

## PSYCHOLOGICAL EMPOWERMENT AND EMPLOYEE PERFORMANCE AMONG PRIVATE SECONDARY SCHOOL TEACHERS IN BAYELSA STATE

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### ABSTRACT

*This research study probed the empirical link between psychological empowerment and employee performance. The aim was to ascertain the link between psychological empowerment and employee performance. The cross-sectional survey design was adopted for the study, and relevant data were gathered through a structured questionnaire. The respondents to the questionnaire comprised 269 private secondary school teachers drawn from 105 private secondary schools in Bayelsa State. Data collected were evaluated using descriptive and inferential statistical tools with the aid of the Statistical Package for Social Science (SPSS) Version 23. The study found that all four dimensions of psychological empowerment are significantly related to employee performance measured with employee innovativeness and Responsiveness. And as a predictor of performance, the impact dimension is the most essential followed by competence, meaningfulness and autonomy. Given these findings, it was concluded that psychological empowerment (meaningfulness, autonomy, competence and impact) is significantly related with employee performance (innovativeness and responsiveness). Based on the outcomes and conclusions made, it was recommended among others that schools and school administrators should enable teachers to have a feel of all four components of psychological empowerment as a deficiency of feelings or experience of any of the four components will deflate overall felt empowerment and thus reduce performance. Also that schools should maintain and improve the impact perceptions of their employees (teachers) as this will continually improve the overall performance of the teachers since impact is the most important predictor of psychological empowerment.*

**Key Words:** *Psychological Empowerment, performance, impact, autonomy, competence, meaningfulness*

### INTRODUCTION

Given the consequences of globalization and the dynamic nature of the business environment, Ambad and Bahron (2012) opined that the major sources of competitive advantage will lie not only in new technology but in the dedication and the quality of the commitment and competence of the workforce. The outcomes of the human capital energy and creativity according to them are the company's most important resource. Employees are the repository of knowledge, skills and aptitudes that cannot be imitated by the competitors (Indradevi, 2011), and should be given every aid necessary for optimal use of their knowledge, skills and capabilities. Employee performance therefore is an important subject in the life of a business not only in achieving organizational objectives but also in maintaining competitive advantage over other enterprises (Yilmaz, 2015). Success in today's business environment is in effect, a function of the company's level of employees' knowledge, ideas, energy, and creativity from front line workers to the top level executives in the executive suite (Ambad and Bahron, 2012). It follows therefore, that employees should be the most utilized resource of any enterprise, yet is the underutilized

resource of an organization (Indradevi, 2011). Empowerment is found to be an effective tool in ensuring better employee performance; hence, Scott and Jaffe (1993) christened it the new fuel of the growing and booming workplace.

Empowerment is a process where individuals learn to see a closer association between their desires and a sense of how such are achieved and a link between their labors and life outcomes (Mechanic, 1991), and a means by which people, organizations, and communities gain mastery over their lives (Rappaport, 1984). Zimmerman (2000) stated that empowerment is an organizational process in which efforts to exert control (i.e. employees having control over the execution of their duties) are central. However, such efforts to exert control would be meaningless if workers are not provided with or exposed to the right kind of information. The empowerment process thus involves also some form of information sharing, hence, Conger and Kanungo (1988) defines it as a process of heightening feelings of self-confidence among organizational members via the identification of situations that support helplessness and by their elimination by both formal company/enterprise practices and informal procedures of providing efficiency information. An empowered team (workforce) according to Covey as reported in Indradevi (2011) is one in which employees possess knowledge, skill, desire and prospect to individually thrive in a way that result to shared organizational success. All organizations, whether product or service oriented need some level of empowerment for their employees. Ambad and Bahron (2012) stated that more than 70% of organizations have adopted some kind of empowerment initiative for at least part of their workforce. Literature on empowerment had discussed empowerment at varying levels of analysis, hence, the concepts of organizational, structural and even individual empowerment (Kanter, 1989; Thomas and Velthouse, 1990 and Spreitzer, 1995<sub>b</sub>). But at the level of individual analysis, empowerment is referred to as psychological empowerment (PE) (Conger and Kanungo 1988; Zimmerman, 1990a; Zimmerman and Rappaport, 1988; Spreitzer, 1995<sub>b</sub>).

