

The Police Council is headed by the vice president and comprises representatives from the Bar, Ministry of Interior, Attorney General's Department, the Inspector General of Police and the Chief Executive of State or his deputy.

The GPS is structured on national basis, and under a unified command. The administrative head of the GPS is the Inspector General of Police (IGP). Responsibilities in the Service and its administration are however decentralized and devolve upon Commissioners of Police, Deputy Commissioners of Police and other officers whose duties involve implementation of instructions emanating from the Inspector-General of Police.

Ghana Police ranks comprise senior officers echelon made up of the Inspector General of Police, Deputy Inspector General of Police, Commissioner of Police, Deputy Commissioners, Assistant Commissioners, Chief Superintendents of Police, Superintendents of Police, Deputy Superintendents, and Assistant Superintendents of Police. Following these ranks is the Inspectorate stratum, which comprises Chief Inspectors and Inspectors. Below Assistant Superintendent of Police are the non-commissioned police-officer ranks: C/Inspectors, Inspectors, Sergeants, Corporals, Lance Corporals and Constables. The Ghana Police Service comprises a General Pool of service men, Criminal Investigations Department, Special Branch in various departments and

units, Motor Traffic Transport Department, Hospital Department, Transport and General Police Duties.

Population

According to Creswell (2003), a population as "a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research". The target population for the study included all the officers of Goaso Division of the Ghana Police Service. The total population of officers of Goaso Division of the Ghana Police Service stands at 264 from the three police districts. This is made up of nine (9) senior officers, forty-nine (49) supervisors (chief inspectors and inspectors) and two hundred and nine (209) junior officers (sergeants, corporals and constables).

Sample and Sampling Methods

The study selected 50 percent of the officers of Goaso Division of the Ghana Police Service as the sample size of the study. This translated to 132 officers from the division. These included all the senior offices (9), supervisors (29) and junior officers (94).

Table 1: Distribution of Sample by Officers' Rank

Officers rank	Population	Sample
Senior officers	9	9
Supervisors	49	29
Junior officers	209	94
Total	264	132

Source: Field data (2020)

Sampling techniques provide a range of methods that enable a researcher to reduce the amount of data you need to collect by considering only data from a subgroup rather than all possible cases or elements (Saunders et al., 2007). Based on this and for effective representation of all sections within the organisation, the study adopted both the probability and the non-probability sampling technique in the selection of sample for the study. The non-probability sampling method allows the researcher to control the elements of the study (Neuman, 2006).

The study employed the stratified sampling technique to sample the officers from the various ranks. First, the census sampling technique was used to invite all the senior officers for the study. A census study covers the entire population (all the officers) under consideration. Secondly, the simple random sampling with the help of Excel software was used to select the officers in both supervisors' category and the junior officers' category.

The convenience sampling technique was used to select the Goaso Division of the Ghana Police Service which is been transformed into the Ahafo regional command.

Data Collection Instruments

The main data collection instrument for the study was questionnaire administration with the sample population. The study used a structured questionnaire because structured questionnaires are extremely flexible and could be used to gather information concerning almost any topic, from a larger or small number of people. The majority of answers to questions were closed questions. Questions provide a scaled response continuum measured from extreme strongly agree to extreme strongly disagree to be answered in

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accordance with a five-point Likert type scale in order to elicit attitudinal information from respondents (Rea & Parker, 2005). The Likert scale approach was adapted to rate responses by respondents. The responses will be rated as "Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). This approach was used since closed-ended questions are easy to code and analyze.

The first is the selected items for the structural dimensions of employee empowerment which used the modified Conditions for Work Effectiveness Questionnaire (CWEQ) I & II by Laschinger (2012) measures perceived access to the four work empowerment structures: opportunity, information, support, and resources. Also included are formal power and informal dimensions in the framework. The CWEQ was developed by Chandler (1986). The CWEQ has 31 items and uses a 5-point Likert scale where 1 = none and 5 = a lot. With overall empowerment scores, higher scores indicate higher perceived access to opportunity, information, support, and resources.

Work performance was measured by six items based on prior measures (Brockner et al., 1992; May et al., 2002) using six (6) items in all.

The personality traits variables of the selected-item scale adopted from Judge et al., (2003) is used to measure core self-evaluations traits are adopted for this study. Specifically, Self-esteem which used Rosenbergs (1965) 13-item self-esteem scale was used to measure self-esteem. Generalized self-efficacy was also measured with a 10-item scale developed by Schwarzer and Jerusalem (1995). Finally, Locus of control was measured with the 8-internality sub-scale of Levensons (1981) Internal, Powerful Others, and Chance (IPC) Scale.

The questionnaire was divided into four (4) sections. The first section asked respondents' biographical data, wherein the respondents are asked questions about their age, academic and professional qualifications, period of service. The second section examined the employee empowerment of Police officers. The third section examined the relationship between employee empowerment and personality traits at the service. The final part covered the examination of the impact of employee empowerment on employee performance.

Validity and Reliability of Data

In order to establish the dependability and quality of the research data gathered, it is deemed important to take into account two major tests: validity and reliability of the instruments and the credibility of the study findings. Validity is defined as the degree to which a measuring instrument measures what it is designed to measure (Neuman, 2006). A research design is said to be valid, if it enables the researcher to elicit the correct responses from the sampled subjects. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. The study therefore collected data from a considerable amount of researchers in support of the theoretical framework to guarantee the internal validity of this thesis. References to all sources mentioned were shown to strengthen the internal validity of study. The instrument was generated based on a given framework to ascertain consistency and coherency throughout the entire thesis work. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri & Grönhaug 2005). The external validity of this research was established to see if really the practice of employee empowerment in the

Ghana Police Service reflects or differs from the theories presented in the frame of reference.

