



**St. MARY UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**MBA PROGRAM**

**THE EFFECT OF EMPLOYEE EMPOWERMENT ON JOB  
SATISFACTION IN BEHERAWI PREPRIMAY, PRIMARY  
AND JUNIOR SCHOOL**

**BY:**

**MEKLIT MASRESHA**

**January, 2025**

**Addis Ababa, ETHIOPIA**

**THE EFFECT OF EMPLOYEE EMPOWERMENT ON JOB  
SATISFACTION IN BEHERAWI PREPRIMAY PRIMARY AND  
JUNIOR SCHOOL**

**BY:**

**MEKLIT MASRESHA**

*A Thesis Submitted to the School of Graduate Studies of St. Marry University in Partial  
Fulfillment of the Requirements for the Award of the Degree of Master of Business  
Administration (MBA)*

**January, 2025**

**Addis Ababa, ETHIOPIA**

**ST. MARY’S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**MASTER OF BUSINESS ADMINISTRATION PROGRAM**

**THE EFFECT OF EMPLOYEE EMPOWERMENT ON JOB SATISFACTION  
IN BEHERAWI PREPRIMAY PRIMARY AND JUNIOR SCHOOL**

**BY**

**MEKLIT MASRESHA**

**APPROVED BY BOARD OF EXAMINERS**

-----

Dean, Graduates studies

-----

Advisor

-----

External Examiner

-----

Internal Examiner

-----

Signature

-----

Signature

-----

Signature

-----

Signature

## DECLARATION

I, Meklit Masresha, hereby declare that the thesis work entitled “**The Effects of empowerment on job satisfaction in Beherawi preprimary, primary and junior school**” submitted by me for the award of the Degree of Master of Business Administration at ST. MARY’S UNIVERSITY, is my original work and has not been presented for any Degree, Diploma, Fellowship or other similar titles of any other university or institution.

Name: Meklit Masresha

Advisor’s Name: Shoa Jemal (Asst.prof)

Signature:.....

Signature: .....

Date:.....

Date: .....

## **Acknowledgements**

First and foremost, I wish to express my extreme and special thanks to God and his mother Virgin Mary for what they have done and what they have still doing for me. Secondly, I extended my gratitude to my advisor Shoa Jemal (Asst. Prof.), for his comprehensive support, unreserved commitment and constructive comments from the beginning to final stage of my work.

Thirdly, I would like to take this opportunity to express my deepest regards and appreciation to my beloved family who had shown their holistic willingness to sponsor my academic carrier. Fourthly, I would like to express my gratitude to employee of Beherawi preprimary, primary and junior school for their cooperation for giving the required information during the time of data collection. Without the collection of necessary data this work cannot be completed.

Finally, I thank all those who have helped me directly or indirectly in the successful completion of my research.

## Acronyms

**NAch:** need for achievements

**NAff:** need for affiliation

**NPower:** need for power

<b>Table of Contents</b>	<b>pages</b>
Acknowledgements .....	iii
Acronyms .....	iv
List of tables .....	vii
List of figures .....	viii
Abstract .....	ix
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	2
1.3 Research Question .....	3
1.4 Objective of the study.....	4
1.4.1 General objective.....	4
1.4.2 Specific Objective .....	4
1.5 Significance of the Study.....	4
1.6. Scope of the study .....	4
1.6.1. Conceptual Scope .....	4
1.6.2. Geographical Scope.....	5
1.6.3. Time Scope.....	5
1.6.4. Methodological Scope .....	5
1.7 Limitation of the Study.....	5
1.8 Definition of Key Terms .....	5
1.9 Organization of the Study.....	6
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE.....</b>	<b>7</b>
2.1. Theoretical literature .....	7
2.1.1The definition of empowerment and satisfaction .....	7
2.1.2 Theory of Empowerment.....	13
2.1.3 Job Satisfaction.....	15
2.1.4 Factors Correlated with Job Satisfaction .....	16
2.2 Empirical Literature.....	18
2.2.1 Review of Empirical Studies on Employees Empowerment .....	19
2.2.2 Review of Empirical studies on job satisfaction.....	21
2.2.3 Review of Empirical Studies on Employee Empowerment andJob Satisfaction .....	22

2.3. Conceptual Framework .....	23
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>24</b>
3.1. Research Design .....	24
3.2 Research Approach.....	24
3.3Study Population and Sample size .....	25
3.3.1 Target Population .....	25
3.3.2. Sample Size Determination and sampling techniques.....	25
3.4Data Sources and Methods of Collection .....	26
3.5 Data Collection Procedure.....	26
3.6Methods of Data Analysis .....	27
3.6.1. Model specification .....	28
3.6.2. Measures and Tests to Diagnose a MLR model .....	28
3.7. Reliability and Validity .....	29
3.8. Ethical Considerations.....	30
<b>CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION .....</b>	<b>31</b>
4.1 Response Rate of Questionnaire.....	31
4.2. Socio-demographic profile of the respondents .....	31
4.3. Descriptive statistics independent variables .....	34
4.3.1. Description of Employee Autonomy .....	34
4.3.2. Description of Description of Participation in Decision Making .....	35
4.3.3. Description of Participation in Access to Resource .....	36
4.3.4. Description ofRecognition.....	37
4.3.5. Description of Job Satisfaction.....	39
4.4 Correlation Analysis.....	41
4.5 Regression Analysis .....	42
4.6 Discussion of major findings.....	47
<b>CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATION .....</b>	<b>49</b>
5.1 Summary of Major Findings .....	49
5.2 Conclusions .....	50
5.3 Recommendations .....	51
5.3.1 Recommendation for future researcher .....	52
REFERENCES .....	53

Appendix I ..... 58

### List of tables

Table 3.1: Measurement of Reliability Analysis ..... 30

Table 4.1: demographic characteristics of respondents ..... 31

Table 4.2: Respondent’s rate towards employee autonomy ..... 33

Table 4.3: Respondent’s rate towards participation in Decision-Making.....35

Table 4.4: Respondent’s rate towards access to resource ..... 36

Table 4.5: Respondent’s rate towards Recognition .....38

Table 4.6: Respondent’s rate towards job satisfaction..... 39

Table 4.7: Correlation analysis ..... 42

Table 4.8: Multicollinearity test..... 44

Table 4.9: The regression model summary..... 46

Table 4.10: Regression Analysis..... 47

## List of figures

Figure 2.1: Conceptual framework.....	23
Figure 4.1 P-P plot.....	43
Figure 4.2 Homoscedasticity test.....	45

## **Abstract**

*The main objective of this study was to examine the effect of employee empowerment on job satisfaction at Beherawischool and independent variables such as employee autonomy, participation in decision making, access to resource and recognition. The research methodology covered explanatory mixed research approach with simple random sampling. The population of this study was the employee of BeherawiSchool and the target population was selected or sampled randomly. Data was collected from both secondary and primary source. For collecting the data that was analyzed through SPSS only questioners and interview method of data collection were used. Primary data were collected from 138. Multiple linear regression analysis was performed to know the factors that have significant effect on job satisfaction. The result shows that there is significant relationship between employee empowerment and job satisfaction. The R square value implies that the independent variables (employee autonomy, participation in decision making, access to resource and recognition) are accounts 87.4% of variation in the job satisfaction. Majority of the respondents were satisfied because empowerment practice makes them to become satisfied on their works. Applying different empowerment practice have so many opportunities this also affirmed by the respondents. Based on the finding of the research, the researcher concludes that the practicing empowerment in the school brings better job satisfaction. Finally, the researcher recommends that addressing continuous and consistent empowerment practice to employee should be given to the employee to inculcate the essence of better job satisfaction in their mind as well as to promote positive attitude among them.*

**Keywords:** *Job satisfaction, employee autonomy, participation in decision making, access to resource and recognition*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Empowerment is making people feel valued by its organization, by involving them in decision making, asking them to participate in the planning process, praising them, and continually providing adequate training and support, and giving autonomy in executing their tasks. When you allow your employees to think independently and help the organization, they would react with high effort and efficiency (Lawson, 2006). According to (GilaniNia& et al., 2012) empowerment as "the philosophy of to give decision making and greater accountability to the subordinate in the organization "According to Carless (2004) and Haas (2010) empowerment entails giving employees the independence on choices and how they get on with their daily activities. Employee empowerment is the degree to which employees have authority and control in making decisions in their daily activities (Carless, 2004; Haas, 2010). According to Narayan (2002), empowerment, in general, points to the expansion of freedom of choice and action in order to shape one's life.

Located in the vibrant city of Addis Ababa, Ethiopia, Beherawi Preprimary, Primary, and Junior School stands as a cornerstone of education in the Kirkos sub-city. As a public institution, its commitment to nurturing young minds is evident in its diverse student body of 1155 individuals. Supporting this educational endeavor are 403 dedicated employees, comprising 303 teachers and 100 office staff members. With its strategic location and substantial staff-to-student ratio, Beherawi School serves as an ideal setting to explore the dynamics of employee empowerment and its impact on job satisfaction within the educational landscape of Ethiopia's capital city.

The new trends in organizations human resource management has been forcing organizations not to depend on superiors only and place more emphasis on individual control (and responsibility for) the work that needs to be done. This process requires preparing and enriching employees with various aspects of the work and they can have a strong base knowledge of the work. As a result, employees' level of satisfaction towards their job enhanced, improves self-dependence and organizations effectiveness (Jarrar&Zairi, 2010).

Particularly studies based on indicators of empowerment such as decision-making power on job related matters, autonomy in seeking solution for problems in individual's responsibility and authority limit of job,

attitude towards influencing others ideas regarding his or her own job matters and attitude towards sharing information with supervisors and other colleagues and opportunities to access resource to execute the job smoothly. As a result, there is lack of comprehensive knowledge regarding different dimensions of employee's empowerment and the factors associated with them and also with employee's satisfaction at work.

Job satisfaction remains an objectively composite job-related variable. How can job satisfaction be defined? Although job satisfaction has many definitions, it is the overall approach of the workers created by their approach to the wages, working environment, control, promotion connected with the job, social relations in the work, appreciation of talent and some similar variables, personal behavior and group relations different from the work life (Blum and Naylor, 1986). Job satisfaction is the feeling that a worker has about his/her job or a general attitude towards work or a job and it is influenced by the perception of one's job (Simatwa, 2011). Again as Ongori expresses in the way that job satisfaction is the amount of overall positive effect (or feelings) that individuals have towards their jobs (Ongori, 2008). Spector (1985) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson & Logsdon (2002), define job satisfaction as the extent to which employees like their work. They support the view of Spector. It is an attitudinal variable that illustrates how individuals experience about their job. Woodruff (1999) noted that job satisfaction means multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional), and behavioral components. In this framework, the aim of this study is to examine the concept of empowerment in a comprehensive way, and to demonstrate analytically how employee empowerment affects employees' job satisfaction.

## **1.2 Statement of the Problem**

Employee empowerment is widely recognized as a crucial factor in enhancing job satisfaction, which in turn can improve organizational performance. In the context of educational institutions, particularly in Addis Ababa Ethiopia, the relationship between employee empowerment and job satisfaction remains under-explored. While global studies highlight the positive impacts of empowerment strategies, such as involving employees in decision-making and offering professional development opportunities, there is a noticeable lack of empirical research on how these practices influence job satisfaction within Ethiopian schools, especially at the primary and junior levels. Despite the growing recognition of empowerment in various sectors, the educational sector in Ethiopia continues to face significant challenges that may limit the

effectiveness of such strategies, such as limited resources, high student-to-teacher ratios, and rigid hierarchical structures.

Studies conducted in Ethiopia, suggest that employee empowerment can significantly enhance job satisfaction. For instance, Tadesse and Sisay (2019) found a positive relationship between teacher involvement in decision-making and increased job satisfaction. Similarly, research by Aminu (2020) in neighboring Kenya highlighted that empowerment initiatives, such as giving employees autonomy over their work and involving them in decision-making processes, were key drivers of job satisfaction. However, most of these studies have been limited to urban settings or public sector workers, leaving a significant gap in research concerning the impact of empowerment on job satisfaction in rural or peri-urban educational institutions like Beherawi Pre-Primary and Junior School. This gap is particularly relevant in Ethiopia, where schools often face unique challenges that differ from urban environments.

Thus, this study aims to bridge this gap by investigating the effect of employee empowerment on job satisfaction specifically at Beherawi Pre-Primary and Junior School. Despite the potential benefits of empowerment, it remains unclear how such practices are implemented at this school, and whether they lead to higher job satisfaction among teachers. By focusing on this specific institution, the study will provide valuable insights into the relationship between empowerment and job satisfaction in schools, contributing to a better understanding of how empowerment can be utilized to improve the educational environment and teacher performance.

### **1.3 Research Question**

1. What is the effect of employee autonomy on job satisfaction in Beherawi School?
2. How does participation in decision-making influence job satisfaction in Beherawi School?
3. To what extent does access to resources affect job satisfaction in Beherawi School?
4. What effect does recognition have on job satisfaction in Beherawi School?

## **1.4 Objective of the study**

### **1.4.1 General objective**

The main objective of this study is to examine the effect of employee empowerment on job satisfaction in Beherawi Preprimary, Primary and Junior School.

### **1.4.2 Specific Objective**

The specific objectives of this research include:

- To investigate the effect of employee autonomy on job satisfaction in Beherawi School.
- To examine the effect of participation in decision-making on job satisfaction in Beherawi School.
- To assess the effect of access to resource on job satisfaction in Beherawi School.
- To determine the effect of recognition on job satisfaction in Beherawi School.