While employee performance is the direct and indirect contributions of an individual towards the goals and objectives of the organization, PE is the experience of employees on empowerment at work (Indradevi, 2011). Thus, Thomas and Velthouse (1990) presumes that empowered people are more active and productive than those not empowered. At the individual level of analysis, employee performance is measured using such parameters as creativity, innovativeness, responsiveness, commitment, etc. Since the duties of a teacher are more service oriented, a great amount of commitment, innovativeness and responsiveness is required. However, whether or not these parameters of individual work performance have an empirical link with PE is not known. This study therefore, is aimed at examining the empirical link between PE and performance among private secondary school teachers in Bayelsa State.

### **Theoretical Review**

The social exchange theory is selected as the baseline theory of this study. The choice of this theory is contingent on the concept of PE. In the literature of psychology, management and organizational behavior, PE is considered to be having some social exchange characteristics as PE is found to be transactional in nature to an extent (Mitchell et al, 2012) as with the autonomy dimension of PE which is based on trust found to be a significant antecedent of PE (Spreitzer, (1995).

Mitchell et al, (2012) reported that social exchange theories treat social life as involving a chain of sequential transactions between two or more parties. These transactions according to Cropanzano and Mitchell (2005) involve the exchange of resources through a process of reciprocity, whereby one party tends to repay the good or sometimes bad of another party. The worth of these exchanges is sometimes swayed by the association between the actor and the

target i.e. the employer as represented by the management of an organization and the employee. Organ (1990) stated that social exchanges are not economic exchanges that tend to be "*quid pro quo*" and involve less trust and more active monitoring, but are open-ended and involve greater trust and flexibility. This view of social exchange agrees with Spreitzer (1995<sub>b</sub>) which find trust as a crucial antecedent of PE that allows organizational heads to give some decision making powers (especially those related to how employees carry out their job related duties) to the employee i.e. the self-determination or autonomy dimension of PE.

## **Conceptual Review**

### **The Concept of Empowerment**

To empower in common parlance is to authorize or to give power to. Empowerment from this perspective is to give official authority to, to delegate legal power to, to commission or to authorize someone or a group of people to act in one's stead. Gandz (1990) thus suggested that empowerment is a process in which management vests decision making power on employees or authorizes employees to make choices about their jobs where traditionally, this authority was a managerial prerogative. This means that authority that originally belonged to management is bestowed on employees to aid them make some job related decisions. This agrees with the views of Caudron (1995) that empowerment occurs when employees own their jobs, measure and influence their individual successes in their departments or companies. It is imperative to note, however, that the definition does not suggest that employees are said to be empowered when they own jobs that are their own or that they do not report to a superior. It however, suggests that employees are empowered when they know that their efforts affect organizational outcomes, i.e. their contributions lead to the success of their departments in particular and the organization in general.

Conger and Kanungo (1988) operationalized empowerment from two distinct perspectives and showed why empowerment in the organization should be discussed in relation to only one of the perspectives. Their views were that empowerment could be seen as either a relational construct or as a motivational construct. Empowerment involves the granting of power. In this view, Conger and Kanungo (1988) stated that in the management and social influence literature, power is primarily a relational concept used to describe the perceived power or control that an individual actor or organizational subunit has over others. Hence from this point of view, the idea of delegation which connotes the decentralization of decision making power is central to the empowerment notion. They thus stated that, as a relational construct, empowerment is concerned with participative management practices like MBO, quality circles, goal setting, etc. by subordinates as a method of allocating power or delegating authority.

### **Psychological Empowerment**

Spreitzer (1995) suggested that psychological empowerment (PE) is employees' psychological experience of empowerment at work. The term is used in contrast with structural empowerment discussed in the preceding subheading. It is empowerment that focuses on the individual employee rather than on the overall organization. Walton (1985) saw it as a practice that is meant to maximize employee contributions to the success of the organization and full participation of employees in making decisions. For Senge (1990) PE is a shared vision between employees and management; one that encourages self-motivation (Tracey 1990).

Tastan (2013) showed that PE is a mental approach to empowerment that focuses on intrinsic motivation rather than on managerial practices used to escalate an individual's levels of power. Consequently, Dee et al, (2003) stated PE is empowerment that is conceptualized as a mind-

set that employees have about their organization, rather than as something that management does to employees