Generally, some experts (the supervisor) were used as judges for rating the statements for their relevance to various value dimensions and validate the content of the instruments before their administration to the respondents. Thus, in determining the validity of the survey questionnaires, the researcher presented the drafts to two experts in the field of human resource management and development to assess the questions for face and content validity. Based on their comments and suggestions the questionnaires were fine-tuned to achieve the purpose of the study.

Blanche and Durrheim (1999) defined reliability as the dependability of a measurement instrument, that is, the extent to which the instrument yields the same results on repeatedly trials. Pre-testing and pilot study were conducted to establish the reliability, and how correct the instruments are made. The pilot survey administered to GPS officers at the Sunyani Divisional Command. This process was carried out to test the reliability and validity of the research tool. This allowed the selected officers participating in the pilot survey to have an input and provide any feedback about the survey. The responses of respondents were scored and the reliability of the tool was determined using Cronbach's Alpha. According to the alpha value, more than 0.6, shows that the scale can be considered reliable (Hales, 1986).

Table 2: Reliability and Validity Test Results

Variables	Factor loading	t value	No. of items	CrocnBach's Alpha
Empowerment	.857	63.117	6	0.877
Employee performance	.825	77.494	6	0.910
Self esteem	.888	69.843	6	0.856
Self-efficacy	.967	61.042	10	0.938
Locus of control	.764	76.355	8	0.745

Source: Field data (2020)

In determining the reliability of the variables, the most common internal consistency measure known as Cronbach's alpha (α) was used. It indicates the extent to which a set of test item can be treated as measuring a single latent variable (Cronbach, 1971). Cronbach's alpha reliability coefficient ranges between 0 and 1. A coefficient of 0 implies that there is no internal reliability while a coefficient of 1 indicates a perfect internal reliability. The recommended value of 0.5 was therefore used as a cut-off of reliability (Sekaran, 2009). Reliability results for all the set of variables in the questionnaires gave a cronbach alpha statistics of more than 0.5, thus the threshold value of 0.6 was met.

With regard to content validity, Factor loading of the items was done used to confirm the content validity of the measurement model. The presentation is shown on Table 2. As suggested by Hair et al. (2010), factor loading of the items could be used to confirm the content validity of the measurement model.

Data Collection Procedures

To administer the instruments, the researcher sought permission from the head of the GPS, Goaso Division to conduct the research. The researcher with the help of assistants personally administered and collect the questionnaire. Then after verbal consent was sought from the respondents. After seeking the consent of each respondent, the researcher proceeded to conduct distribute the questionnaires. The respondents were left with the questionnaires and returned within the next 2 days to collect the responses. This was done in order for me to give them enough time to think their answers through before responding.

Method of Data Analysis

Quantitative method of data analysis was adopted to analyses the data collected from the officers of Goaso Divisional of the Ghana Police Service. Statistical tools were employed for data processing, analysis and presentation. Statistical Package for Social Sciences (SPSS) version 21 was used for the processing of the data. Prior to this, data editing was carried out by the researcher in order to ensure completeness and logical consistency of responses. All identified mistakes and data gaps were rectified as soon as possible. Simple descriptive statistics such as tables, mean, and variance were used to analyze the data collected. Inferential statistics using regression analysis was performed to establish the relationship between the study variables. Data presentations was made by use of tables and frequency distributions to enhance clarity.

Ethical Considerations

Ethics in research provide various guiding principles that ensure allowable or are not legitimate to do in research practice (Neuman, 2006). To ensure ethical standard as required by regulations, all the necessary consents

were sought from authorities and the study participants. This study ensured that at every stage of the work, both academic and intellectual honesty were preserved. The study acknowledged all documents to be consulted in preparations of the study and were properly identified in the reference section.

Chapter Summary

The chapter has presented the methods for the conduct of the study. The research design focuses on the descriptive of the quantitative methodological approach under the positivist paradigm. Population of the study covers all the officers of the GPS, Goaso Division using the census. The main data collection tool is questionnaire which are self-administered. Data analysis is descriptive and inferential in nature, and the results presented by tables with percentages and frequencies.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the output of the raw data analysis and discusses the findings. The first part of this chapter deals with presentation of the research findings while the second part presents discussion of the findings to meet each of the study objectives. The presentation of the results was based on the demographic characteristics of respondents and the three research objectives. The objectives are assessing the level of employee empowerment in the police service, examining the relationship between employee empowerment and personality traits among officers, and establishing the relationship between employee empowerment and employee performance among officers of Goaso Division of the Ghana Police Service.

Demographic Characteristics of Respondents

The section of the chapter sought to present the demographic characteristics of the respondents who participated in the study. The variables that were examined include age, sex, level of education and the years working experience of the respondents. These variables were very important in explaining the variations in responses.

On the age distribution of respondents, age ranges such as 21 -25, 26-30, 31-35, 36-40, 41-45 and over 45 years were presented to the respondents for selection, the summarised results obtained is shown in Figure 2.