## **1.5 Significance of the Study**

The results of this study have the following significances:

- It can also be a baseline for further research that can be conducted by different researchers and students in the future.
- The research paper gives good support for improving the employee 's job satisfaction.
- The study also largely supports Beherawi Preprimary, Primary and Junior School to develop strategies that will enable it to ensure the employees satisfaction at work by indicating the factors (the dimensions of empowerment) that contributes largely to job satisfaction.

## **1.6. Scope of the study**

### **1.6.1. Conceptual Scope**

The study focused on investigating the effect of employee empowerment on job satisfaction. All the literature the researcher reviews on this area only. That means in terms of conceptuality only employee empowerment and job satisfaction was studied.

### **1.6.2. Geographical Scope**

As indicated on the introduction part employee empowerment can implement on a variety of sectors all over in the school. But for the purpose of this research in terms of geography the research would focus on Addis Ababa, in BeherawiSchool.

### **1.6.3. Time Scope**

So as to finish this study it took 6 months. Employes of BeherawiSchool that they were active on work on that time period was got the chance of getting questioners or being interviewed.

### **1.6.4. Methodological Scope**

This research methodology coved explanatory mixed research design with simple random sampling, which the sample for this study is being selected randomly by the researcher. The population of this study was employee of BeherawiSchool and the target population was select or sample randomly. Data was collected from both secondary and primary source. For collecting the data that was analyzed through SPSS only questioners and interview method of data collection was used.

## **1.7 Limitation of the Study**

The major limitations of the study are expected to be absence and inaccessibility of information in gathering of the data, and unwillingness of respondents to give information for the study. The researcher was trying to gather all important information both from primary and secondary sources, and regarding to the willingness of the respondents the researcher assured that the respondents' confidentiality was maintained such information only used for the research purpose.

## **1.8 Definition of Key Terms**

**Empowerment:** can be defined as a collection of practices that consists of information sharing, employee autonomy, and delegation of authority (Randolph, 1995, 2000; Blanchard et al., 1999) and Vogt, (1997)

**Employee empowerment:** is giving employees a certain degree of autonomy and responsibility for decision-making about their specific organizational tasks (Dobre, 2013).

**Structural empowerment:** is an organizational practice and structure that devolves power through information, knowledge, resources, skills development, support and responsibility (Eylon and Bamberger, 2000).

**Job satisfaction:** is the feeling that a worker has about his/her job or a general attitude towards work or a job and it is influenced by the perception of one 's job (Simatwa, 2011)

## **1.9 Organization of the Study**

This study is organized into five chapters. The first chapter covers the background study, research problem, objectives, significance of the study, research scope, and limitations. Chapter two discusses related literature, organized into three subsections. Chapter three describes the study area, research design, methods, sampling techniques, and data collection. Chapter four showcases the data collection and analysis. Chapter five includes the summary, conclusions, and recommendations. The bibliography, sample questionnaire, and appendixes are also included.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter seeks to present a review of significant theoretical and empirical literature is being discussed. The purpose of this study is to determine the effect of employee empowerment on job satisfaction using the case of Beherawischool. It is concentrated on concepts of empowerment and satisfaction, definition, types, features, importance, effects and theory of empowerment. Last but not list the literature concludes with the empirical study and conceptual framework of the study.

#### **2.1. Theoretical literature**

##### **2.1.1The definition of empowerment and satisfaction**

What does it mean empowerment? Different writers or scholars had defined empowerment differently but with similar concept. Conceptually, empowerment is a desirable management and organizational approach that capacitates employees to practice autonomy, control their own jobs and use their skills and abilities to the advantage of both their organization and themselves.

Empowerment is making people feel valued by its organization, by involving them in decision making, asking them to participate in the planning process, praising them, and continually providing adequate training and support, and giving autonomy in executing their tasks. When you allow your employees to think independently and help the organization, they werereacting with high effort and greater efficiency (Lawson, 2006).

Empowerment is also transferring power and responsibility to employees, so that within specified limits, they are able to provide the best possible customer service at their own discretion. Although the term empowerment has been central to management thoughts and has been practiced for well over two decades, most of the empirical researches have been centered on manufacturing than the service organization (Carless, 2004; Hass, 2010).

Although research on job satisfaction started in the last century when Herzberg formulated an influential dual factor or Hygiene motivation theory, there have been a very little research conducted on government

organizations in Ethiopia to test the practicability of the concept empowerment and its effect on job satisfaction (Tesfaye, 2019).

Employee satisfaction is an emotional state resulting from experience an employee has at work (Locke, 1976). This type of satisfaction levels occurs along three threads: (a) emotional response to the work environment, (b) the relationship between expectations and reality, and (c) satisfaction with compensation (Light, 2004). The most used research definition of job satisfaction is by Locke (1976), who defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one 's job or job experience. From this definition one can recognize intrinsically the vitality of affects or feelings and cognition or thinking.

Finally seeing the employee 's empowerment and satisfaction at work place, different studies by different scholars indicate that employee 's empowerment program is in its wider implementation in the public sector as a means to enhance organizational performance. Empowered employees are considered as the agents for improving performance largely by creating innovative ways of correcting errors in service delivery and redesigning the work processes.

### **2.1.1.1 Types of empowerments**

Empowering at workplaces provide practitioners with access to information, support, resources, and opportunities to learn and grow. This type of empowerment is known as structural empowerment. Empowerment is also a psychological process, which occurs when one has a sense of motivation in relation to the workplace environment.

The word empowers originally meant to invest with legal power, to authorize and, in the mid17th century, had this legalistic definition (The American Heritage Dictionary, 2000). The word empowerment has its roots in government-mandated, antipoverty programs implemented in the 1960s (Rose, 2000). However, the term empowerment now has many meanings.

In business, Stewart (1994) explained empowerment as a highly practical and productive way to get the best out of oneself and one's staff. Scott and Jaffe (1991) stated that empowerment is a fundamentally different way of working together. According to these authors, employees feel responsible not only for doing a good job, but also for making the whole organization work better. In this context, teams work together to improve their performance continually, thus achieving higher levels of productivity. Moreover, as Scott and Jaffe

(1991) noted, organizations promoting empowerment are structured in such a way that their employees are able to achieve the results they want and to do what is needed to be done. According to Page and Czuba (1999), empowerment is a multidimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for the betterment of their own lives, of their communities, and in their society by acting on issues that people define as important.

Smith (1996) explained empowering people as encouraging them to become more involved in the decisions and activities that affect their jobs. As indicated in the review of literature cited above, providing empowerment is clearly a wise strategy for organizations to develop job satisfaction, work effectiveness, goal achievements, and organizational commitment among employees.

### **A. Structural Empowerment**

Kanter (1993) defines empowerment as the ability of an individual to independently make decisions and utilize available resources to accomplish the necessary goals. Kanter's theory of empowerment evolved from her qualitative study of work environments in a large American corporation. She states that if an organization is structured to provide empowerment and access to job-related empowerment opportunities, the structure has a positive impact on employees and their work effectiveness. On the other hand, if the structure does not provide empowerment and access to job-related empowerment opportunities, the structure has a negative impact on the employees and their work effectiveness.

According to Kanter, the empowerment-structured organization leads to increased autonomy, job satisfaction, and commitment among employees. Consequently, feelings of burnout and job stress were decreased, and the result is work effectiveness. Kanter (1993) identified three variables of structural behavior in the organization: (1) the structure of opportunity; (2) the structure of power; and (3) the relative number (proportions and social composition).

- **Participation in decision-making**

Participation in decision-making is a central aspect of employee empowerment that has been widely studied for its impact on organizational performance and employee satisfaction. According to Conger and Kanungo (1988), participative decision-making occurs when employees are involved in the decision processes that affect their work and the organization's outcomes. This involvement can take various forms, such as contributing to strategic planning, providing feedback on operational issues, or having a voice in decisions

that directly affect their roles. The primary benefit of such participation is that it fosters a sense of ownership and control, which has been shown to lead to higher levels of job satisfaction, motivation, and organizational commitment (Thomas & Velthouse, 1990). When employees are included in decision-making, they feel valued and trusted, which enhances their engagement and performance.

In the educational context, participation in decision-making has been identified as a key factor in improving teachers' job satisfaction and overall school effectiveness. For instance, studies by Tadesse and Sisay (2019) found that when Ethiopian teachers were involved in decisions related to curriculum development and school policies, their job satisfaction and sense of professional efficacy increased significantly. This sense of participation helps teachers feel that their expertise and opinions are valued, which enhances their commitment to the educational environment. Furthermore, empowering teachers to make decisions regarding instructional practices fosters a more collaborative and supportive school culture, which is conducive to both personal and organizational growth (Guskey, 2000).

- **Access to Resources**

Access to resources is a critical aspect of employee empowerment, directly influencing job satisfaction and organizational performance. In the context of workplace empowerment, resources refer to the tools, information, training, and support systems necessary for employees to perform their tasks effectively. According to Spreitzer (1995), access to resources enhances employees' ability to carry out their responsibilities, which, in turn, boosts their competence and confidence in their roles. When employees are provided with the proper resources, they are more likely to feel supported and capable, contributing to a higher sense of job satisfaction. Empowering employees with the necessary resources not only improves their performance but also fosters a work environment where individuals feel valued and capable of contributing to organizational success (Liden, Sparrowe, & Wayne, 2000).

Research has consistently shown that access to resources is linked to improved job satisfaction and overall well-being. A study by Eisenberger et al. (2001) demonstrated that employees who have access to adequate resources, such as training opportunities and necessary tools, are more likely to feel empowered and satisfied with their jobs. In educational settings, access to resources plays a vital role in teachers' job satisfaction. Guskey (2000) highlighted that when teachers are provided with resources such as updated teaching materials, professional development programs, and adequate classroom tools, their satisfaction levels increase. In environments where resources are scarce or difficult to obtain, employees may feel

frustrated and disengaged, which negatively impacts their satisfaction and performance. Therefore, ensuring access to adequate resources is essential for fostering a supportive and empowering work environment that enhances job satisfaction and organizational effectiveness.

## **B. Psychological Empowerment**

According to Spreitzer (1995), psychological empowerment is an internal stimulator that allows employees to feel or perceive they have the ability to get things done. This perception results in work effectiveness and job satisfaction.

Conger and Kanungo (1988) explain psychological empowerment as a process of increasing the inside ability between coworkers and the organization, thereby allowing employees to believe in their abilities to achieve the goal of the organization. Indeed, they believe they are a part of the organization's accomplishments. In 1990, Thomas and Velthouse used the word empowerment as the motivational content of commitment. They studied cognitive elements of empowerment that increase the perception of psychological empowerment in task assessment. According to Thomas and Velthouse (1990), the four components of task assessment are impact, competence, meaningfulness, and choice. In elements of the cognitive model of empowerment, changing the environment and the individual's style increases intrinsic task motivation among workers.

Meaningfulness is —the value of the task goal or purpose, judged in relation to the individual's own ideals or standards; the individual's intrinsic caring about a given task (Thomas & Velthouse, 1990). It is analogous to the psychological state of meaningfulness in the job characteristics model of Hackman and Oldham (1980). In psychoanalytic terms, meaningfulness represents a kind of cathexis or investment of psychic energy (Thomas & Velthouse, 1990). Within the empowerment construct, meaningfulness is characterized at the level of specific tasks or projects. Meaningfulness is described as the engine of empowerment, in that meaning energizes individuals to work (Spreitzer, Kizilos & Nason, 1997).

Competence is the degree to which a person can perform task activities skillfully when he or she tries (Thomas & Velthouse). The concept is analogous to Bandura's (1986) notion of self-efficacy or personal mastery. Competence refers to the individual's belief in his or her

capability to perform work activities with skill (Gist, 1987). Competence captures the idea that the individual feels capable of successfully performing a particular task or activity (Bandura, 1986). Conger and

Kanungo's (1988) discussion of psychological empowerment in organizations explores the nuances of self-efficacy and competence in the individual.

Choice refers to the causal responsibility for a person's actions and whether behavior is perceived as self-determined. The concept is similar to locus of control. People with a strong internal locus of control orientation believe that events in their lives are determined more by their own actions than by chance, while people with a strong external locus of control orientation believe that events are determined mostly by chance or fate (Rotter, 1966). Charms (1968) use the term locus of causality and argue that perceiving one's own behavior as the origin (rather than pawn) is the fundamental basis for intrinsic motivation. Deci, Connell and Ryan (1989) use the term self-determination, which is the individual's sense of having a choice of initiating and regulating actions and one's own work. Liden and Tewksbury (1995) describe degree of choice in the work setting as the crux of empowerment. Thomas and Velthouse (1990) characterize choice as different from Rotter's locus of control (which also involves outcome contingencies); however, here we emphasize the similarities and overlap between the two concepts.

- **Employee autonomy**

Employee autonomy is a key aspect of empowerment that has been widely studied for its impact on job satisfaction, motivation, and overall organizational performance. Autonomy refers to the level of control and discretion employees have over their work processes, decision-making, and problem-solving activities. According to Hackman and Oldham (1976), autonomy is a critical factor in the job characteristics model, which suggests that providing employees with more control over their work can lead to increased motivation and satisfaction. Autonomy allows employees to manage their tasks and work schedules independently, which can foster a sense of responsibility, competence, and ownership. This autonomy is particularly valuable in enhancing intrinsic motivation, as it enables employees to feel more connected to their work and empowered to achieve personal and organizational goals (Deci & Ryan, 2000).