### **The Concept of Employee Job Performance**

Understanding one's own performance is critical for any employee, and comprehending the performance of one's subordinates is critical managers and understanding the performance of all employees is a critical concern for the management of any given organization (Colquitt, *et al.*, 2011). Although, performance is both critical and important for organizational success, understanding and examining individual employee performance has presented managers, and management with a dilemma. However, this dilemma could be reduced if one has an indebt understanding of what constitutes an employee's job performance. But what is job performance? Is it a set of behaviors that a person does or does not perform, or is performance the end results of those behaviours? One might be tempted to believe that it is more appropriate to define job performance in terms of results rather than behaviors, because results seems more objective and are more connected to the central concerns of managers, especially those at the bottom line. But Colquitt, *et al.* (2011) reported that this might be wrong since employees contribute to their organization in ways that go beyond bottom-line results, and so evaluating an employee's performance based on results alone might give an inaccurate picture since employees are worth more to the organization. Be sides that, results are often influenced by factors that are beyond the control of the employee – product quality, competition, equipment, etc. and even if these uncontrollable factors are less relevant, results cannot tell how to reverse a bad year. That is performance feedback based on results cannot provide people with the information they need to improve their behaviour (Colquitt, *et al.*, 2011). It would thus be better to refer to performance as behaviour, and results or job performance results to describe the outcomes associated with those behaviours (Colquitt, *et al.*, 2011).

### **Psychological Empowerment and Employee Performance**

A key assumption of empowerment is that empowered individuals are established to be performing better than their contemporaries who are not empowered (Thomas and Velthouse, 1990). Parker and Turner (2002) reported that performance gains could arise if performance problems are resolved at the source than letting them escalate to involve specialists or senior management. In this light, Cook (1994) argued that employees generally have complete information and knowledge about their work than top managers which places them in a position to schedule and plan their work, find and solve obstacles that hinder their performance than their superiors. When individuals are adequately empowered, their behaviors become more proactive, flexible, resilient, and persistent (Thomas and Velthouse, 1990). In agreement with this view, Liden *et al.* (2000) argued that, people who are confident that their jobs are meaningful believes that by completing them, they could influence people both in and outside of the enterprise are stimulated to perform better. Hence, employees who feel they possess the necessary skills required to perform their duties and also have they autonomy do decide to perform these duties usually out performs their counterparts (Gist and Mitchell, 1992). Indeed, the influence of competence on performance is significant as shown in existing literature. Psychological empowerment thus reflects energy rooted in the thought that work tasks contribute to some larger purpose (Thomas and Velthouse, 1990). Colquitt *et al.*, (2011) posited that PE represents intrinsic motivation, as merely performing the work task serves as its reward and supplies many intrinsic outcomes. Models of PE, as offered in existing literature, argue that a similar set of concepts can make work tasks intrinsically motivating. These four concepts, as

stated earlier, are meaningfulness, competence, self-determination (autonomy), and impact. These concepts or rather, dimensions of PE affect EP in their distinct ways.

## METHODOLOGY

The study adopted the cross-sectional survey design as it is most appropriate for the issues examined. The reason is that as a survey design, the cross-sectional design studies a current state of a group or unit of a particular population at a given time so as to give a photographic view of the phenomenon being investigated (Agbonifoh and Yomere, 1999). The current study examined empirically, the impact of psychological empowerment on employee performance, and to examine whether an empirical relationship exists between PE and employee performance of teachers with a view to finding out the perceptions of teachers on how psychologically empowered they are and how in turn they perceive PE to be affecting performance levels. Data for the current study were collected through primary and secondary sources. 5-point Likert-scale structured questionnaire was the basic instrument used to solicit response from teachers of all hundred and five (105) privately secondary schools in the eight LGA in Bayelsa state namely; Yenagoa, Ogbia, Nembe, Brass, Southern Ijaw, Sagbama, Ekeremor and Kolokuma/Opokuma being that it is a state wide survey.

The population involved 333 teachers out of which 269 were selected scientifically for the study. The instrument for data collection was validated using construct and content validity, and Cronbach's alpha coefficient of 0.70 was adopted to ascertain its reliability. Data obtained for the purpose of this study were put to a variety of tests. Descriptive statistical tools such as the mean, standard deviation were used to examine the distribution of the data collected. Testing of the study hypotheses were done using simple regression analysis and the Pearson's correlations with the aid of SPSS version 23.

A regression model for guessing employee performance was developed with each component of PE - meaningfulness, competence, autonomy and impact as predictors. The model presents PE- meaningfulness, competence, autonomy and impact as predictors of performance. The equation is given as:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Where: Y = employee performance;  $x_1$  = meaningful work;  $x_2$  = competence;  $x_3$  = autonomy; and  $x_4$  = impact, while,  $b_1, 2, 3,$  &  $4$  respectively are the regression Coefficients and  $b_0$  is the regression Constant.