51
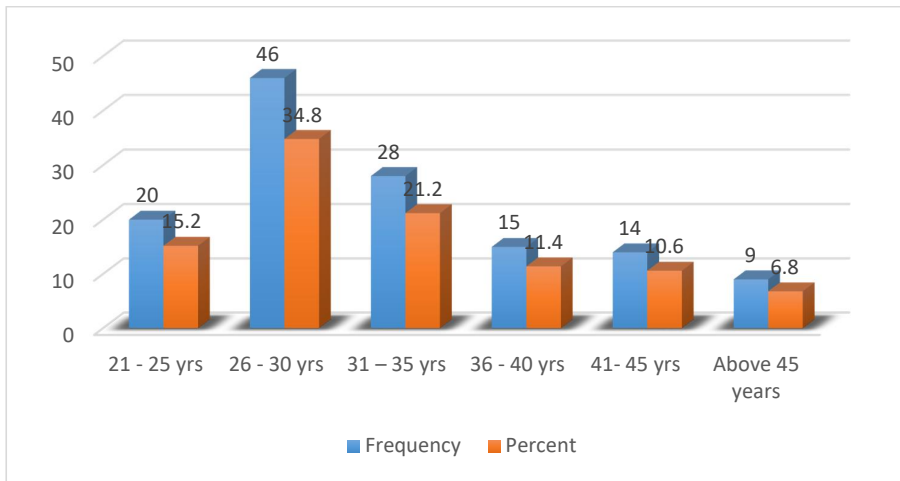
Figure 2: Age distribution of respondents

Source: Field data (2020)

The age distribution of the study participants indicates that most of the respondents (34.8%) belong to the age group 26 to 30 years. The least of the respondents (6.8%) were aged above 45 years.

With respect to sex, respondents' responses were summarized in this figure
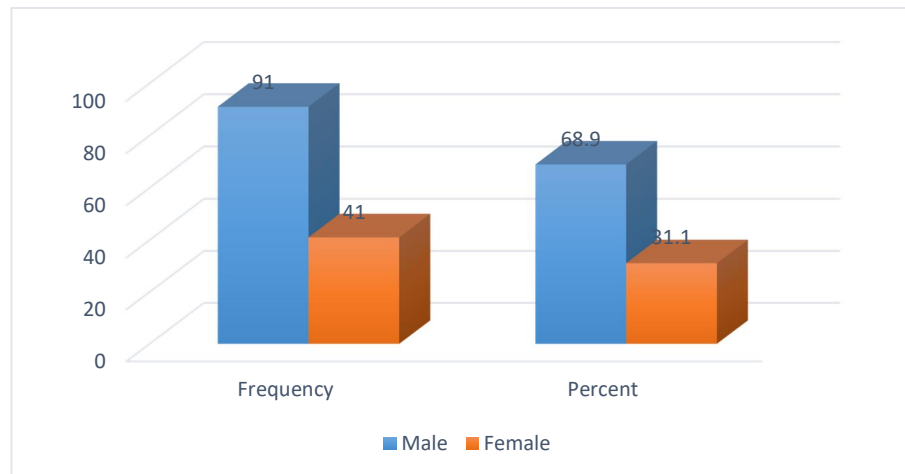
Figure 3: Sex distribution of respondents

Source: Field data (2020)

Figure 3 indicates that the majority of the respondents (68.9%) were males while 31.1% were females, which does not show gender balance among the officers.

With regard to the level of education, the results of the study is shown in Figure 4.
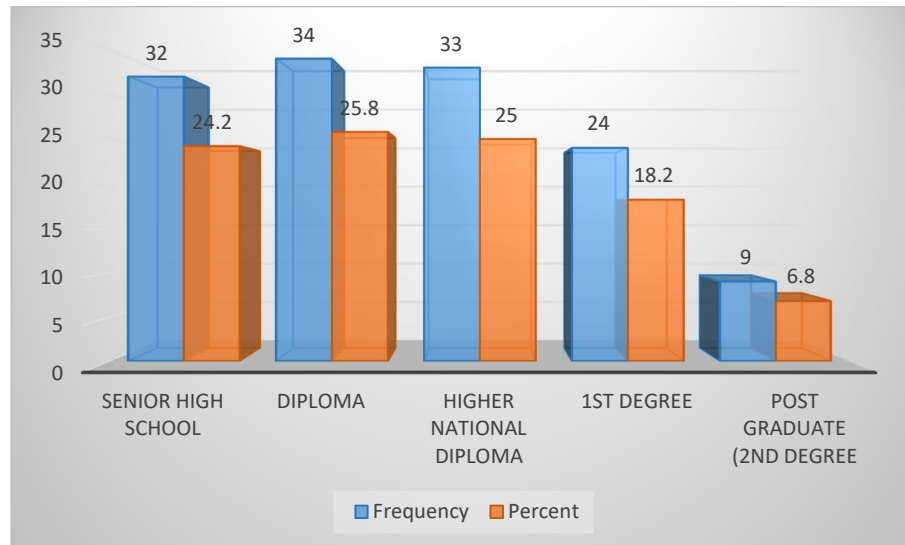
Figure 4: Educational qualifications of respondents

Source: Field data (2020)

The educational backgrounds of the respondents showed that most of the respondents representing 76.8% have had tertiary education while the rest have had Senior High School education. Among these groups, officers with diploma constituted the largest representing 25.8%, followed by higher national diploma (HND) with 25% while those with first degree constituted 18.2%.