Research has consistently shown that employee autonomy is positively correlated with job satisfaction and organizational outcomes. For example, studies by Gagné and Deci (2005) found that when employees are given the freedom to make decisions related to their work, they experience greater satisfaction and engagement. Autonomy increases job satisfaction by promoting feelings of competence and self-efficacy, which are essential for psychological well-being (Spreitzer, 1995). Moreover, autonomy is linked to increased creativity and innovation, as employees who have the freedom to explore new ideas and solutions

are more likely to develop novel approaches to their tasks (Amabile, 1996). In contrast, a lack of autonomy, particularly in highly structured or micromanaged environments, can lead to frustration, burnout, and lower job satisfaction. Therefore, organizations that prioritize employee autonomy are likely to see improvements in both individual and organizational performance.

- **Recognition and Appreciation**

Recognition and appreciation are essential components of employee empowerment and are strongly linked to job satisfaction and organizational commitment. Recognition refers to the acknowledgment of an employee's achievements, efforts, or contributions, while appreciation involves expressing gratitude or valuing their work. According to Herzberg's Two-Factor Theory (1959), recognition is one of the key motivators that contribute to job satisfaction, as it serves as a positive reinforcement that employees' efforts are valued. Recognition and appreciation are particularly important for intrinsic motivation, as they fulfill employees' need for esteem and self-worth, leading to increased engagement and satisfaction (Deci & Ryan, 2000). When employees are recognized for their work, they experience feelings of accomplishment and a sense of belonging, both of which contribute to a positive work environment and high job satisfaction.

Research consistently supports the idea that recognition and appreciation have a profound impact on job satisfaction and performance. A study by Eisenberger et al. (2001) found that employees who perceive high levels of recognition from their organization are more likely to exhibit greater motivation, commitment, and job satisfaction. Recognition not only increases job satisfaction but also enhances employees' organizational commitment, as they feel valued and respected by their employers. In educational settings, recognition plays a critical role in teachers' job satisfaction. Studies show that when teachers receive recognition for their efforts, whether through formal awards, verbal praise, or acknowledgment of their achievements, they report higher levels of job satisfaction and commitment to the profession (Guskey, 2000). This sense of being appreciated motivates employees to continue performing at high levels and contributes to their long-term engagement with the organization. Lack of recognition, on the other hand, can lead to feelings of alienation and disengagement, which may ultimately reduce job satisfaction and performance.

### **2.1.2 Theory of Empowerment**

Since 1993, Kanter's theory of structural empowerment has been used as a theoretical framework in numerous research studies, theses, and dissertations. Kanter's concepts of opportunity, information, support, and resources are key variables in many studies of nurse empowerment (Haugh & Laschinger, 1996;

Laschinger&Finegan, 2005; Laschinger& Havens, 1996; Laschinger, Sabiston, &Kutzscher, 1997; Laschinger& Wong, 1999); retention of nurses (Barry, Brannon, &Mor, 2005); burnout (Laschinger& Hatcher, 1996); commitment to the organization (Dubuc, 1995; McDermott, Laschinger, &Shamian, 1996; Wilson &Laschinger, 1994); organizational trust (Laschinger, Finegan, Shamian, &Casier, 2000); job satisfaction (Laschinger, Finegan, &Shamian, 2001; Laschinger, Finegan, Shamian, &Wilk, 2001; Manojlovich&Laschinger, 2002); and leadership style (Upenieks, 2002). Most of the studies examined Kanter 's theory in nursing organizations (MarayartVacharakiat, 2008).

Employee empowerment is a key concept in organizational behavior that refers to providing employees with the autonomy, resources, and opportunities to make decisions, solve problems, and take initiative in their roles. Empowerment is believed to foster increased motivation and engagement, leading to improved job satisfaction (Spreitzer, 1995). According to Thomas and Velthouse (1990), empowerment is a psychological state where employees perceive themselves as having control over their work, contributing to a sense of meaningfulness, competence, self-determination, and impact. These dimensions of empowerment are crucial in fostering intrinsic motivation, which enhances job satisfaction by giving employees a sense of achievement and purpose in their roles (Hackman & Oldham, 1976).

Job satisfaction, on the other hand, refers to the degree to which employees feel positive about their job roles, responsibilities, and work environment. Herzberg's Two-Factor Theory (1959) distinguishes between motivators (e.g., recognition, achievement, responsibility) and hygiene factors (e.g., salary, working conditions) in influencing job satisfaction. Empowerment, as an intrinsic motivator, aligns with Herzberg's motivators, as it provides employees with a greater sense of autonomy and control over their work, directly contributing to increased job satisfaction. Research indicates that empowered employees tend to report higher levels of job satisfaction due to their increased engagement and sense of ownership in their work (Liden, Sparrowe, & Wayne, 2000).

In educational settings, the empowerment of teachers has been closely linked to job satisfaction and improved organizational outcomes. Guskey (2000) emphasized that when teachers are empowered through involvement in decision-making, professional development, and recognition, they experience higher levels of job satisfaction. Teachers who participate in school governance, have access to resources, and receive acknowledgment for their contributions are more likely to feel valued and motivated in their roles (Cohen &

Ball, 1999). These empowered teachers often exhibit increased enthusiasm for their work, leading to better teaching outcomes and improved student performance, which further boosts their satisfaction.

While much research has focused on employee empowerment in various sectors, there is limited empirical evidence on the specific effects of empowerment on job satisfaction within the Ethiopian educational context. Most existing studies have concentrated on private sector and urban settings, with a lack of focus on rural and peri-urban schools where unique challenges, such as resource constraints and large class sizes, may affect the implementation and impact of empowerment initiatives. Addressing this gap, particularly in the Ethiopian educational system, is essential for developing context-specific empowerment strategies that can improve teachers' job satisfaction and performance.

### **2.1.3 Job Satisfaction**

Job satisfaction has been defined as the "positive emotional state resulting from the appraisal of one's job" (Locke, 1976:1300). The term job satisfaction refers to an individual 's general attitude toward his or her job. A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes toward the job. When people speak of employee attitudes, more often than not they mean job satisfaction. In fact, the terms are frequently used interchangeably

The famous psychologist Fredric Herzberg investigated the question What do people want from their jobs? in an effort to determine what might lead to a person's success or failure at work. He found that intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement, and growth seem to be related to job satisfaction

Some people might enjoy their job and make it a central part of life, but some might hate their work and do it only to pay their bills. Spector (1997) states that job satisfaction is what people think about their jobs, whether they like or dislike them. Spector also notes that an employee 's attitude is a major topic in many studies examining organizational behavior that improves efficiency and quality of work. For example, because managers at the International Business Machines Corporation (IBM) are concerned about the level of job satisfaction among IBM employees, the organization conducts opinion surveys every year to find out how employees feel about their jobs.

#### **2.1.4 Factors Correlated with Job Satisfaction**

Researchers frequently report that empowerment and commitment are factors correlated with job satisfaction (McDermott et al., 1996; Laschinger, Finegan, & Shamian, 2001; Laschinger, Finegan, Shamian, & Wilk, 2001).

A content analysis by McNeese-Smith (1999) confirmed the relationship between job satisfaction and job retention. The study examined job satisfaction and dissatisfaction among 30 staff nurses in a university-affiliated hospital in California. Findings indicated that the principle factors influencing job dissatisfaction are patient care, interference with job/patient care, overloading, relationships with coworkers, organizational factors, personal factors, and career stages of the nurse. The author concluded that health care administrators should consider organizational and individual factors that influence the feelings of nurses.

Shaver and Lacey (2003) conducted a study addressing how nurses feel about their employers and about nursing as a job. The authors found that satisfaction with work is regressed onto setting commitment, job tenure, years until retirement, and limited staffing. They also found that the average daily patient load is negatively related to satisfaction with work. When employees feel dissatisfied with their jobs, they were often quit their jobs. The relationship between dissatisfaction at work and decisions to leave nursing is emphasized in studies dealing with the reason's nurse's give for leaving their jobs. In the findings from a survey study among 1,780 RNs, Fletcher (2001) reported that the RNs expressed dissatisfaction because of heavy patient loads, non-supportive management, and negative peer attitudes. Similarly, Joshua-Amadi (2002) found that the reasons nurses leave their jobs include a bad working environment, a belief that no one cared about them, a decline in quality of care, low pay, and a constant feeling of tension. Strachota et al. (2003) reported that the main reasons RNs leave organizations are unsatisfactory work hours (every other weekend, holidays, no flexibility); better job opportunity elsewhere (more money, better hours); and family demands (stay at home with children or elderly parents).

Many studies confirmed that a manageable work schedule is a main reason for job satisfaction among employees. Ruggiero (2005) found that more weekends off per month lead to less depression and emotional stress and contribute to significant job satisfaction. This finding is similar to a previous study by Shader et al. (2001), which presented factors that influence job satisfaction and anticipated turnover. The authors found that job stress, a stable work schedule, and age influence job satisfaction and anticipated turnover. Additionally, Shader et al.'s (2005) study who were in the age range of 31 to 40 years old, work satisfaction

and group cohesion were predictive of anticipated turnover; however, over 50 years old, there were no significant predictors of turnover. Similarly, McNeese-Smith and van Servellen (2000) found age and job satisfaction are significant. However, other researchers reported different findings on the influence of age on job satisfaction. Adams and Bond (2000) found that age, level of education, and length of work service is not associated with job satisfaction.

It is not clear whether length of time of service affects job satisfaction. Ma, Samuels, and Alexander (2003) found that years of service, job position, and education level factors are significant indicators of job satisfaction among employees. Hayhurst & colleagues (2005) reported that supervisor support, autonomy, work pressure, and peer cohesion are factors related to the retention of nurses. Similarly, Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades (2002) found that perceived supervisor support is a negative relationship with employee turnover. Interestingly, in their study of ethnicity and the experience of work in minority ethnic teachers in the United Kingdom, Miller and Travers (2005) reported that job dissatisfaction is predicted by total discrimination, workload, resolution strategy, and the lack of status and promotion.

On a daily basis, managers must be able to infer the job satisfaction of others by careful observation and interpretation of what they say and do while going about their jobs. Sometimes, it is also useful to examine more formally the levels of job satisfaction among groups of workers, especially through formal interview. In doing so, different measurement facts or questions had been developed. Among the many available job satisfaction questionnaires that have been used over the years, two popular ones are the Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index (JDI). Both address aspects of satisfaction with which good managers should be concerned for the people reporting to them. For example, the MSQ measures satisfaction with working conditions, chances for advancement, freedom to use one's own judgment, praise for doing a good job, and feelings of accomplishment, among others. The five facets of job satisfaction measured by the JDI are: The work itself responsibility, interest, and growth, Quality of supervision technical help and social support, Relationships with coworkers' social harmony and respect, Promotion opportunities chances for further advancement and Pay adequacy of pay and perceived equity vis-à-vis others.

## 2.2 Empirical Literature

Eklund (2008) stated that empowerment is of vital importance for teachers' job satisfaction. According to Bentley et al. (2013), it has been found by many researchers around the world that job satisfaction has a significant correlation with job performance and that job satisfaction has a strongest correlation when it comes to jobs requiring complexity and autonomy. It is also expressed in the study that there is a positive relationship between empowerment and job satisfaction, when considering that autonomy is an element of empowerment. In the study on state university employees in Northern Malaysia, Hanaysha and RozitaTahir (2016) have concluded that empowerment has a positive effect on job satisfaction. Engström et al. (2010), in their study on nursing staff, determined that six out of eight factors of job satisfaction showed a positive correlation with total empowerment. Sarwar and Khalid (2011) found that empowerment positively affects job satisfaction in a survey of employees of banks operating in the Lahore city of Pakistan. Hechanova et al. (2006) researched the relationship between empowerment and job satisfaction and performance in five different service sectors in the Philippines, such as hotel management, food and beverage management, banking, call center and airlines operating, and found positively correlation between empowerment and job satisfaction. Zembylas and Papanastasiou (2005) found that in a research on Cypriot teachers, the level of job satisfaction of teachers is related to empowerment. The results of the empirical analysis by Fernandez & Moldogaziev (2015), based on the data of the 2010 Federal Employee Viewpoint Survey (FEVS), indicate that empowerment practices (i.e., sharing information about goals and performance, providing access to job-related knowledge and skills, and granting discretion to change work processes) has positive and significant effects on job satisfaction.

Ahmad and Oranye (2010) conducted a survey on nurses working in educational hospitals in England and Malaysia. According to the findings of the research, Malaysian nurses feel more empowered and more committed to their institutions than British nurses. However, British nurses' job satisfaction was higher than that of Malaysian nurses. This result shows that empowerment does not give same conclusions in all countries and in empowerment practices cultural differences must be taken into account. Ning et al. (2009) found a statistically significant positive correlation between empowerment and job satisfaction in their research on Chinese nurses.

Abraiz et al. (2012) examined the relationship between job satisfaction and the four dimensions of empowerment (autonomy, responsibility, information, creativity) in research on hotels, hospitals and educational institutions in Pakistan. They found that job satisfaction has a positive relationship with the four dimensions of empowerment. But the relationship between job satisfaction and autonomy is relatively higher than other variables. Lautizi et al. (2009), in a survey of Italian nurses, examined the relationship between structural empowerment and work stress and job satisfaction using the Kanter's Theory of Empowerment. Findings revealed that there is a positive correlation between structural empowerment and job satisfaction, and a negative correlation with work stress.

Pelit et al. (2011) in the research they conducted on 5-star hotel employees in Turkey, they considered empowerment in two dimensions as behavioral and psychological. The results show that psychological and behavioral empowerment has a significant effect on job satisfaction.