## Results

Table 1: Demographic Distribution of Respondents (n=269)

Demographic variables	Options	Frequency	Percentage (%)
Sex:	Male	115	43
	Female	154	57
Educational Level:	NCE	81	30
	B.Ed.	110	41
	Others	78	29
Length of Service:	1-5 years	68	25
	6-10 years	97	36
	11 years and above	104	39

Source: Field Survey Data, 2021.

From Table 1 above shows those 115 respondents i.e. 43% are male, while, the rest 154 which represents 57% are females. This shows most respondents are females. On respondents' highest educational level, the table reveals that 81 respondents i.e. 30% holds the National Certificate of Education (NCE), 110 (41%) are holders of the Bachelor of Education (B.Ed.)

degree and the rest 29% holds other educational qualifications that are not specified. The implication of this is that most respondents are professionally trained teachers. The last demographic variable on the table is respondents' lengths or period of service as teachers. As shown above, sixty-eight respondents which is exactly 25% had been teachers for about 1 to 5 years, ninety-seven respondents, i.e. 36% had been teachers for about 6-10 years and the rest 104 respondents i.e. 39% been teachers for over 11 years. This implies that a larger number of the respondents had been teachers for over a decade.

Table 2: Cronbach's Alpha Reliability Outcomes of Variables

Variables	Mean Score	Number of Items	Cronbach's Alpha
Performance	4.69	5	.822
Meaningfulness	4.60	5	.708
Competence	4.34	5	.838
Autonomy	4.31	5	.911
Impact	4.53	5	.753

Source: SPSS Version 23 Output.

The scales were found reliable in this study, as the alpha value for each of the four components of PE i.e. meaningfulness (.708), competence (.838), autonomy (.911), impact (.753) and employee performance (.822) were all above the alpha bench marks for reliability of .60 (Malhotra, 2004) and .65 (Burns and Bush 1995).

Again, the high mean scores for all the items also suggest a general agreement amongst respondents to the items raised in the questionnaire, implying that PE does influence EP to a large extent.

*Ho<sub>1</sub>. Meaningfulness does not relate significantly with performance among teachers of privately owned secondary schools in Bayelsa State.*

Table 3: Correlation between Meaningfulness and Employee Performance

		Meaningfulness	Employee Innovativeness
Meaningfulness	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	269	269
Employee Innovativeness	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	269	269

Source: SPSS 23 Output from Survey Data, 2021. (\*\* Correlation is significant at the 0.01 level, 2-tailed).

Table 3 above shows the correlation between meaningful work and employee performance. As shown above,  $r = .528$  indicating a positive relationship and is significant @  $p = .000 < .01 < .05$ . Given these results, the null hypothesis ( $Ho_1$ ) is rejected and the alternative hypothesis is accepted. This means that meaningfulness relates significantly with employee performance.

*Ho<sub>2</sub>. Competence does not relate significantly with performance among teachers of privately owned secondary schools in Bayelsa State.*

Table 4: Correlation between Competence and Employee Innovativeness

		Competence	Employee Performance
Competence	Pearson Correlation	1	.614**
	Sig. (2-tailed)		.000
	N	269	269
Employee Performance	Pearson Correlation	.614**	1
	Sig. (2-tailed)	.000	
	N	269	269

Source: SPSS 23 Output from Survey Data, 2021. (\*\* Correlation is significant at the 0.01 level, 2-tailed).

The Pearson's correlation between competence and employee performance is shown above. As shown above,  $r = .614$  indicating a positive relationship which is significant @  $p = .000 < .01 < .05$ . The null hypothesis is rejected and the alternate accepted. That is, competence relates significantly with employee performance.

*Ho<sub>3</sub>. Autonomy does not relate significantly with performance among teachers of privately owned secondary schools in Bayelsa State.*

Table 5: Correlation between Autonomy and Employee Performance

		Autonom y	Employee Performance
Autonomy	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	269	269
Employee Performance	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	269	269

Source: SPSS 23 Output from Survey Data, 2018. (\*\* Correlation is significant at the 0.01 level, 2-tailed).

Table 5 above presents the correlation results between autonomy and employee performance. As shown in the table,  $r = .589$  indicating a strong positive relationship between autonomy and performance, the relationship is significant at  $p = .000 < .01 < .05$ . The null hypothesis is thus rejected based on the decision rule and the alternative hypothesis is accepted. This decision means that autonomy relates significantly with employee performance.