Lastly, the results of the years of working experience in the Ghana Police Service as given by the respondents are displayed in Figure 5.
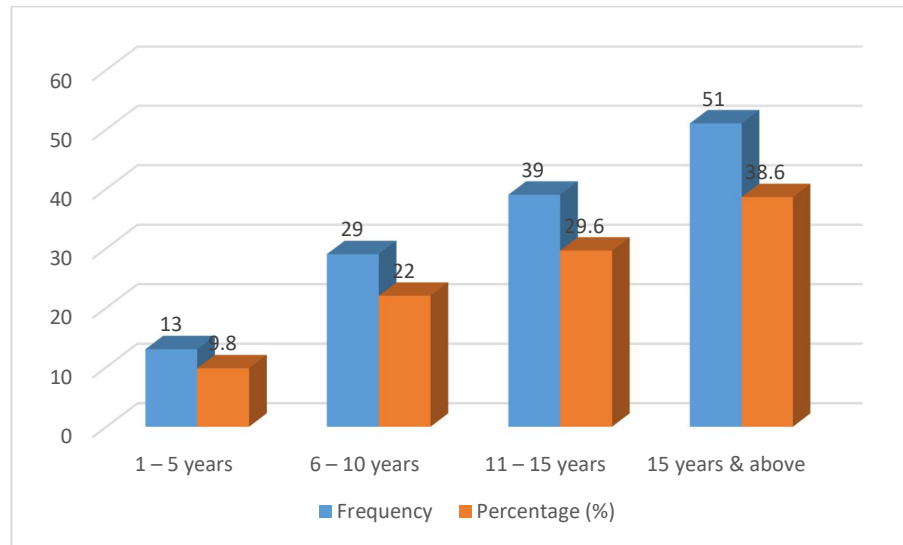
Figure 5: Number of years worked in the GPS

Source: Field data (2020)

Figure 5 shows that a large number of the respondents (38.6%) have worked with the Service for 15 years and above. The least number of years respondents have had in the Service is 1 – 5 years representing 9.8%.

The Level of Employee Empowerment in Ghana Police Service

In this objective, the study sought to assess the level of employee empowerment (the independent variable). In doing so, six structural empowerment measures were tested including access to opportunity, access to support, access to resources, access to information, formal power and informal power. The results of the descriptive statistics of these variables with emphasis on mean and standard deviations are presented in Table 4.1 below.

Table 3: Descriptive Statistics for Empowerment

Independent Variables	Mean	Std. Dev.
Access to opportunity	3.47	1.12889
Access to support	3.32	1.0463
Access to Resources	3.13	0.9671
Access to Information	2.76	1.13058
Formal power	3.33	0.97349
Informal power	3.14	1.00497

Source: Field data (2020)

The descriptive statistics for empowerment indicate that the highest mean for empowerment was access to opportunity with a value of 3.47, followed by informal power with mean score of 3.33. The lowest mean was recorded for access to information with mean score of 2.76.

Employee Job Performance

The respondents' statements on employee job performance were assessed using six statements on five point Likert scale. The results were as tabulated on table 4.2. From the results, a total mean score of 3.59 was recorded indicating that respondents generally agreed to all the statements.

Table 4: Descriptive Results for Employee Job Performance

	Management/Staff	
Items	Mean	Std. Dev.
I almost always perform better than what can be characterized as acceptable performance	3.15	1.10400
I often perform better than what can be expected	3.35	.99916
I often expend extra effort in carrying out my job	3.82	1.10898
I try to work as hard as possible	4.04	1.09312
The quality of my work is top-notch	3.65	.97371
I intentionally expend a great deal of effort in carrying out my job	3.55	1.08873
Employee job performance	3.59	0.88224

Source: Field data (2020)

From the table, hardworking recorded the highest mean score (4.04) followed by extra effort in carrying out my job (3.82), followed by the quality of my work is top-notch (3.65) and intentionally expend a great deal of effort in carrying out my job with mean score of 3.55. The least mean score was recorded for perform better than what can be characterized as acceptable performance with 3.15.

Personality Traits

Three main variables under the personality traits were measured including self-esteem, self-efficacy and locus of control.

Table 5: Descriptive Statistics for Personality Traits

	Management/Staff	
Independent Variables	Mean	Std. Dev.
Self-esteem	3.49	1.05611
Self-efficacy	2.93	0.92197
Locus of control	3.08	1.03397

Source: Field data (2020)

Table 5 shows that for the personality traits, self-esteem recorded the highest mean score 3.49, followed by locus control with mean score of 3.08 and the lowest being self-efficacy with mean score of 2.93. The results indicate that respondents were not sure about the level of self-esteem and locus of control as well as self-efficacy in their establishments.

Officers' Perception on Employee Empowerment in the Ghana Police Service

The study sought to understand how officers perceived the level of employee empowerment in the service. In doing so, six structural empowerment measures were tested including access to opportunity, access to support, access to resources, access to information, formal power and informal power.

Table 6: Descriptive Statistics for Empowerment (Access to opportunity)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev.
	%	%	%	%	%		
Challenging work	0.8	20.4	28.3	42.1	8.3	3.58	.938
The chance to gain new skills and knowledge on the job	2.9	29.2	22.1	10.0	35.8	3.47	1.32
Tasks that use all of your own skills and knowledge	5.0	10.4	33.3	23.8	27.5	3.37	1.14

Source: Field data (2020)

Table 6 shows that most of the officers believed there is quite a lot challenging work with mean score of 3.58 and standard deviation of 0.93. Officers indicated that some have the chance to gain new skills and knowledge on the job with mean score of 3.47 and standard deviation of 1.32. The results further showed that there are some of the tasks that use all of officers' skills and knowledge with mean score of 3.37 and standard deviation of 1.14. Per the results, officers had some form of access to opportunity in the service.