Choi et al. (2016) studied the causal relationships between perceived transformational leadership, empowerment, and job satisfaction in their research in private and public hospitals in Malaysia. Findings suggest that empowerment of employees does not only increase job satisfaction; has also revealed that empowerment mediates the relationship between transformational leadership and job satisfaction. In their research on teachers working in Israeli elementary schools, Bogler and Nir (2012) reveals that empowerment mediated the relationship between perceived organizational support and job satisfaction. Yang and Lee (2009) found that in the research they conducted on Chinese nurses, both empowerment and organizational commitment was significantly related to job satisfaction.

### **2.2.1 Review of Empirical Studies on Employees Empowerment**

Different studies reported that the elements in empowerment that are communication, autonomy, training and the like are critical factors to excel the employee job satisfaction at work place. It is a common practice we can say, all the companies or organizations to hire, give orientation, and train staffs to enable them to focus on the service that they are providing or intended to provide to customers. But, empowering employees giving them flexibility and leeway to customers is less widely practiced (Boonyarit et al., 2010).

Various researches revealed that, the Ritz-Carlton is one of the models for employee empowerment. The company expects employees to think and act independently with innovation. Each employee is empowered for instance, when a guest has problem or needs something special, you should break the way from your regular duties, address and resolve the issues. In the present era of technology and information, things are

changing at the pace beyond we expect. The work setting or structure is in need of re-arrangement, style of management is in persistent adjustment with the change in human need and perceptions. So, with the fast-growing economic system and perhaps changing the structure of the entire system of work environment, there is a strong need by the organizations throughout the world to empower their personnel to excel efficiency and improve working system. With this today highly competitive situation, nations and organizations are becoming aware of how the empowered employees can boost the competitive capacity of the organization and the entire nation as a whole (Ardahacy&Nabilou, 2012).

Thamizhmni&Hasan (2010) stated that with empowerment, organizations exercise engaging employees in the thinking process of an organization. It is to mean having inputs that is heard and seriously considered. Empowerment needs change in an organization culture but this is not to mean that top management was lose their responsibility and authority. Employee empowerment is paramount important for the effective functioning of the skill of employees. Besides, it is very essential for the successful utilization of resources and manpower. Employee empowerment is good for an organization and employee is empowered to make specific decision for the interest of the organization. It helps to play a wider role in an organization as a process owner.

According to kruja&Oelfke (2009), Employee empowerment should be induced step by step in to the working environment. The primary challenge for building effective empowerment is successfully moving from traditional, hierarchical management principle to self-directed work team, autonomy and information sharing. From this it is also obvious that empowerment is not a one time or overnight activity rather it is continuing process and needs patience to enjoy its longterm fruits by the organization.

Empowerment creates a link between individuals and his or her well-being to the large social and political environment in which an individual is working. From psychological view point empowerment links mental health and well-being to mutual support and to make alive of concerned community with strong sense of ownership. However personal and social differences rely strongly on various ways of empowerment. Empowerment enables both employees and managers to have updated knowledge and ability to acquire long living competitive advantage at their work (Safari, Ahmadi and Hashemi, 2003).

As it has been revealed in different studies, empowerment at work has got two complementary perspectives. The first is macro-that emphasizes on the social-structural (or contextual or physical) conditions that enables empowerment in the work environment. The other is micro-oriented and focuses on the psychological

aspects such as how workers perceive empowerment. The two perspectives can be differentiated by an emphasis on between empowering structures, policies and practices and emphasis on the perception of empowerment that focuses on the subjects 'reaction to the structure, policies and practice they are involved. According to Spreitzer (2007), the greatest contribution that has been registered in areas of empowerment is integration of social-structural and psychological perspectives on empowerment. The integration highlights that it needs to further develop a more comprehensive theory of empowerment at work.

From review of different researches conducted on employee's empowerment we can observe that the implementation of empowerment less practiced in the organizations of whatever the type it is This might be due to lack of deep understanding by the organizations, managers, and employees. It can also be because of employee resistance to accept responsibility perhaps fear of accountability and organizations do not need to share the power to lower level employees. The study conducted by Professor M.Zairi& Dr. YasarF.Jarrar (2010) on the best empowerment practice in the organizations show that, the general concept of employee empowerment is still at its infant stage in terms of practical implementation. Though organizations are aware of the benefits that can be sought through empowerment, they are still not willing to hand down power to employees and the control mentality is still abundant.

### **2.2.2 Review of Empirical studies on job satisfaction**

The findings with this regard are that an interesting job is considered by workers to be the greatest positive determinant of job satisfaction (Sousa-Poza & Sousa-Poza 2000; Skalli et al. 2007), or one of the most important job characteristics (Clark, 2005; Helliwell& Huang, 2005). The similar characteristic of 'good job contents' (by which is meant having an interesting job, useful for helping other people and society, and which makes the worker independent) has the largest impact on job satisfaction together with relations at work (Clark, 2005). Being interested in the job is also the most significant factor in the general definition given to the possible commitment to type of work' which emerges when workers are discouraged from leaving their jobs by the attractiveness of the activity performed.

Borzaga&Dapedri 2005). While Clark (1997) finds a generic importance, Sousa-Poza &SousaPoza (2000) assert that the relationship with management is the third (positive) determinant of job satisfaction, and that it is far more important than the relationship with colleagues. A consistent result has been found by Antonioli

et al. (2008). Finally, Helliwell & Huang's (2005) study on the role of social capital in the workplace finds that the relation between trust in management and job satisfaction is strongly significant and very substantial. According to Society for Human Resource Management SHRM report, 2011, Organizations understand that employee job satisfaction and engagement are important to their business sustainability.

In today's uncertain economy, the best-performing employers know that taking their employees' pulse and linking it to their business goals was help companies succeed and put them at a competitive advantage. According to this study, 83% of U.S. employees reported overall satisfaction with their current job, with 41% of employees indicating they were very satisfied and 42% somewhat satisfied. Despite this high percentage of satisfied employees, the level of overall satisfaction has been trending downward since 2009. According to this report although many factors contribute to employees' job satisfaction, only three have remained among the top five aspects most important to employee job satisfaction since 2002.

### **2.2.3 Review of Empirical Studies on Employee Empowerment and Job Satisfaction**

Empowerment has power to enhance attitudinal outcomes of employees at work. One of these attitudinal outcomes affected through empowerment is job satisfaction. Study on the use of empowerment in public organization indicates that an employee empowerment approach is among the strongest predictors of job satisfaction among public employees (Lee, Cayer & Lan, 2006, Fernandez & Moldogagziev, 2011).

Employee empowerment is receiving increased attention in service marketing and service management literature. Abdul (2011) tried to investigate the positive relationship between empowerment and job satisfaction. Accordingly, he found that there exists a strong relationship between these two factors. Empowerment has a strong significant relationship with positive emotion. In turn both empowerment and positive emotion has a strong significant impact on employee job satisfaction.

Employee empowerment has positive and significant impact on employee job satisfaction and there is significant difference among gender wise job satisfaction level. It has also unreserved power to introduce high level of satisfaction to employees at work. Workers who consider they have been highly valued and empowered by their organization were found with high level of positive attitude towards their job (Imran, 2011). In emphasis for the benefits of the empowerment, Yukl & Becker (2006) stated that empowerment is considered important because of the potential benefits that can result from it, including increased commitment, better decision, improved quality, more innovation and increased job satisfaction.

### 2.3. Conceptual Framework

A conceptual framework is developed by the researcher in order to articulate reasoning or tentative conclusion. The researcher developed conceptual frame work based on a review of related literature where evidence is incomplete, or the selected theories are inadequate (Regoniel, 2021). It is a synthesis of interlinked concepts that provide a comprehensive understanding of a phenomenon. This conceptual framework is developed by reviewing different literatures by the researcher (the conceptual framework is the researchers own development) and intended to show the relationship between the dependent variable and the four independents. In this study the independent variables are the means and the dependent variables are the end. Therefore, the independent variable affects job satisfaction.

The model of this conceptual framework is visual representation. Visual representation conceptual framework provides a picture of a phenomena that shows relationship between dependent and independent variables (Robert, 1970).

#### Independent Variable

#### Dependent Variable

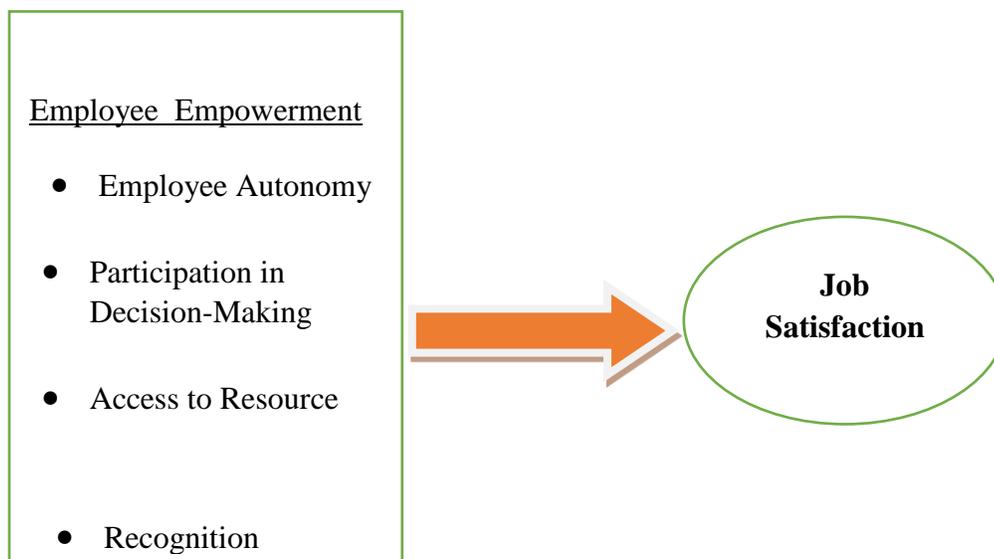


Figure 2.1: Conceptual Framework of the Research

Source: Developed by the researcher,2024 in relation to Job Satisfaction

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter depicts every research methodology that was applied in the paper. First this chapter begins by describing area of the studied organization. After this the researcher presented the research design, research approach and sampling design (which mainly states population and sample population, sampling technique, sample size and determination). Data sources and methods of collection also explained in this chapter. The study methods and techniques of data analysis and presentation also depicted.

#### **3.1. Research Design**

Research design refers to the overall strategy that one chooses to face the problem which requires integration of different components of the study in a coherent and logical way, thereby, ensuring to solve the problem in efficient way (Grove, 2015). The researcher used explanatory and descriptive research design has been used to describe as well as explore the effect of employee empowerment on job satisfaction. According to Zegeye, et al. (2009) descriptive research sets out to describe and to interpret what is. It aims to describe the state of affairs as it exists. While we use descriptive statistics to summarize the data we collected from the selected sample; we use inferential statistics to make inference about the larger population from which the sample was drawn from (Saunders, et.al., 2007).

#### **3.2 Research Approach**

A mixed research methodology was used in this study, with both qualitative and quantitative research methodologies being used. By integrating diverse quantitative and qualitative data sources, mixed methods research aids in a more complete evaluation of action/intervention implementation. The ability to transfer research results to multiple contexts and contexts has been facilitated by mixed methods research. Quantitative research uses objective measurement and statistical analysis of quantitative data to understand and explain a phenomenon. (Saunders, Lewis, & Thornhill, 2007) defines quantitative research as a method that emphasize on objective measurements that use any data collection technique (such as a questionnaire) or data analysis procedure (such as graphs or statistics) that generates or uses numerical data. In contrast, Quantitative research helps to determine the relationship between set of variables. In this case, the relation

between the probability of occurrence of empowerment and the effect of the empowerment on employee satisfaction, therefore quantitative analysis was chosen.

### **3.3 Study Population and Sample size**

#### **3.3.1 Target Population**

As most researchers agreed a population is a group of individuals who have the same characteristic. A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study (Creswell, 2016). Population is the entire group of individuals, firms, plants or things that have one or more characteristics in common that are of interest to the study from which generalization is drawn (Bryman, 2004). The study population of this study were 225 employees of BeherawiPreprimay Primary and Junior School.

#### **3.3.2. Sample Size Determination and sampling techniques**

The sample size of this research was determined from employees of BeherawiPreprimay Primary and Junior School. The sample size for this study was determined using the formula developed by Yemane (1967) from finite study population.

$$n = \frac{N}{1 + Ne^2}$$

Where, n = sample size of the study; N = the study population; and e = Level of precision/allowable or margin error /sampling error, which is p=0.05 (5%) unit variance or 95% confidence level. Thus, the sample size was calculated from 225 study population using the formula above and 95% confidence level or 5% margin error as follows:

$$n = \frac{225}{1 + 225 \times 0.05^2}$$
$$\frac{225}{1.525} = 144$$

So, sample size for this study was 144 employees (about 64% of the total project staff) to collect primary data using questionnaire. This sample size is believed to be sufficient considering the nature of data required to investigate the effect of employee empowerment on job satisfaction.

The process of selecting a number of study units from a defined population is called sampling. The sampling design for this population is simple random sampling. In random sampling the researcher selected the important target population for the study randomly or bay chance.(Creswell, 2009).Thus, the 144-sample size was distributed to all employees of BeherawiPreprimay Primary and Junior School.

### **3.4Data Sources and Methods of Collection**

The researcher used both primary and secondary data in order to get the required information. Primary data is an original data that was collected from the original source of information by using open and close ended questioners. This study also used interviews to collect the required data from the employee to solicit qualitative data and supplement the quantitative analysis. While secondary data is type of data for this research was collected from reading different literature from the internet and in the library. Sources such as websites, books, and journals about employee empowerment and its effect on job satisfaction would be used. Data collection method that used in this research was self-administered questionnaire that comprises both open end and closed end question.