*Ho<sub>4</sub>. Impact does not relate significantly with performance among teachers of privately owned secondary schools in Bayelsa State.*

Table 6: Correlation between Impact and Employee Innovativeness

		Impact	Employee Performance
Impact	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	269	269
Employee Performance	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	

N 269 269

*Source: SPSS 23 Output from Survey Data, 2021. (\*\* Correlation is significant at the 0.01 level, 2-tailed).*

Table 6 above presents information on the correlation between impact and employee performance. It is seen from the table that correlation ( $r$ ) = .774 indicating a strong positive relationship between impact and employee performance. And the result is also significant at  $p = .000 < .01 < .05$ . The null hypothesis is therefore rejected and the alternative hypothesis accepted. This means that impact relates significantly with employee performance.

*Ho<sub>5</sub>. PE does not significantly predict performance among teachers of privately owned secondary schools in Bayelsa State.*

Table 7a: Model Summary of Simple Regression analysis of the PE dimensions and Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 <sup>a</sup>	.638	.633	.627

**a. Predictors: (Constant), Meaningfulness, Competence, Autonomy and Impact.**

*Source: SPSS Version 23 output from Field Survey Data, 2021.*

The correlation coefficient of the model shown above is  $r = .799$  showing a positive link between the independent variable (PE) and dependent variable (EP). The coefficient of determination ( $R^2$ ) of .638 from the same table is the % variation in the dependent variable. This means that 63% of the variation in employee performance is determined by PE.

Table 7b: ANOVA<sup>a</sup> Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	219.194	4	54.799	75.734	.000 <sup>b</sup>
	Residual	191.021	264	.724		
	Total	410.216	268			

a. dependent variable: Employee Performance

b. Predictors: (Constant), Meaningfulness, Competence, Autonomy and Impact.

*Source: SPSS Version 23 output from Field Survey, 2021*

Table 7c: Coefficients<sup>a</sup> of the Model

Model		B	Std. Error	t	Sig.
1	(Constant)	.877	.155	5.655	.000
	Meaningfulness	.097	.048	2.010	.045
	Competence	.114	.049	2.327	.021
	Autonomy	.090	.045	2.001	.046
	Impact	.539	.054	10.015	.000

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Meaningfulness, Competence, Autonomy and Impact.

*Source: SPSS Version 23 output from Field Survey, 2021*

The ANOVA result shown above reveals that the high  $f$  value of 75.734 indicates a good-fit between the data obtained and the regression model. While  $p = .000 < .05$  reveal that the connection between the variables is significant.

The information in Table 7c above shows the rate of prediction of each form PE (meaningfulness, competence, autonomy and impact) on employee performance (innovativeness and responsiveness). As indicated above, the utmost predictor of employee

performance is impact with a beta value of  $\beta = .539$ , followed by competence  $\beta = .114$ , then meaningful work  $\beta = .097$  and finally autonomy with  $\beta = .090$ . All of these coefficients are significant predictors of EP as all p values are less than .05.

Given these values, the regression equation for the model developed and presented in the chapter three of this work is as shown below:

$$\text{Employee Performance} = 0.877 + 0.097(\text{meaningfulness}) + 0.114(\text{competence}) + 0.090(\text{autonomy}) + 0.539(\text{impact})$$

### **Discussions of Findings**

Results for the tests of hypotheses revealed a positively significant links between all forms of PE and EP. Thus all the null hypotheses were rejected and the alternate hypothesis accepted. This finding led to the conclusion that meaningfulness significantly relates with EP. These finding agrees with the reports of Thomas (2000), Liden *et al.*, (2000), Indradevi (2011), Ambad and Bahron (2012) etc. Since meaningfulness is the worth/importance of the work goal relative to a person's own ideas and passions (Thomas and Velthouse, 1990), employees tend to exert more efforts on a task that have a meaningful purpose. Therefore, employees will ignore tasks with little or no relevant or meaningful purposes for those that those with relevance. To perform these tasks effectively they are willing to conceptualize new ideas about these tasks and apply such ideas in ways that will benefit to the enterprise.

Again, the results also confirmed a significant link between the competence and EP. This again is held by Tuuli and Rowlinson (2009), Yilmaz (2015), Sun (2016) etc. Competence is the employees' beliefs in his/her capabilities to perform tasks successfully. It offers employees a belief that they can execute certain or particular behaviours that are relevant to achieving success at work (Colquitt *et al.*, 2011). Competence thus, enhances EP. The more confidence and efficacy employees have about their works, the more innovative and responsive they become in the performance of their duties.