Table 7 Descriptive Statistics for Empowerment (Access to support)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev.
	%	%	%	%	%		
Specific information about things you do well	14.2	17.5	29.6	15.4	23.3	3.16	1.35
Specific comments about things you could improve	0.0	21.3	25.0	51.2	2.5	3.35	.84
Helpful hints or problem solving advice	0.0	21.7	23.3	43.8	11.3	3.45	.95

Source: Field data (2020)

Table 7 shows the results of level of access to support for officers in the service. Specifically, most of the respondents indicated that there is some form of access to support in terms of specific information about things to do well in the service with mean score of 3.16. There are some helpful hints or problem solving advice or specific comments about things that could improve officers with mean scores of 3.45 and 3.35 respectively.

Table 8: Descriptive Statistics for Empowerment (Access to resources)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev.
	%	%	%	%	%		
Time available to do necessary paperwork	0.0	20.0	51.2	24.2	4.6	3.13	.78
Time available to accomplish job requirements	5.8	29.6	11.7	23.8	29.2	3.41	1.33
Acquiring temporary help when needed	4.6	25.8	49.6	20.0	0.0	2.85	.79

Source: Field data (2020)

The results on empowerment for officers in the service in terms of access to resources is that the time available to accomplish job requirements with mean score of 3.41 and standard deviation of 1.33. This was followed by the time available to do necessary paperwork with mean score 3.13 with the least being officers acquiring temporary help when needed with mean score of 2.85.

Table 9: Descriptive Statistics for Empowerment (Access to Information)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev.
	%	%	%	%	%		
The current state of the Organisation	25.4	25.0	20.0	26.7	2.9	2.57	1.21
The values of top management	12.1	25.4	36.7	25.8	0.0	2.76	.97
The goals of top management	12.1	26.7	29.2	19.2	12.9	2.94	1.21

Source: Field data (2020)

As shown in table 9, almost all the respondents indicated that there is some access to information to help empower officers in the service. The mean score from the data analysed showed that officers have some form of access of information in terms of the goals of the top management (2.94), the values of the top management (2.76) and the current state of the service with mean score of 2.57 and standard deviation of 1.21.

Table 10: Descriptive Statistics for empowerment (Formal power)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev.
	%	%	%	%	%		
Collaborating on clients or public	1.3	17.9	42.1	17.9	20.8	3.39	1.05
Being sought by peers on the job	0.0	39.6	21.3	28.3	10.8	3.10	1.05
Amount of visibility	0.0	18.3	16.7	62.1	2.9	3.49	0.82

Source: Field data (2020)

The views of the respondents on access to formal power were assessed using three statements on five point Likert scale. On whether the service collaborating with clients or public the mean score showed some form of collaboration (3.39). On whether officers are being sought by peers on the job a mean score of 3.10 indicated some level of power. On the opinion whether employees have amount of visibility, the results showed that there are quite a lot of amount of visibility in the service with mean score of 3.49.

Table 11: Descriptive Statistics for Empowerment (Informal Power)

Items	None	Not much	Some	Quite a lot	A lot	Mean	Std. Dev
	%	%	%	%	%		
Collaborating on clients with my superior	10.0	23.8	30.0	28.7	7.5	3.00	1.11
Being sought out by peers for help with problems	0.0	18.3	52.1	24.2	5.4	3.17	.79
Being sought out by supervisors for help with problems	0.0	25.4	24.6	30.8	19.2	3.44	1.07
Seeking out other professionals' ideas	2.5	44.2	11.3	37.1	5.0	2.98	1.06

Source: Field data (2020)

The results on officers' access to informal power showed that there is some level of access to informal power in the service. For instance, respondents indicated that there some level of access to informal power in the form of officers collaborating on clients with my superior (3.00), being sought out by peers for help with problems (3.17), officers being sought out by supervisors for help with problems (3.44) and officers seeking out other professionals' ideas with mean score of 2.98.

The Relationship between Employee Empowerment and Personality Traits among Officers

As the third objective, the study sought to establish the relationship that exist between the independent variable (empowerment) and the moderating

variable (personality traits). In doing so, only correlation test was performed as it provides the opportunity to find out whether the relationship is first of all positive and statistically significant.

A Pearson product-moment correlation coefficient was computed to assess the relationship between employee empowerment and personality traits.

Table 12: Correlations between Employee Empowerment and Personality Traits

		Employee empowerment	Personality traits
Employee empowerment	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.000
	N	240	240
Personality traits	Pearson Correlation	.813**	1
	Sig. (2-tailed)	.000	
	N	240	240

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

Source: Field data (2020)

The results indicated that there was a positive correlation between employee empowerment and personality traits (r=0. 813, n=240, p=0.000). Therefore, at 95% level of significance, an increase in employee empowerment among officers would lead to an increase in personality traits.

Table 13: Coefficient of Regression for Empowerment and Performance Traits

Model	B	Std. Error	Beta	t	sig	R Square	Adjusted R Square
1 (Constant)	17.773	3.856		4.610	.000		
Empowerment	1.345	.062	.813	21.560	.000	.661	.660

a. Dependent Variable: Personality

Source: Field data (2020)

The results in Table 12 indicate that there is a significant relationship between employee empowerment and performance traits with values β=0.813, p=0.00).

Based on the above results, the hypothesis 1 which sought to establish significant relationship between employees' structural empowerment and personality traits in organizations. From the results, the hypothesis is accepted.

The Relationship between Employee Empowerment and Employee Performance among Officers

In this objective, the study examined the effect of the independent variable (employee empowerment) and the dependent variable (employee job performance). In doing so, two statistical analyses were performance namely correlation and regression. The results of the two tests are displayed in Table 13 and table 14 below.

A Pearson correlation coefficient was computed to assess the relationship between employee empowerment on employee performance.