### **3.5 Data Collection Procedure**

According to Kothari, (2004), data collection procedure entails steps and actions necessary for conducting research effectively. A questionnaire containing five points Likert scale close-ended questions on employee autonomy, decision making, recognition, access to resource, and job satisfaction was prepared and made a pilot survey the aim of pre-testing the survey questionnaire. The five Likert scale ranging from five to one; with represents strongly disagree (1), disagree (2), Neutral (3), agree (4), and strongly agree (5). In pre testing questionnaire, the main concern would to detect problem which may cause confusion to the respondents, which is to identify ambiguous or biased item in the questionnaire for elimination and suitability for collecting the required data. After the respondents return back the questionnaire and analysis would be made.

For the purpose of this research, 144 questionnaires were distributed to the respondents and 138 questionnaires were used for the data analysis. After the data was collected it was entered in to SPSS version 27 of actual examination. After this the researcher coded the respondents' response in every questioner. Every data obtained were coded by the researcher to SPSS. The respondents' perception towards the four employee empowerment activities and then analyzed quantitatively though frequency and percentage, mean and standard deviation on the upcoming tables below

### **3.6 Methods of Data Analysis**

Depending on the nature of the basic questions to be address and variables to be treating, the following statistical tools would be used. A percentage (%) and frequency distributions was used to determine the personal characteristics of respondent and analyze their responses. Mean value used to see where the average of the response lies. Analysis involves preparing data for analysis, running the analysis, reporting results, and discussing them. After the quantitative data was collected through questioners it was entered into Excel, coded the respondents' response to each question, exported to SPSS version 27 and analyzed.

The study used descriptive and inferential statistics analysis methods. Particularly, this thesis adopts descriptive statistics analysis techniques such as frequencies percentage, mean and standard deviation were used to describe the perception of respondents on each study variable.

The inferential statistics used in this study include correlation analysis and regression analysis. That is, in addition to descriptive analysis, correlation analysis was used to examine the degree or strength of association among the study variable used in this study, namely employee autonomy, decision making, recognition, access to resource, and job satisfaction. According to Marczyk et al., (2005), correlation analysis is the most common and basic measure or tool for investigating the relationship between two or more variables. Correlation analysis deals with relationships among variables and helps to gain insight into the direction and strength of relation between the variables.

Furthermore, Hinkle et al. (2003) suggest that the use of Pearson's correlation coefficient over Spearman's correlation coefficient. Moreover, regardless of the sign of a correlation coefficient, the strength or degree of association (including significance) between two variables is interpreted based on intervals where a correlation coefficient falls. Accordingly, the absolute value indicates the strength of the correlation. That is, if the correlation value ( $r$ ) lies between 0 and 0.30, it is termed as negligible association; while between 0.31 and 0.50 low correlation compared to moderate correlation when the correlation value lies between 0.51 and 0.70. On the other hand, correlation value ( $r$ ) between 0.71 and 0.9 is regarded as strong or high degree of association; while between 0.91 to 1.0 very high associations. In order to articulate the significance of the correlations, the question is how close the  $p$  value is to 0.05. That is, 95% confidence interval or 5% level significance (i.e.,  $p$  value of 0.05 or below) was used to determine the statistical significances of each correlation coefficient.

### 3.6.1. Model specification

A multiple linear regression (MLR) model used in this thesis generally built around the dependent and independent variables identified and depicted in the conceptual framework (Figure 2.1). The basic objective of using regression model is to understand the relationship between risk management dimensions and construction project quality. Accordingly, the following multiple linear regression model employed is presented as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \text{-----} (3.2)$$

Where: -

- $Y$  = the dependent variable (Job satisfaction),
- $X_1$  = Employee autonomy,
- $X_2$  = Participation in decision making,
- $X_3$  = Access to resource,
- $X_4$  = Recognition,
- $\alpha$  = is the intercept or constant term, which captures the value of the dependent variable if all the independent variables are 0,
- $\beta_i = (\beta_1, \beta_2, \beta_3, \beta_4)$  are regression coefficients or parameters representing the impact of independent variables on the dependent variable,
- $\varepsilon$  = is the random error term, which captures all omitted variables

### 3.6.2. Measures and Tests to Diagnose a MLR model

Gugarati (2022) suggests the steps to be followed in discussion of results generated from MLR model. They are briefly discussed below

In Multiple Linear Regression (MLR), it is very important to perform necessary diagnostics tests for regression model before it is deployed for practical applications. The reason is that the diagnostics tests help researchers to identify both strengths and weaknesses of their model. Therefore, it is necessary to ensure that the MLR model specified is validated for all model assumptions. If the model assumptions are violated, then

we have to take necessary measures to make model satisfy assumptions (Keith, 2019). According to Gujarati (2022), the four main assumptions made in MLR model are as follows:

- Linearity of independent variables to the dependent variable
- The residuals ( $\varepsilon_i$ ) follow a normal distribution and expected value (mean) of residuals,  $E(\varepsilon_i|X_i)$ , is zero.
- The variance of the residuals,  $Var(\varepsilon_i|X_i)$ , is constant for all values of  $X_i$ . When the variance of the residuals is constant for different values of  $X_i$ , it is called homoscedasticity where as non-constant variance of residuals is called heteroscedasticity, and
- There is no high correlation between independent variables (called multicollinearity). Multicollinearity can result in an incorrect estimation of the regression parameters.

### **3.7. Reliability and Validity**

Validity shows the power of the research methodology to get precise realism. If a study is said valid this surely shows that what was proposed to be assessed has been evaluated accurately. If a researcher knows that his study is valid then it can be confident on the findings that really show some uniqueness in the issue being studied. If a study misses validity, then thesis shows there was misses of accuracy on research findings (Churton, 2010)

Reliability entails that measure of consistency in producing similar results on different but comparable occasions. If research is said to be reliable that entails if it is replicated, similar or identical outcomes will be depicted. If a researcher is sure that his/her study is reliable then there will be low risk of accepting a chance pattern or trend demonstrated by his/her sample and using it to make assumptions about the population as whole (Bediako, 2017, p. 29)

Before embarking on full data collection, the reliability or internal consistency of the questionnaire that contains five points Likert scale-scale risk management items was tested using Cronbach's alpha value. As per Kothari (2004), a data collection instrument is deemed reliable if it yields consistent results. Cronbach's alpha is frequently used as a measure of internal consistency or dependability of data collection instruments, as he pointed out. Sekaran and Bougie (2013) further noted that a Cronbach's alpha value less than 0.6 is

viewed as poor, 0.7 as acceptable or good, 0.8 as very good, and 0.9 and above as excellent reliability. Therefore, it is crucial to evaluate the reliability of all items in the questionnaire.

The results presented in Table 3.1 below indicate that the questionnaire was reliable, as the Cronbach’s alpha values for the five items of employee autonomy, decision making, recognition, access to resource, and job satisfaction exceeded 0.7. This suggests that the questionnaire was a dependable tool for collecting data on these factors. It’s important to note that achieving such high reliability scores underscores the robustness of the research methodology employed in this study.

**Table 3.1. Results of Reliability test**

<b>Variables</b>	<b>Number of items in the scale</b>	<b>Cronbach’s Alpha value</b>
employee autonomy	5	0.718
Participation in decision making	5	0.789
Access to resource	5	0.862
Recognition	5	0.707
Job satisfaction	5	0.798

Source: Own computation from survey data (2024)

### **3.8. Ethical Considerations**

The ethical issue is among the main focus of research. Before the data collection process all the necessary information about the study like who was conducting the study and for what purpose was the study conducted and other necessary information that respondents like to know was provided to all respondents so that it can help them to decide whether to participate or not in this study and they are not harmed as a result of their participation or non-participation in the study. They were also guaranteed the anonymity and confidentiality of their response.

# CHAPTER FOUR

## DATA ANALYSIS AND INTERPRETATION

This chapter presents various data obtained from the research participants analyzed through SPSS version 27. It consists of characteristics of the respondents (demographic variables) in terms of their sex, age, educational qualification, work experience and number of construction projects that the respondents work. Besides, it contains data obtained by making use of questionnaire, interview and document analysis with detailed interpretation of all the collected data.

### 4.1 Response Rate of Questionnaire

The response rate for the questionnaires, administered exclusively to employee, is noteworthy, with the researcher collecting 138 completed responses out of the 144 questionnaires distributed. This high response rate, approximately 95.83%, underscores the active and enthusiastic participation of the respondents in the study area. The substantial number of collected questionnaires ensures a robust dataset, enhancing the reliability and representativeness of the quantitative data. The insights gathered from respondents will contribute significantly to the analysis, offering valuable perspectives on the effect of risk employee empowerment on job satisfaction at school.

Questionnaire's Distributed	Questionnaire's Collected	Percentage
144	138	95.83%,

### 4.2. Socio-demographic profile of the respondents

Table 4.1: Socio-Demographic Characteristics of Respondents

Variables	Frequency	Valid Percentage	Cumulative Percentage
Gender			

Male	92	66.67	66.67
Female	46	33.33	100.00
<b>Sub Total</b>	<b>138</b>	<b>100.00</b>	
<b>Age</b>			
18 – 30	19	13.77	13.77
31 – 45	59	42.75	56.52
46 – 60	46	33.33	89.85
Greater than 60	14	10.15	100.00
<b>Sub Total</b>	<b>138</b>	<b>100.00</b>	
<b>Educational Background</b>			
Diploma	28	20.29	20.29
BA Degree	75	54.35	74.64
Masters’ Degree	35	25.36	100.00
<b>Sub Total</b>	<b>138</b>	<b>100.00</b>	
<b>Experience in the school</b>			
1 – 2 years	13	9.42	9.42
3– 4 years	29	21.02	30.44
5 – 7 years	50	36.23	66.67
Above 7 years	46	33.33	100.00
<b>Sub Total</b>	<b>138</b>	<b>100.00</b>	

Source: Computed from Survey data (2024)

Table 4.1 below summarizes the socio-demographic character of sample respondents in this study. on the gender of respondents. The results on the gender of respondents that large numbers of respondents 92 (or 66.67%) were male, and 46 (33.33%) were female. Furthermore, the results about the age of respondents indicate that out of the total number of respondents who participate in the study, the majority (59 or 42.75%) of the respondents were within age group of 31-45 followed by those respondents in age group between 46 and 60, which account about 33.33%. Whereas, respondents were within the age group of 18–30 and above 60 years of age account for about 13.77% and 10.14%, respectively. This shows respondents within the age range of 31-45 was greatly found and these are potential productive age group to be participative in the study and were the majority in the population of the study.

On the other hand, the education level of respondents indicates that the majority of respondents participating in school (75 or 54.35%) held first degree. Whereas, 35 (25.36%) were having Master's degree and the remaining 28 (or 20.29%) held Diploma. Regarding work experience, the majority 50(36.23%) of the respondents have working experience from 5 to 6 years followed by those having work experience in school above 7 years, 46(33.33%). Whereas, those respondents reported to have work experience in school from 3 to 4 years and below 3 years account for about 21.01% and 0.2%, respectively. Therefore, the majority of respondents 96 (69.56%) participated in this study were having work experience in the school above 5 years.

Therefore, the educational background, and work experiences, respondents held in the school show that they have good background and knowledge of the factors that affect job satisfaction and hence can provide genuine and reliable information to the questions outlined in questionnaire. Moreover, the vast socio-demographic characteristics of the respondents have important implications for this research finding in understanding the effect of employee empowerment on job satisfaction at Beherawi school.

### 4.3. Descriptive statistics independent variables

#### 4.3.1. Description of Employee Autonomy

**Table 4.2. Respondents Rating on Employee Autonomy**

Items	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	St.d
The school give freedom to make decisions about how to carry out my tasks.	18 (13%)	30 (21.7%)	29 (21%)	43 (31.2%)	18 (13%)	3.4980	.91636
The employee allowed to set their own work priorities.	16 (11.6%)	33 (23.9%)	24 (17.4%)	36 (26.1%)	29 (21%)	3.3414	1.0119
The employee trusted by their supervisors to make decisions related to their job.	20 (14.5)	26 (18.8%)	28 (20.3%)	43 (31.2%)	21 (15.2%)	3.6707	.95430
The employee can choose the methods used to accomplish their work.	11 (8%)	31 (22.5%)	27 (19.6%)	47 (34.1%)	22 (15.9%)	3.7952	.71997
The employee gives enough control over their daily work activities.	8 (5.85)	42 (30.4%)	23 (16.7%)	38 (27.5%)	27 (19.6%)	3.767	.93431

Source: Own computation from survey data (2024)

Note: SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=Strongly agree

The mean value of the respondents' response related to employee autonomy shows as greater than 3.62 and this mean value is above 2.5. From this the researcher conclude employee autonomy related employee empowerment have been an effect on employee satisfaction. And also, the value of the standard deviation value is greaterthan 0.9 this shows that the highest standard deviation value indicates the greater variability in the data.