Autonomy involves the rate at which employees are at liberty to make work related decisions. An employee with a good amount of autonomy decides on his/her own how to do his/her job without recourse to what his/her superior wants or directs. The results indicated a significant association between the autonomy dimension of PE and employee performance. These too conform to those of Hechanova *et al.* (2006) and Cekmecelioglu and Ozbag (2014). They found that PE is related to individual creativity which promotes innovativeness among organization members. Autonomy thus, encourages employees to try out new ideas about their jobs.

Finally, impact was also observed to be significantly linked with and EP. This result corroborates the reports of Indradevi (2011) and Cekmecelioglu and Ozbag (2014). Cekmecelioglu and Ozbag (2014) reported a significant and positive connection between impact and innovativeness and Indradevi (2011) between impact and responsiveness.

The results of the regression analysis reveal that PE is a significant predictor of employee performance. Among the PE cognitions, impact was found to be the most important predictor of employee performance next is competence, then meaningfulness and autonomy. This goes to show that employees value seeing their efforts and contributions notwithstanding how little they are in the achievements of the organization, granted, they see their efforts manifesting in organizational outcomes, they are motivated to do more. This agrees with the views of Colquitt *et al.* (2011) that PE is a vital tool for intrinsic task motivation. Hence, in other to have employees giving in their best, are psychologically empowered to see the fruits of their labors in the achievements of the organization. This does not however, show that the other elements/cognitions of the PE construct are less important. Hence, Spreitzer (1995) showed that all four elements of PE must be felt by the employees as a feeling of deficiency of any

component will deflate overall felt empowerment so to speak. Competence was the second most important predictor of EP. This is true as all the employee does revolves around his/her abilities to effectively and efficiently carryout assigned duties. The competence motive thus pushes employees to always do more as they are self-assured that they possess all that is required for effective performance. Meanwhile, meaningfulness helps them to see the worth of the job they do, thereby giving employees some level of pride in belong to that organization (Spreitzer, 1995). Hence the value they attach to their jobs pushes them to do more as autonomy offers them the prospect to make certain decisions about their jobs. The more empowerment the employees feel, the more their individual levels of performance.

### **Recommendations/Practical Implications of the Study**

Contingent on the outcomes of this study, the following recommendations are made: To enhance teachers' levels of innovative and responsive performance, schools should guarantee that teachers are adequately empowered psychologically. Management of secondary schools should ensure that teachers are made to feel total PE experience as lack of feeling or experience of any aspect of the constructs will deflate the overall felt empowerment of teachers. Since impact was the most significant predictor of employee performance, schools are expected to sustain and improve the impact perceptions of their employees (teachers) as this will continually improve overall teachers' performance. Since competence is the second most important predictor of EP, management of schools should enhance the competency beliefs in their teachers as this will result in better and upgraded performance. To enhance teachers' competency levels, management of schools should constantly offer train the teachers as this will improve both the innovativeness and responsiveness of the teachers. Since PE significantly predicts employee performance, management of schools should always improve on their empowerment practices as this will result in better employee performance.

### **Contribution to Knowledge**

PE is significantly linked with EP as shown in existing literature. This however, did not show how PE correlates with employee performance where performance is measured not with the traditional measures. Using nontraditional measures of job performance in this study became especially necessary as performance is found to be affected by a range of variables given the dynamic state of the business environment. Existing literature had shown that one of such variables is PE. Scholars had however, established an empirical link between PE and EP only that same traditional measures of performance were used in most of these studies, measures that does not reflect contemporary performance indicators (Indradevi, 2011; Cekmecelioglu and Ozbag, 2014; Hechanova et al, Sun, 2016 and Tetik, 2016).

Nevertheless, changes in the work domain and job requirements require that individual employee performance be measured with more recent parameters such as promptness, responsiveness, regularity, innovativeness, etc. The nonuse of these parameters left the literature of PE and EP with a gap. This study thus filled this gap by examining the empirical link between PE and EP. The study had shown that PE is significantly related to the performance of secondary school teachers, hence, to keep and improve the performance of teachers, school administrators should continually keep their staff adequately empowered psychologically i.e. all four elements of the empowerment construct must be felt by the teachers, anything short of that would deflate overall felt empowerment and thus reduce performance.

### **Directions for Future Studies**

Based on the results and recommendations of this study, the following suggestions are made for future studies in this area. Since this study did not use any mediating variable, mediating variables like leadership style, organizational culture or experience should be introduced to examine how they would mediate the link between PE and EP. The same study should also be done in other sectors to find out whether the same findings could be seen also in those sectors.

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