Table 14: Correlations between Employee Empowerment and Employee Performance

		Employee Empowerment	Employee Performance
Employee Empowerment	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	240	240
Employee performance	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	240	240

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

Source: Field data (2020)

The results indicated that there was a positive correlation between employee empowerment on employee performance (r=0. 727, n=240, p=0.000). Therefore, at 95% level of significance, an increase in employee empowerment in the organizations would lead to an increase in personality traits.

Additionally, a linear regression analysis was employed to predict the effect of Structural Empowerment on employee performance and the results are presented in Table 14 below.

Table 15: Coefficient of Regression for Empowerment and Employee Performance

Model	B	Std. Error	Beta	t	sig	R Square	Adjusted R Square
1 (Constant)	2.310	1.201		1.923	.056		
Empowerment	.318	.019	.727	16.346	.000	.529	.527

. Dependent Variable: EMPLOYEE PERFORMANCE

The results indicate that there is a significant effect of employee empowerment on employee performance with values β=0.727, p=0.00).

Based on the above results, the hypothesis 2 which sought to establish significant relationship between employees' structural empowerment on employee performance in organizations. From the results, the hypothesis is accepted.

Discussion of Results

This section discusses the results in relation to literature.

Level of Employee Empowerment of Police Officers

The results from the data analysed with regard to examining the level of employee empowerment in the Ghana Police Service, the composite variables for employee empowerment with six variables including access to information, access to resources, perceived support, access to opportunity, formal power and informal power were measured and the results showed that the highest mean for empowerment was access to opportunity, followed by informal power. The lowest mean was recorded for access to information.

When these six individual variables were further broken down into specific items the statistics were measured. The results on access to opportunity

indicated that officers had some form of access to opportunity in the service. Opportunities within an organization include such privileges such as the chance to gain new skills and knowledge on the job and the tasks that use all of officers' skills and knowledge. In such situations, those employees who have access to these opportunities are likely to be committed to the organization. Michel, Nabel and Adiel (2011) further argued that managers empower subordinates when they delegate assignments to provide learning opportunities and allow employee to share in the satisfaction derived from the achievement.

The respondents' statements on perceived support were assessed using three statements on five point Likert scale. The types of support evaluated in this study are co-worker support, supervisor support, and organizational support.

The results on empowerment for officers in the service in terms of access to resources showed that there some level of access to resources particularly, the time available to accomplish job requirements and the time available to do necessary paperwork.

Furthermore, almost all the respondents indicated that there is some access to information to help empower officers in the service. The mean score from the data analysed showed that officers have some form of access of information in terms of the goals of the top management, the values of the top management and the current state of the service.

When it comes to access to formal power were assessed using three statements on five point Likert scale. All the items suggested that there some level of formal power in the Service including the service collaborating on clients or public the mean score showed some form of collaboration, officers

are being sought by peers on the job a mean score of 3.10 indicated some level of power, employees having amount of visibility, and finally the results showed that there quite a lot of amount of visibility in the service.

The results on officers' access to informal power showed that there is some level of access to informal power in the service. For instance, respondents indicated that there some level of access to informal power in the form of officers collaborating on clients with my superior, being sought out by peers for help with problems, officers being sought out by supervisors for help with problems and officers seeking out other professionals' ideas.

Relationship between Employee Empowerment and Personality Traits among the Police Officers

The intention as stated in objective two of the study was to establish a relationship exists between empowerment and personality traits. The results from the correlation analysis established that the relationship between these variables was strong and showed a statistically significant, hence, the hypothesis is confirmed. Researchers have frequently identified personality traits as a core component of empowerment programs (Roth & Brooks-Gunn, 2003).

Additionally, the results indicated that the correlation analysis performed showed a strong and positive relationship between personality traits and employee job performance in the organizations. Previous research developed suggests that a broad personality trait, is a significant predictor of job satisfaction and job performance. Judge et al. (1997) assumption of core self-evaluations in providing a trait is a useful predictor job performance, as well as perhaps other applied criteria. Judge and Bono (2001) also investigated the correlation between the core traits and job performance. Analysing 105

correlations, these authors found that the validity of three of the four core traits generalized across studies. The average validity was identical to the validity of conscientiousness (Barrick & Mount, 1991). In addition, Erez and Judge (2001) showed that core self-evaluations was related to motivation and performance in two separate studies.

Relationship between Employee Empowerment and Employee Performance among the Police Officers

With the results of the third objective, both the correlation and regression analysis established a strong relationship and a statistically significant effect of employee empowerment aspects on employee performance in the selected organizations. The finding confirmed the hypothesis that, empowerment has a significant and positive relationship with employee job performance. The findings are consistent with previous studies on the relationship between empowerment and employee job performance. For instance, Hanaysha (2016) study on the effects of human resource factors namely employee empowerment, teamwork, and employee training on employee productivity in a number of employees at public universities in northern Malaysia concluded that employee empowerment has significant positive effect on employee productivity. This study confirmed previous studies (Meyerson & Dewettinck, 2012) which found that employee empowerment was one of the main contributing factors to employee productivity and performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summaries of the major key findings, draws conclusions, and makes recommendations and suggestions for future studies. The study's main goal was to examine the influence of employee empowerment on employee performance in Ghana Police Service. Quantitative data collected was used to determine hypothesized relationship between independent variables and the dependent variables.

Summary of Key Findings

Based on the findings from the discussions, this section presents the summaries of the major findings in relation to the study objectives.