### 4.3.2. Description of Description of Participation in Decision Making

**Table 4.3. Respondents rating on Description of Participation in Decision Making**

Items	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	St.d
The employee involved in decisions that affect their job.	15 (10.9%)	18 (13.0%)	25 (18.1%)	37 (26.8%)	43 (31.2%)	3.6265	.91198
The Staff input is valued when decisions are being made in different department.	15 (10.9%)	15 (10.9%)	30 (21.7%)	39 (28.3%)	39 (28.3%)	3.6225	.99700
The school provide opportunity to the employee for suggestions to improve work processes.	--	18 (13.0%)	27 (19.6%)	66 (47.8%)	27 (19.6%)	3.9839	1.1533 5
Management seeks my opinion before making important decisions.	6 (4.3%)	6 (4.3%)	39 (28.3%)	51 (37.0%)	36 (26.1%)	3.7871	.93696
The employee regularly asked for feedback on changes that may affect their roles.	3 (2.2%)	20 (14.5%)	27 (19.6%)	61 (44.2%)	27 (19.6%)	3.6265	.91198

**Source:** Own computation from survey data (2024)

Note: SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=Strongly agree

The writer of this research was developed five questions to find out the respondents' Description of Participation in Decision Making. In the table below the respondents react on the employee involved in decisions that affect their job were, 15(10.9%) of the respondents were strongly disagree, 18(13%) disagree, and 25(18.1%) neutral. However, 37(26.8%) agree and 43 (31.2%) strongly agree on the statement. This shows that many respondents strongly agree that employee involved in decisions that affect their job.

From the total respondent that presents in the above table 39(28.3%) of the respondent agree, 39(28.3%) of the respondents strongly agree and 30 (21.7%) of the respondents neutral on The Staffe input is valued when decisions are being made in different department. In the other 15(10.9%) of the respondent strongly disagree, 15(10.9%) respondents disagree on the issue.

As the data shows in the table blow the respondent response on the school provide opportunity to the employee for suggestions to improve work processes, 18 (13.0%) of the respondent disagree, 66(47.8%) of the respondent agree and 27(19.6%) of the respondents neutral.

To conclude the response the researcher should see where the mean and standard deviation of the response leis. So based on the above table the mean value was more than 3.5 out of 5 and this means the mean value depicts above the average value. And also, the value of the standard deviation value is greater than 0.93 this shows that the highest standard deviation value indicates the greater variability in the data.

### 4.3.3. Description of Participation in Access to Resource

**Table 4.4 Respondents rating on Access to Resource**

Items	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	St.d
The school provide necessary resources to complete works effectively.	13 (9.4%)	9 (6.5%)	23 (16.7%)	45 (32.6%)	48 (34.8%)	3.1928	1.0244
The school provides adequate training to perform job well.	12 (8.7%)	9 (6.5%)	24 (17.4%)	48 (34.8%)	45 (32.6%)	3.4559	.95875
The staff access to the tools and technology to perform their job.	10 (7.2%)	18 (13.0%)	23 (16.7%)	44 (31.9%)	43 (30%)	3.3976	1.1494 0
My work environment is equipped with all the materials I	7 (5.1%)	14 (10.1%)	48 (34.8%)	55 (39.9%)	14 (10.1%)	3.5703	1.1306 2

need to succeed.		)	%)	%)	)		
The employee was supported by school in obtaining the resources that require to improve performance.	10 (7.2%)	11 (8%)	29 (21%)	44 (31.9%)	40 (29.6%)	3.4137	1.1507 2

**Source:** Own computation from survey data (2024)

Note: SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=Strongly agree

The writer of this research was developed five questions to find out the respondents' rate on Access to Resource. The respondent's response for this statement The school provide necessary resources to complete works effectively were 13(9.4%) of the respondents strongly disagree, 9(6.5%) disagree, 23(16.7%) neutral, 45(32.6%) agree and 48(34.8%) strongly agree on the statement explaining that many respondents strongly agree.

From the total respondent that presents in table above 48(34.8%) of the respondent agree, 45 (32.6%) of the respondents strongly agree and 24 (17.4%) of the respondents neutral about the school provides adequate training to perform job well. However, 12(8.7%) of the respondent strongly disagree, 9 (6.8%) respondents disagree on the issue.

As indicated in the table above the respondent responses on the staff access to the tools and technology to perform their job. The result showed a different outcome, from the total respondent 10(7.2%) of the respondent strongly disagree, 18(13%) of the respondent disagree, 23(16%) of the respondents neutral, 44 (31.9%) of the respondent agree, and 43(30%) of the respondents strongly agree.

Table 4.4 above clearly states my work environment is equipped with all the materials I need to succeed. The respondents rate in this statement were 55(39.9%) of the respondent agree, and 14 (10.1%) of the respondents strongly agree, but 7(5.1%) of the respondent strongly disagree, 14(10.1%) of the respondent disagree and 48(34.8%) of the respondents neutral, supporting the work environment is equipped with all the materials.

To come up to a conclusion we have to look the mean and the standard deviation of value of the response related to access to resource to implement employee empowerment and its effect on employee satisfaction. The mean value of access to resource was 3.1928 and above and the standard deviation value was 1.02144.

Based on this it is possible to conclude that access to resource has value for implement employee empowerment and bringing better satisfaction.

#### 4.3.4. Description of Recognition

**Table 2.5 Respondents rating on Recognition**

Items	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	St.d
The school appreciated for the work that the employees do.	10 (7.2%)	9 (6.5%)	--	9 (6.5%)	6 (4.3%)	3.8876	1.0502 2
The employee efforts and accomplishments are regularly acknowledged.	10 (7.2%)	7 (5.1%)	3 (22%)	6 (4.3%)	15 (10.9%)	3.8514	.95839
I receive positive feedback when I perform my job well.	19 (13.8%)	26 (18.8%)	34 (24.6%)	6 (4.3%)	63 (45.7%)	3.9558	.95272
The staff contributions are recognized by supervisors.	46 (33.3%)	42 (30.4%)	60 (43.5%)	63 (45.7%)	54 (39.1%)	3.7590	.94088
I feel valued by the school management for the work I do.	53 (38%)	54 (39.1%)	41 (29.7%)	54 (39.1%)	54 (39.1%)	3.7470	.93122

**Source:** Own computation from survey data (2024)

Note: SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=Strongly agree

In this study to find out the respondents' rate on Recognition, five questions were developed. In the table below about the school appreciated for the work that the employees do, 10(7.2%) of the respondents strongly disagree, 10(7.2%) disagree, 19(13.8%) neutral, while 46(33.3%) agree and 53(38%) strongly agree on the statement. This shows that many respondents know about the school appreciated for the work that the employees do. From the total respondent 42(38.6%) of the respondent agree, 54 (39.1%) of the respondents strongly agree and 26(18%) of the respondents neutral on the employee efforts and accomplishments are regularly acknowledged. About The staff contributions are recognized by supervisors, about 79%

respondents agree and strongly agree. But 9 (6.5%) of the respondent strongly disagree, 7(5.1%) respondents disagree on the issue.

The mean value of the response related to recognition was 3.7590 and above. This value is above 2.5, this means most of the respondents acknowledge that recognition have a visible relation with employee satisfaction. The mean standard deviation value was **1.05022** and this shows that the respondent's response was agrees on the issues.

#### 4.3.5. Description of Job Satisfaction

**Table 4.6 Respondents rating on Job Satisfaction**

Items	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	St.d
The employees were satisfied with the overall work environment at the school.	25 (18.1%) )	31 (22.5%) )	26 (18.8%) )	44 (31.9%) )	12 (8.7%)	3.7028	.93327
The staff feels happy with their current role and responsibilities.	19 (13.8%) )	25 (18.1%) )	16 (11.6%) )	68 (49.3%) )	10 (7.2%)	3.8353	.95514
The employee was satisfied with the professional relationships with their colleagues.	16 (11.6%) )	20 (14.5%) )	33 (23.9%) )	58 (42%) )	11 (8%)	3.9478	.99256
I feel that my work is appreciated and valued by the school management.	21 (15.2%) )	36 (26.1%) )	15 (10.9%) )	60 (43.5%) )	6 (4.3%)	4.0080	1.6156 0
I am content with the opportunities for professional development and career growth at this school.	35 (25.4%) )	15 (10.9%) )	25 (18.1%) )	40 (29.0%) )	12 (8.7%)	3.8032	.90527

**Source:** Own computation from survey data (2024)

Note: SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=Strongly agree

In this study to find out Job Satisfaction of the school five questions were developed. From the very beginning the researcher wants to know the employees were satisfied with the overall work environment at the school. Out of the total sampled respondents 25(18.1%) strongly disagree and 26(18.8%) of were neutral. On the other way 44(31.2%) of the respondent's agree and the remaining 12(8.7%) of respondents have a greatly agree that the employees were satisfied with the overall work environment at the school.

Secondly the researcher wants to find out how much the staff feels happy with their current role and responsibilities. From 138 total respondent's the highest number respondents 68(49.3%) agree that most of the staff feels happy with their current role and responsibilities. But 25(18.1%) of respondents did not agree. Also 19(13.8%) of respondents were strongly disagree. The remaining respondents 16(11.6%) and 10(7.2%) were neutral and strongly agree respectively.

The employee was satisfied with the professional relationships with their colleagues, since professional relationships are a backbone for any job satisfaction. The researcher found that 20(14.4%) of respondents disagree and 16(11.6%) strongly said professional relationships did not satisfied employee. While 58(42%) of employees said employee was satisfied with the professional relationships with their colleagues. The remaining 33(23.9%) were neutral.

I feel that my work is appreciated and valued by the school management. The highest number of employees 60(43.5%) agree on this and they said that their work is appreciated and valued by the school management. The final statement on job satisfaction was I am content with the opportunities for professional development and career growth at this school, and 35(25.4%) of the respondents strongly did not understands the concept of professional development and career growth at this school. Also 40(29%) of employees said we have understood content with the opportunities for professional development and career growth at school.

The mean value of the response as shown on the above table was 3.8032 and more. From this the researcher concludes that employee empowerment leads to better job satisfaction in the school. The standard deviation value also shows **1.61560** and it shows that there was a greater variability in the data

#### 4.4 Correlation Analysis

A correlation is one of the most known analysis methods that tests the relationship between two variables on the basis of how weak or strong the relationship is and in which direction the relationship goes (Almquist, 2006). The strength of the relationship is given as a coefficient (Pearson's  $r$ ) which can be anything between -1 and 1. This means, the coefficient can be either negative or positive. These terms, "negative" and "positive", simply reflect the direction of the relationship. In this study so as to determine the impact of risk management variable on construction quality, Pearson correlation analysis by using SPSS has been computed by the researcher and the table below shows the output of Pearson correlation.

The Pearson correlation test results in table 4.6 below indicate that all employee empowerment activities used in this study were positively correlated with Job satisfaction. Employee autonomy has statistically significant and moderate positive relationship with job satisfaction ( $r = 0.586, p < 0.05$ ). As shown in Table 4.6 there is negligible positive but significant association between participation in decision making and job satisfaction ( $r=0.400, p<0.05$ ). Whereas, access to resource has statistically significant but moderate positive degree of association with job satisfaction ( $r=0.565, p<0.05$ ). On the other hand, there exists moderately positive and statistically significant cooptation between recognition and job satisfaction ( $r=0.634, p<0.05$ ).

Moreover, there is positive and significant correlation between the independent variables. That is, employee autonomy was positively and significantly associated with participation in decision making, access to resource, recognition and control of job satisfaction in Beherawischool. Moreover, participating in decision making was having positive and significant correlation with access to resource, recognition and control of job satisfaction in the study area. In a similar vein, Access to resource has moderate positive and significant correlation with recognition and control of job satisfaction in the study area. The implication of the above positive and significant correlations is that, not only job satisfaction improves with improvement in the four employee empowerment activities but also each empowerment activity improves with the improvement of the other activities.

Table 4.7. Pearson correlation matrix (N=138)

		<b>Employee autonomy</b>	<b>Decision making</b>	<b>Access to resource</b>	<b>Recognitio n</b>	<b>Job satisfaction</b>
Employee autonomy	Pearson Correlation	1				
	Sig. (2-tailed)	.000				
	N	138				
Decision making	Pearson Correlation	.786**	1			
	Sig. (2-tailed)	.000				
	N	138	138			
Access to resource	Pearson Correlation	.723**	.702**	1		
	Sig. (2-tailed)	.000	.000			
	N	138	138	138		
Recognition	Pearson Correlation	.374**	.319**	.550**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	138	138	138	138	
Job satisfaction	Pearson Correlation	.586***	.400**	.565**	.634**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	138	138	138	138	138

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

Source: Own computation from survey data (2024)

#### 4.5 Regression Analysis

The above correlation analysis shows only the degree of association among study variables but not the effect of one employee empowerment activities on job satisfaction in the study area. Hence, to analysis the effect of each employee empowerment on job satisfaction this study used multiple linear regression analysis that overcomes the shortcomings of correlation analysis using SPSS version 27. According to Julie (2007), multiple linear regression is the most commonly used type of regression when there are a set of independent variables and one wants to know how much variance in a dependent variable each of these independent variables are able to explain as a group. Hence, based on this argument the discussion of multiple linear regressions parameters relay mainly standardized beta coefficients.

Regression analysis is a measure of the relation between the mean values of variables. Even if there are many different types of regression analysis the researcher was used multiple linear regression in this study. Multiple linear regression means there are more than one independent variable (employee empowerment) and continuous dependent variable (job satisfaction).

Before running a multiple linear regression it's better to check the assumptions, there are several assumptions that we need to check if our data meet, this is done in order to be reliable and valid.

### Linearity

A linear regression model assumes that the average outcome is linearly related to each term in the model when holding all others fixed. Linearity shows that, the relationship between the independent and dependent variable can be characterized by a straight line. As the graph Figure 4.1 below shown, in this study assumption of linearity have been meet.

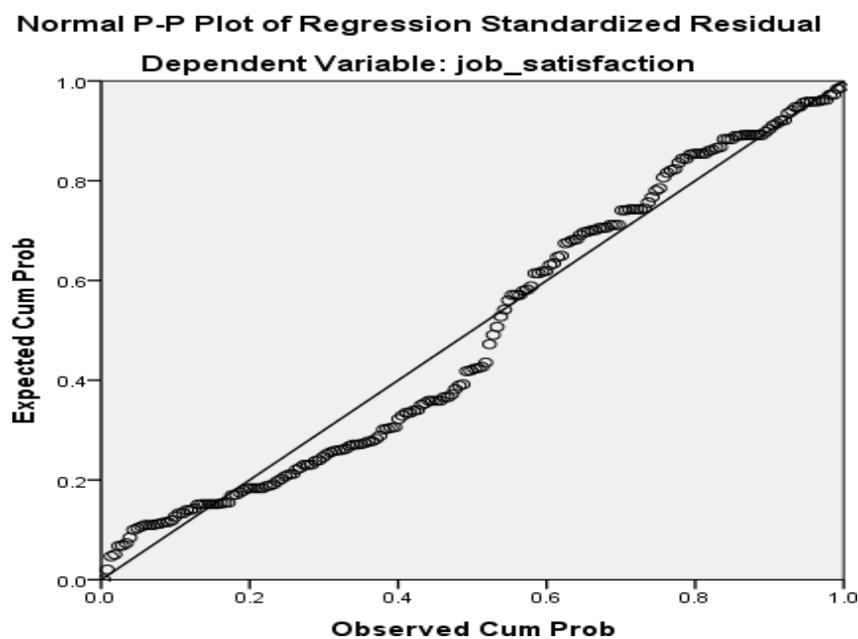


Figure 4.1. Normal P-P plot of regression

Source: Own computation from survey data (2024)

### Multicollinearity

The second assumption that we have to check is that there is no multicollinearity in our data. One way of testing multi-co linearity is that the independent variables should be not too highly correlated. That is a correlation of more than 0.8 could be problematic. But the highest correlation is  $r=0.786$ , so the assumption of multi co linearity was hold.

**Table 4.7.Multicollinearity test of Coefficient**

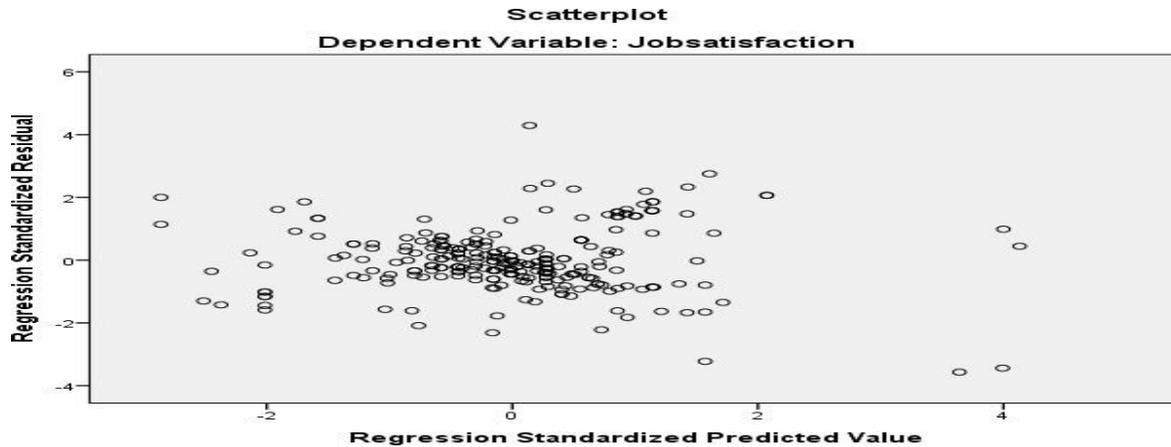
<b>Coefficients<sup>a</sup></b>			
<b>Model</b>		<b>Collinearity Statistics</b>	
		<b>Tolerance</b>	<b>VIF</b>
1	Employee autonomy	.279	3.582
	Participation in decision making	.208	4.800
	Access to resource	.436	2.292
	Recognition	.313	3.190
<b>a. Dependent Variable: Job satisfaction</b>			

Source: Own computation from survey data (2024)

### Homoscedasticity

The other assumption is homoscedasticity. This shows that the variance around the regression line should be constant in all values of the independent variables. This is an assumption that basically state a variation in the residuals (amount of error in the model) should be the same at every point of the model. The scatter plots shown below depict assumption of *homoscedasticity* the standardized values our model would predict, against the standardized residuals founded. As the predicted values increase, the variation in the residuals was roughly similar. So, the assumption of homoscedasticity has been met.

*Figure 4.2 homoscedasticity test*



## ANOVA

The other assumption is the ANOVA table result. ANOVA table assesses the significance of the regression models in explaining the variance in the dependent variable, job satisfaction. For Model 1, the regression model comprising predictors employee autonomy, participation in Decision-Making, access to resource and Recognition demonstrates high statistical significance ( $F = 445.111$ ,  $p = 0.001$ ), indicating its effectiveness in explaining the variability in job satisfaction.

<b>ANOVA</b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	217.394	4	54.349	445.111	.001
	Residual	33.334	274	.122		
	Total	250.728	278			
a. Dependent Variable: Job satisfaction						
b. Predictors: (Constant), employee autonomy, participation in Decision-Making, access to resource and Recognition						

**Table 4.8 Model Summary**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.902 <sup>a</sup>	.879	.870	.32882	2.107
a. Predictors: (Constant), Employee autonomy, participation in Decision-Making, access to resource and Recognition					
b. Dependent Variable: Job satisfaction					

The model summary reveals the effectiveness of the regression analysis in explaining the relationship between various independent variables (Employee autonomy, participation in Decision-Making, access to resource and Recognition) and the dependent variable (Job satisfaction). The correlation coefficient (R) is notably high at 0.902, indicating a strong positive correlation between the predictors and Job satisfaction. This suggests that the independent variables collectively have a significant impact on Job satisfaction.

The R Square value stands at 0.879, meaning that 87.9% of the variation in Job satisfaction can be attributed to the independent variables in the model. This high percentage demonstrates that the model is highly effective in capturing the effect of employee empowerment on job satisfaction. Additionally, the Adjusted R Square value, which adjusts for the number of predictors, is slightly lower at 0.870. This minor adjustment still reflects a strong model fit, confirming the reliability of the regression analysis even when accounting for the complexity introduced by multiple predictors. The standard error of the estimate is 0.32882, indicating that the predictions made by the model are close to the actual observed values of Job satisfaction, with minimal deviation.

**Table 4.10 Regression analysis**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.403	.237		1.701	.091
	Employee autonomy	.545	.106	.522	5.163	.000
	Participation in decision making	.166	.075	-.219	-2.222	.028
	Access to resource	.093	.102	.089	.913	.363
	Recognition	.441	.067	.460	6.629	.000

a. Dependent Variable: Job satisfaction

Based on the results of multiple regressions, as presented in the table above, Employee autonomy has a positive and significant effect on job satisfaction with (beta = .545), with 95% confidence level, that is  $p < 0.05$ . The table also presented that the standardized coefficient beta and p value for participation in decision making were (beta = 0.166,  $p < 0.05$ ) this is positive and significant. The next variables, access to resource has positive and significant impact job satisfaction with the  $\beta$  value of ( $\beta = .093$ ) with sig value was insignificant. As shown in the table recognition has also significant impact on job satisfaction with  $\beta=0.441$ .

#### **4.6 Discussion of major findings**

The objectives of this study were to find out the effect employee empowerment on job satisfaction. The collected data from employees led to the following finding. As the first specific objective of this study was to study the relationship between employee autonomy and job satisfaction in the selected school, the findings of the correlation analysis regarding employee autonomy revealed that ( $r=.586$ ,  $p<0.01$ ). This shows that employee autonomy has a positive and significant relationship with job satisfaction. When we come to the regression analysis resulted (sig= 0. 00) indicated that employee autonomy predicts job satisfaction is much significant.

The second objective of the research was to study the effect of participation in decision making on job satisfaction. The correlation analysis resulted ( $r = .400$ ,  $p < 0.01$ ). This shows which positive and much significant relationship between the two variables. When there is participation in decision making, there would have positive improvement on job satisfaction. When we come to the other employee empowerment activities, we get access to resource. access to resource resulted in correlation analysis ( $r = .565$ ,  $p < 0.01$ ) this shows that access to resource has a positive and strong relationship with job satisfaction. From regression analysis access to resource has ( $\text{sig} = .363$ ) this shows accountability is one of predictor of job satisfaction with 95% confidentiality.

The fourth objective of this research paper was to examine the effect of recognition on job satisfaction. So, recognition shows an  $r$  value of ( $r = .634$ ,  $p < 0.01$ ) resulted in correlation analysis. And from regression analysis recognition shows  $\beta = .46$  in regression analysis. This means the two variables has similar relationship. That means recognition is a strong predictor to job satisfaction with significant impact positively.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary of Major Findings

The descriptive analysis of employee autonomy reveals varied responses across several key factors. The highest level of agreement among respondents was for the statement "employees can choose the methods used to accomplish their work," with 50% of respondents agreeing or strongly agreeing. Similarly, 47.1% of employees felt they were given enough control over their daily work activities, and 46.4% agreed that they were trusted by supervisors to make job-related decisions. However, the lowest level of agreement was found for the statement that employees are allowed to set their own work priorities, with only 37.1% in agreement. Overall, the data suggests that employees at Beherawi School perceive a good level of autonomy, especially in terms of choosing work methods and having control over their daily tasks.

Regarding participation in decision-making, a significant portion of respondents (57.9%) agreed or strongly agreed that employees are involved in decisions that affect their job. Additionally, 66.2% of respondents agreed that their input is valued during departmental decision-making, and 87.4% felt they had opportunities to offer suggestions to improve work processes. While the majority of respondents (64%) also agreed that their opinions were sought before important decisions were made, a smaller portion (63.6%) felt regularly asked for feedback on changes affecting their roles. These findings indicate that employees perceive a high level of involvement in decision-making processes. In terms of access to resources, most respondents agreed that the school provides necessary resources, training, and tools to effectively perform their jobs, though there were some mixed responses regarding the adequacy of the work environment's equipment. Finally, in terms of recognition, most employees felt their contributions were appreciated, with a large percentage agreeing that their efforts and accomplishments were regularly acknowledged by supervisors.

The correlation analysis in this study reveals positive and statistically significant relationships between all employee empowerment activities and job satisfaction. Employee autonomy, participation in decision-making, access to resources, and recognition all show moderate to strong positive associations with job satisfaction, with recognition having the highest correlation ( $r = 0.634$ ).

These findings indicate that improvements in employee empowerment activities, such as autonomy and recognition, lead to enhanced job satisfaction. Furthermore, the correlation analysis also suggests that these empowerment activities are interrelated, meaning that improvements in one area tend to positively influence the others.

The regression analysis further supports the findings of the correlation analysis, showing that employee empowerment activities significantly predict job satisfaction. Specifically, employee autonomy ( $\beta = 0.545$ ) and recognition ( $\beta = 0.441$ ) have the most significant positive effects on job satisfaction, with participation in decision-making ( $\beta = 0.166$ ) also making a significant contribution. Access to resources, although positively correlated with job satisfaction, did not show a significant predictive effect in the regression model. These results underline the importance of employee autonomy and recognition in driving job satisfaction and suggest that enhancing these factors can lead to substantial improvements in employee engagement and performance. The model overall explained 87.9% of the variation in job satisfaction, confirming the robustness of the relationships identified.

## **5.2 Conclusions**

The findings from the descriptive analysis suggest that employees at Beherawi School generally perceive a positive work environment, characterized by a strong sense of autonomy, involvement in decision-making, and recognition of their contributions. While a significant portion of respondents reported being able to choose methods for accomplishing tasks and having control over daily activities, there was a slightly lower agreement regarding setting work priorities. Employees also felt valued in decision-making processes, with most agreeing that their input is considered and their feedback sought. Additionally, the majority of respondents were satisfied with the resources and training provided, although there were some mixed views on the adequacy of the work environment's equipment. Overall, the data highlights a high level of employee engagement and satisfaction, but areas such as setting work priorities and ensuring fully equipped workspaces may still require attention.

The correlation analysis reveals that employee autonomy, participation in decision-making, access to resources, and recognition all have positive and meaningful relationships with job satisfaction. Recognition and employee autonomy, in particular, exhibit the strongest correlations, emphasizing their critical importance in enhancing job satisfaction. Moreover, the interrelationship between these empowerment

activities suggests that improvements in one area often contribute to advancements in others, creating a more supportive and fulfilling work environment for employees.

The regression analysis further confirms the importance of employee empowerment in predicting job satisfaction. Specifically, employee autonomy and recognition are the most influential predictors, while participation in decision-making also plays a significant role. Although access to resources showed a positive correlation with job satisfaction, it did not emerge as a significant predictor in the regression model. Overall, the findings suggest that to enhance job satisfaction, the school should prioritize increasing employee autonomy and recognition while also maintaining strong participation in decision-making. These efforts would likely lead to a more engaged and satisfied workforce, ultimately improving overall organizational performance.

### **5.3 Recommendations**

Based on the findings of this study, it is recommended that Beherawi School focuses on enhancing employee autonomy and recognition as key strategies to improve job satisfaction. Since employee autonomy has shown a strong positive correlation with job satisfaction, the school should provide more opportunities for employees to have control over their tasks and decision-making processes. This can be achieved by allowing employees greater freedom in setting their work priorities and methods, as well as trusting them with more responsibilities in decision-making. Additionally, recognition plays a pivotal role in job satisfaction, so the school should implement regular acknowledgment of employees' contributions, achievements, and efforts. This could include formal recognition programs, public appreciation during meetings, or personal thank-you notes from supervisors.