The sex distribution of respondents showed that the Service is male dominated. The age distribution of the respondents indicated that most of the respondents belonged to the age group 26 to 30 years. The respondents' educational backgrounds showed that most of the respondents have had tertiary education while the rest have had Senior High School education. Among these groups, Officers with Diploma constituted the largest, followed by Higher National Diploma (HND). Distribution of respondents by number of years worked with the Service showed that a large number of the respondents have worked with the Service for 15 years and above. The least number of years' respondents have had in the Service is 1 – 5 years.

The level of employee empowerment in the Ghana Police Service

In all, six variables for employee empowerment including access to information, access to resources, perceived support, access to opportunity,

formal power, access to opportunity, access to resources and informal power were measured and the results showed that the officers have some form of access to opportunity, informal power. The findings further showed that officers' access to information was not much in the service.

Effects of employee empowerment on employee performance among workers

It was observed that a positive and significant relationship exist between empowerment and employee performance.

It was further established that employee empowerment has a significant effect on employee performance with values $\beta=0.727$, p=0.00).

Relationship between employee empowerment and personality traits

The Pearson correlation results revealed a positive and significant relationship between empowerment and personality traits.

The regression results established a significant effect of employee empowerment on performance traits with values $\beta=0.813$, p=0.00).

Relationship between personality traits and employee job performance

The Pearson correlation results showed that there is positive and significant relationship between personality traits and employee performance.

The findings showed that there is a greater significant and positive relationship between personality traits and employee performance with values $\beta=0.855$, p=0.00).

Conclusions

Improving and maintain productivity from employees is one of the most crucial tasks for organizations competing in current aggressive environment. The study empirically investigated the effects of empowerment on employee

performance. Results of the study showed significant influence of employees' structural empowerment on employee performance in service. The aspects of structural empowerment showed a positive relationship and statistically significant with employee performance. The study revealed when the correlation analysis was performed showed a strong and positive relationship between personality traits and employee job performance in the Service.

The moderating effect of personality traits on the relationship between structural empowerment and employee performance in the service was reported significant as it does moderate between empowerment and employee performance.

The links between employee empowerment and job performance provided further support for the importance of positive workplace conditions in predicting employee quality of work life. The results of this study provided further evidence of the effect of structural empowerment in predicting job performance. Kanter's theory offers guidance for managers interested in creating structures to provide employees with access to the information, support, opportunity, and resources necessary to achieve their work goals. By linking structural empowerment with personality traits, we gain a broader understanding of the empowerment process. That is, the study understands better how these structural organizational factors influence employees' feelings or experience of personal empowerment in the work setting.

Recommendations

Based on the findings and conclusions drawn, the study makes the following recommendations.

Increase employee empowerment in the service

The study recommends to management of the Ghana Police Service to focus on the work environment for their staff. In this situation, management can increase employee empowerment through the provision of access to resources, information, support, and opportunity to help the officers increase their performance.

Inclusion of personality traits in recruitment considerations

The findings indicated that personality traits are significant predictors of job performance and empowerment is a positive light. Staff with self-esteem, self-efficacy and locus of control mean that potentially, they are satisfied and motivated to perform on the job. Management as part of their recruitment considerations can add these personality traits in order to recruit or hire the right calibre of officers to improve the performance of the Service.

Officers encouragement

Management of the Service should encourage officers to believe in themselves, provide emotional support to improve their performance and thus, help to build their self.

Increase employees participation

Empowerment can be achieved through independence in terms of decision making therefore management should make it a point to make room for delegation with power so as to equip officers in the service and hence, enhance their self-efficacy.

Suggestions Further Research

This study was confined to only one security agency, thus the Ghana Police Service in the Goaso division. Hence, future research should examine

influences of employee empowerment on employee performance in other security services in in other divisions.

Again, the current study relied on quantitative approaches to examine influences of employee empowerment on employee performance, an in-depth analysis of individual responses in relation to demographic factors would generate useful inductive information and provide a richer understanding of the influences of employee empowerment on employee performance.

Based on the theoretical models adopted in this study, there was minimal focus of the link between personality traits and employee performance. As the results indicated, this study has identified personality traits as a major determinant of employee performance. This is a starting point for further studies in this area for HR students.

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QUESTIONNAIRE FOR OFFICERS

TOPIC: THE EFFECTS OF EMPLOYEE EMPOWERMENT ON EMPLOYEES PERFORMANCE:

Dear Respondent,

I am an MBA student at the Catholic University College of Ghana, Fiapre and as part of the programme; I am conducting a research on the above topic in this institution. I would be very grateful if you can provide me with the following data. Your honest response will determine the success of the research. This work is purely academic and you are fully assured of privacy in the information you may provide.

Please fill in the space provided where answers are provided, tick or circle the appropriate response.

SECTION A: DEMOGRAPHICS

1. Gender: Male [ ]   Female [ ]

2. Educational level: SSSCE [ ]   Diploma [ ]   HND [ ]   Degree [ ]

   Masters [ ]

3. Age of Respondent: 21– 25 [ ] 26 -30 [ ]   31-35 [ ]   36 -40 [ ]   41-45

   [ ] Above 45 [ ]

4. Marital Status:Single[ ]Divorce   [ ] Separated [ ] Married [ ]

5. Contract type: Part time [ ] Full Time [ ]

6. How long have you worked with this service?

   Less than a year [ ]   1-5 years [ ]   6-10 years [ ]   11-15years [ ]

   15 years and above [ ]

Section B: Employee Empowerment Dimensions

<div align="center">(CONDITIONS FOR WORK EFFECTIVENESS)</div>

The following questions cover the opportunities, support and access to resources available to you at work. Using the scale below answer the statements where **1=None; 2=Not Much; 3=Some; 4=Quite a lot; 5=A lot**

How much of each kind of opportunity do you have in your present job?	1	2	3	4	5
1. Challenging work					
2. The chance to gain new skills and knowledge on the job					
3. Tasks that use all of your own skills and knowledge					
How much access to support do you have in your present job?					
1. Specific information about things you do well					
2. Specific comments about things you could improve					
3. Helpful hints or problem solving advice					
How much access to resources do you have in your present job?					
1. Time available to do necessary paperwork					
2. Time available to accomplish job requirements					
3. Acquiring temporary help when needed					
In my work setting/job: JOB ACTIVITIES SCALE (JAS)					
1. the rewards for innovation on the job are					
2. the amount of flexibility in my job is					
3. the amount of visibility of my work-related activities within the institution is					

Using the scale where **1=None; 2=Not Much; 3=Some; 4=Quite a lot; 5=A**

lot. Answer the following set of questions.

	How much opportunity do you have for these activities in your present job: **ORGANISATIONAL RELATIONSHIPS SCALE(ORS)**	1	2	3	4	5
1	Collaborating on clients with my superior					
2	Being sought out by peers for help with problems					
3	Being sought out by supervisors for help with problems					
4	Receiving early information of upcoming changes in work unit from your immediate supervisor					
	How much of each kind of formal power do you have in your present job?					
1	Collaborating on clients or public					
2	Being sought by peers on the job					
3	Amount of visibility					
	How much of each kind of informal power do you have in your present job?					
1	Collaborating on clients with my superior					
2	Being sought out by peers for help with problems					
3	Being sought out by supervisors for help with problems					
4	Seeking out other professionals' ideas					

The following questions cover access to information you have at your present work. Using the scale below answer the statements:

1=No knowledge; 2=A little knowledge; 3=Some knowledge; 4= good knowledge, 5= Knows A lot

How much access to information do you have in your present job?	1	2	3	4	5
1. The current state of the Organisation					
2. The values of top management					
3. The goals of top management					

The following questions cover the amount of opportunity you have at present work. Using the scale below answer the statements, 1= Strongly Disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly Agree

How much of each kind of opportunity do you have in your present job	1	2	3	4	5
1.Overall, my current work environment empowers me to accomplish my work in an effective manner					
2.Overall, I consider my workplace to be an empower environment					

1. EMPLOYEE JOB PERFORMANCE

Kindly tick the degree to which you perceive the following aspects.

Where **strongly disagree (1**); **disagree (2); uncertain (3); agree (4); strongly agree (5)**

Statement					
I almost always perform better than what can be characterized as acceptable performance	1	2	3	4	5
I often perform better than what can be expected	1	2	3	4	5

I often expend extra effort in carrying out my job	1	2	3	4	5
I try to work as hard as possible	1	2	3	4	5
The quality of my work is top-notch	1	2	3	4	5
I intentionally expend a great deal of effort in carrying out my job	1	2	3	4	5

Work performance was measured by six items based on prior measures

(Brockner et al., 1992; May et al., 2002).

2. PERSONALITY TRAITS

A. Self-esteem: For each of the following statements please indicate by

ticking whether you**:**

 strongly disagree (1); **disagree (2); uncertain (3); agree (4);**

strongly agree (5) to a question.

Self-esteem	1	2	3	4	5
I complete tasks successfully					
Sometimes, I do not feel in control of my work.					
Overall, I am satisfied with myself.					
Sometimes, I feel depressed.					
'I would feel guilty for non-completion of my tasks					
'I expect my managers will appreciate my work					
I feel competent to perform the tasks required for my position					
I am self-assured about my capabilities to perform my work activities					
When I try, I generally succeed.					
I do not feel in control of my success in achieving the standard targets					
I am capable of coping with most of my problems.					

I feel that I have a number of good qualities					
I am able to do things as well as most other people					

Source: Rosenbergs (1965) 10-item self-esteem scale was used to measure self-esteem.

B. **Self-efficacy**: For each of the following statements please indicate by ticking whether it is

Not at all true (1), **Hardly true (2), Moderately true (3), or Exactly true (4),** to a statement.

Self-efficacy	1	2	3	4
I can always manage to solve difficult problems if I try hard enough				
If someone opposes me, I can find the means and ways to get what I want.				
It is easy for me to stick to my aims and accomplish my goals.				
I am confident that I could deal efficiently with unexpected events.				
Thanks to my resourcefulness, I know how to handle unforeseen situations.				
I can solve most problems if I invest the necessary effort.				
I can remain calm when facing difficulties because I can rely on my coping abilities.				
When I am confronted with a problem, I can usually find several solutions.				
If I am in trouble, I can usually think of a solution				
I can usually handle whatever comes my way.				

Source: Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale.

C. Locus of control: For each of the following statements please indicate by ticking whether you **strongly disagree (1)**; **disagree (2); uncertain (3); agree (4); strongly agree (5)** to a statement.

Locus of control	1	2	3	4	5
I feel that I am a person of worth, at least on an equal basis with others					
When I make plans, I am certain I can make them work					
If something looks too complicated, I will not even bother to try it					
When I get what I want, its usually because I worked hard for it					
My life is determined by my own actions					
Almost everything is possible for me if I really want it					
My major accomplishments are entirely due to hard work and ability					
I usually do not set goals because I have hard time following through on them					

Locus of control was measured with the internality sub-scale of Levensons (1981) Internal, Powerful Others, and Chance (IPC) Scale

THANK YOU FOR YOUR PARTICIPATION