Furthermore, the school should continue to encourage participation in decision-making, as it positively impacts job satisfaction, even though it showed a weaker correlation compared to other factors. Increasing employees' involvement in key decisions that affect their roles and departments will further strengthen their sense of value and engagement. While access to resources also demonstrated a positive relationship with job satisfaction, the school should ensure that the resources, training, and tools provided are sufficient and aligned with employees' needs. Regular assessments and feedback mechanisms could help ensure that employees have everything they need to perform their roles effectively, contributing to their overall satisfaction and performance.

### **5.3.1 Recommendation for future researcher**

The study was conducted at Beherawi School, meaning the findings may not be generalizable to other schools or organizations with different work cultures or structures. The specific context of this school may limit the external validity of the results.

Another limitation is the nature of the study, which only captures data at one point in time. This makes it difficult to draw conclusions about cause and effect between employee empowerment activities and job satisfaction. Longitudinal studies would be more effective in establishing causal relationships and understanding how changes in empowerment activities over time impact job satisfaction. Furthermore, the study did not explore other potential variables that may influence job satisfaction, such as leadership style, compensation, or work-life balance, which could provide a more comprehensive view of the factors contributing to employee satisfaction.

For future research, it is recommended that researchers conduct longitudinal studies to examine the long-term effects of employee empowerment on job satisfaction. This would provide a clearer understanding of how sustained empowerment initiatives impact employees' attitudes and behaviors over time. Future studies should also consider expanding the sample size and incorporating multiple schools or organizations to improve the generalizability of the findings. Additionally, researchers could explore other factors that influence job satisfaction, such as organizational culture, leadership practices, and personal characteristics, to provide a more holistic view of the drivers of job satisfaction. Including qualitative methods, such as interviews or focus groups, would also help gain deeper insights into employees' experiences with empowerment and its impact on their work life.

## REFERENCES

- Ahmed, I.H. 2011. Impact of Employees Empowerment on Job Satisfaction: An Empirical Analysis of Pakistani Service Industry. *Interdisciplinary Journal Of Contemporary Research On Business*, March 2011, Vol. 2, No. 11.
- Ardahacy, F.T.&HamidNabilou, H. 2012. Human Resource Empowerment and Its Role in Sustainable Tourism.*Asian Social Science*, Vol. 8, No 1, pp. 37.
- Aziz,Y.A. 2011. Assessing the Effects of Empowerment and Emotion on Job Satisfaction in Hotel service Environment.*The second international research symposium in service management*,Yoguakarta, Indonesia, 26-30 July, 2011.
- Benowitz,E.A.2001.*CliffsQuickReviewPrinciplesofmanagement*.HungryMinds.NewYork
- Blanchard,K., Carlo, J.P. & Alan Randolph, A. 2001. *Empowerment takes more than a minute*,2<sup>nd</sup> edition.
- Boonyarit,I.,Phupart,S.C.,&Arin,N.2010.Leadership,EmpowermentandAttitudeOutcomes. *JournalofBehavioralScience*, Vol.15, No1, pp.1-14.
- Borzaga, C., Depedri, S., (2005). Interpersonal relations and job satisfaction: Some empirical results in social and community care services, in: Gui, B., Sugden, R. (Eds.), *Economics and social interaction:accounting for interpersonal relations*. Cambridge University Press, Cambridge, pp.132-153.
- Bowen,D.E.&LawlerIII,E.E.(1994).TheEmployeeEmpowermentApproachtoService. *CEOPublications*, G 94-1 (244).36, No4, pp.73-87.
- Burke R.J., Wilcox D.S. (1969) Effects of different patterns and degrees of openness in superior subordinate communication of subordinate job satisfaction, *Academy of Management Journal*, vol.12, pp.319-326 Brian Pratt, B. and Earle,L. 2004. Study on effective

empowerment of citizens in Ethiopia.

Clark A. (1997) Job satisfaction and gender: why are women so happy at work? *Labour Economics*, 4, pp.341-72

Clark A. (2005) What Makes a Good Job? Evidence from OECD Countries, in Bazen S., Lucifora C.,

Conger, J.A. & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471-482.

David Sborne, D. & Peter Plastrik, P. 2000. *The inventors fieldbook*.

DeCicco, J., Laschinger, H. K., & Kerr, M. 2006. Perceptions of empowerment and respect: Effect on nurses' organizational commitment in nursing homes. *Journal of Gerontological Nursing*, 32(5), 49-56.

Dipboye R.L. (1985), Some Neglected Variables in Research on Discrimination in Appraisals, *Academy of Management Journal*, vol. 10, pp. 116-127

*Federal democratic Republic of Ethiopia, CSA, Summary and statistical report of the 2007 population and housing census, Dec, 2008.*

Fox, J. 1988. Employee empowerment and an apprenticeship model.

Gary A. Yukl, G.A. & Becker W.S. 2006. Effective Empowerment in Organizations. *Organization Management Journal, Linking Theory And practice, Vol. 3, No 3, pp. 210 – 231.*

Gilaninia S, Ghashlagh BG (2012) Relationship marketing system and its impact on customer

Gill, A., Flaschner, A.B., Charul Shak & Bhutani, I. 2010. *The Relations of Transformational Leadership and Empowerment with Employee Job Satisfaction: A Study among Indian Restaurant Employees: Business and Economics Journal, Volume 2010: BEJ-18*

Glor, E. (2004). Idea for enhancing employee empowerment in the government of Canada: optimum the journal of public sector management vol. 30, no.1

Haimanot, W.T. 2009. An Assessment of Urban Land Lease Policy Implementation in Ethiopia,

Case Study of Bahir Dar, Ethiopia

Hasan, S.S. 2010. Review on an Employees Empowerment in TQM practice. *Journal of Achievement in Materials and Manufacturing Engineering Vol. 39, No 2, pp.204-*

*210.* Helliwell J.F. & Huang (2005) How's the job? Well-being and social capital in the workplace, *NBER working paper*, no. 11759

Kanter, R.M. 1993. *Men and women of the corporation* (2<sup>nd</sup> ed.). New York: Basic Books.

Kehreh, M.S., Hlidar Ahmadi, H. & Huahemi, A. 2003. Achieving Competitive Advantage Through Empowering Employees: An Empirical Study. *Far East research center*.

Kimura, T. (2011). Empowerment, P-O Fit, and Work engagement: A Mediated Moderation Model.

Kondalkar, V.G.: *Organizational Behavior*, New Age International Publisher

Kurja, D. & Oelfke, T. 2009. Level of Empowerment Impact on Level of Employee Job Satisfaction: The Case of Albanian Hotel. *TMC Academic journal*, 2009, 4(2), PP 91 - 106.

Landy F.J., Bamed-Farrell J., Cleveland J.N. (1980) Perceived fairness and accuracy of performance evaluation: A follow-up, *Journal of Applied Psychology*, n.65, pp.355-356

Laschinger, H. K., & Wong, C. 1999. Staff nurse empowerment and collective accountability: Effect on perceived productivity and self-related work effectiveness. *Nursing Economics*, 17(6), 308-316.

Laschinger, H. K., Sabiston, J. A., & Kutzcher, L. 1997. Empowerment and staff nurse decision involvement in nursing work environments: Testing Kanter's theory of structural power in organizations. *Research in Nursing & Health*, 20(4), 341-352

Laschinger, H. K., Wong, C., McMahon, L., & Kaufmann, C. 1999. Leader behavior impact on staff nurse empowerment, job satisfaction and work effectiveness. *Journal of Nursing Administration*, 29(5), 28-39.

Laschinger, H., & Armstrong, K.J. (2006). Structural Empowerment, Magnet Hospital characteristics, and Patient Safety culture. *Making The Link*

- Lawson, K. 2006. 4 Keys to Employee Empowerment:  
*Growing Greatness: Series of Articles to Cultivate Truly Outstanding Leaders*
- Lord, J. & Hutchison, P. 1999. The process of empowerment: Canadian journal of community mental health 12:1. Spring 1999.
- Manojlovich, M., & Laschinger, H. K. 2002. The relationship of empowerment and selected personality characteristics to nursing job satisfaction. *Journal of Nursing Administration*, 32(11), 586-595.
- McDermott, K., Laschinger, H. K., & Shamian, J. 1996. Work empowerment and organizational commitment. *Nursing Management*, 27(5), 44-48.
- Light, J. N. 2004. The Relationship and Effects of Employee Involvement, Employee Empowerment, and Employee Satisfaction, by Job Type In A Large Manufacturing Environment.
- Nathan B.R., Mohrman A.M., Milliman J. (1991) Interpersonal Relations as a Context for the Effects of Appraisal Interviews on Performance and Satisfaction, *The Academy of Management Journal*, vol.34, n.2, pp.352-369
- Nihat Karakoc, N. & Yilmaz, A. K. 2009. Employees Empowerment and Differentiation in Companies: A literature Review and Research Agenda. *Enterprise Risk Management, ISSN 197-7916, 2009, Vol.1, No 2, E1.*
- Patrick, A., & Laschinger, H. K (2006). The effect of structural empowerment and perceived organizational support on middle level nurse managers' role satisfaction. *Journal of Nursing Management*, 14(1), 13-22.
- Sergio Fernandez, S. & Moldogaziev, T. 2011. A causal Model of Empowerment Process: Exploring the Link Between Empowerment Practices, Cognitions and Behavioral
- Skalli A., Theodossiou I., Vasileiou E. (2007) Jobs as Lancaster Goods: Facets of Job Satisfaction and Overall Job Satisfaction, *Discussion Paper 2007-02*, Centre for European Market Research

- Soohe K. (2002), Participative Management and Job Satisfaction: Lessons for Management Leadership, *Public Administration Review*, v. 62, iss. 2, pp. 231-
- Souza-Poza A., Souza-Poza A (2000) Well-being at work: a cross-national analysis of the levels and determinants of job satisfaction, *Journal of Socio-Economics*, 29, pp.517-38
- Spence Laschinger H.K., Finegan J.E., Shamian J., Wilk P. (2004) A longitudinal analysis of the impact of workplace empowerment on work satisfaction, *Journal of Organizational Behavior* 25, pp.527–545
- Spreitzer, G. M. 1995. *Psychological empowerment in the workplace: Dimensions, measurement, and validation*. The Academy of Management Journal, 38(5), 1442-1465.
- Spreitzer, G. M. 2008. *Taking Stock: A review of more than twenty years of research on empowerment at work*. In C. Cooper & J. Barling (Eds.), The Sage handbook of organizational behavior. Thousand Oaks, CA: Sage Publications.
- Stewart,A.M.1994.Empoweringpeople. London:PitmanPublishing.
- Stroh,L.K.,Brett,J.M.andReilly,A.H.(1992).`Alltherightstuff:acomparisonoffemale and male managers' career progression', *Journal of Applied Psychology*, 77, pp.251-260
- Towns,P.A.(2006).*The Casefora Three-Dimensional EmployeeEmpowermentModel*
- Vacharakiat, M. 2008.*The relationship of empowerment, Job satisfaction and organizationalcommitment between Filipino and American registered working in the USA.*
- VictorVoisard,V.2009.EmployeeEmpowermentandEmployeeSatisfactionInTheWorkplace.
- YasarF.Jarrar and Mohammed Zairi(2010). Employee empowerment A UK Survey of trendsand best practices.



**PART II: Employee Empowerment and Job Satisfaction Information**

Please rate the extent you agree or disagree on the issues of Employee Empowerment and Job Satisfaction. Use 5 scale of rating as Strongly Disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4, Strongly Agree (SA)=5, and put tick “✓” mark in front of each statement of agreement alternative.

*	No	Particulars	SD 1	D 2	N 3	A 4	SA 5
<b>Employee Autonomy</b>	1	The school give freedom to make decisions about how to carry out my tasks.					
	2	The employee allowed to set their own work priorities.					
	3	The employee trusted by their supervisors to make decisions related to their job.					
	4	The employee can choose the methods used to accomplish their work.					
	5	The employee gives enough control over their daily work activities.					
<b>Participation in Decision-Making</b>	6	The employee involved in decisions that affect their job.					
	7	The Staffe input is valued when decisions are being made in different department.					
	8	The school provide opportunity to the employee for suggestions to improve work processes.					
	9	Management seeks my opinion before making important decisions.					
	10	The employee regularly asked for feedback on changes that may affect their roles.					

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
<b>Access to Resources</b> 	11	The school provide necessary resources to complete works effectively.					
	12	The school provides adequate training to perform job well.					
	13	The staff access to the tools and technology to perform their job.					
	14	My work environment is equipped with all the materials I need to succeed.					
	15	The employee was supported by school in obtaining the resources that require to improve performance.					
<b>Recognition</b> 	16	The school appreciated for the work that the employees do.					
	17	The employee efforts and accomplishments are regularly acknowledged.					
	18	I receive positive feedback when I perform my job well.					
	19	The staff contributions are recognized by supervisors.					
	20	I feel valued by the school management for the work I do.					
<b>Job Satisfact</b> 	21	The employees were satisfied with the overall work environment at the school.					
	22	The staff feels happy with their current role and responsibilities.					

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
	23	The employee was satisfied with the professional relationships with their colleagues.					
	24	I feel that my work is appreciated and valued by the school management.					
	25	I am content with the opportunities for professional development and career growth at this school.					

If you have any idea suggestion and recommendations please write below

.....

.....

.....

.....

.....

.....