

UNIVERSITY OF EDUCATION, WINNEBA

**EMPLOYEE WELFARE AS A CATALYST FOR QUALITY PERFORMANCE: A CASE
STUDY OF THE GHANA EDUCATION SERVICE IN THE EFFUTU MUNICIPALITY**



MASTER OF BUSINESS ADMINISTRATION

(HUMAN RESOURCE MANAGEMENT OPTION)

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STUDY OF THE GHANA EDUCATION SERVICE IN THE EFFUTU MUNICIPALITY**

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**A dissertation in the Department of Management Sciences, submitted to the School of
Graduate Studies in partial fulfillment
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2022

STUDENT'S DECLARATION

I, Robert Pamfoh, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Dr. Erasmus Emmanuel Yamoah (Supervisor)

Signature:

Date:

DEDICATION

This project work is dedicated to my family.



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Without the august support and assistance from several people, I could not have completed this work. First, I must mention my heartfelt appreciation to my supervisor, Dr. Erasmus Emmanuel Yamoah, for his meticulous evaluation of this work. His insistence on the completion of this work on time has developed in me a courageous attitude to carry on my plans and activities for the completion of this work.

I appreciate the staff and management of the Ghana Education Service and the various Basic and Senior High Schools spanning across the Effutu municipality, for permitting me, and providing me the official assistance I so dearly needed to carry out the research. Mentioning the names of the people who assisted me would produce a tall list, so they must go unmentioned; they, however, know themselves. Brothers and Sisters, and all who have contributed even in the least measure to the completion of this work, I say, thank you for your assistance, I appreciate all of you.

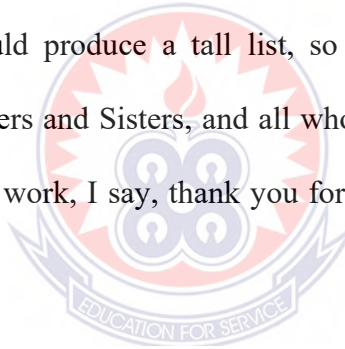


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ABSTRACT

There is no gainsaying that teachers are a very critical resource in human society. Due to this fact, issues regarding teacher performance have been given considerable attention so as to manage such issues for the best teacher outcomes. This study aims at examining the effect of teacher welfare on teacher performance using data from teachers in the Ghana Education Service in the Effutu municipality. Consequently, a descriptive survey design with a quantitative approach staged the study in data collection, which returned 381 completed questionnaires from teachers in the Effutu municipality. The study assessed the extent of teacher welfare and its effect of teacher performance. The findings show that teacher welfare is concomitant with teacher satisfaction. Positive recognition received by teachers, and the robustness of Employee Welfare Association, including its influence in the teaching service are significant ingredients influencing teacher performance. The aspect that boosts employee welfare the biggest to create A positive influence on teacher performance is positive recognition. The study recommends that the management of the teachers should think innovatively about encouraging teacher associations. Teachers that show commitment to work ought to know that they are recognized and appreciated for their work. Management must work hand-in-hand with employee association in a way that elevates the sense of cooperation with the teacher associations. It emerges from this study that it is important that periodic research be undertaken to assess the concerns of teachers to promote their welfare.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The issue of employee satisfaction and employee performance is central to human resource practice. This study dives into employee welfare issues in the Ghana Education Service to bring out their bearings on employee satisfaction and performance in the Service taking into consideration the affairs of teachers under the Ghana Education Service of the Effutu Municipality. This chapter presents the background, problem, theoretical understanding, purpose, objectives and research questions, significance, delimitations of the study. The chapter ends with a summary of the structure of the report of the study in the organisation of chapters section.

1.1 Background of the Study

The fact that employees are the backbone and the driving force of any organizations is non-negotiable. This position has stood the test of time and many studies attest to it (Aruna & Anitha, 2015). Even in more advanced countries where dependence on technology is fast replacing the dependence on human effort to perform work in organisations, the quality of human resource to drive the technology has been a sine qua non (Stone, Deadrick, Lukaszewski & Johnson, 2015). Therefore, the human resource of an organization is indispensable.

The relevance of human resource in organizations compels management to find ways to manage this resource to ensure that the best outcomes are obtained from them. Because

of this, there is a wide space occupied by human resource studies and, therefore, human resource has gained enormous attention of various scholars and practitioners. A lot of progress and findings about how to make human resource productive have been made, but even this has not exhausted scientific inquiry into this discipline as human enterprise continues to evolve and develop. Since the theory of motivation was propounded by Abraham Maslow in 1943 (Maslow, 1943), human resource management found a good ground to blossom, and in modern times, consensus has been built around dimensions like employee engagement (Albrecht, Bakker, Gruman, Macey & Saks, 2015), employee rewards (Malik, Butt & Choi, 2015), and human resource management practices and organizational performance (Kehoe & Wright, 2013). In all the references made above, employee satisfaction or employee satisfaction is mentioned as the overriding motive for engaging employees for desired organisational outcomes. One can discern from the above that the Human Resource Management (HRM) discipline treats humans as a resource that should be managed in organizations to have them function to produce best results.

In the attempt to provide a way to understand HRM, scholars often set their minds on organizational performance – organizational outcomes, financial returns, profitability, or service performance (Kehoe & Wright, 2013). To have a grip on organizational performance invariably implies that there ought to be a strategically planned human resource activities to drive the outcomes of an organization (Perry, 1993; Messermith, Pankaj, Lepak & Gould-Williams, 2011). Therefore, human resource management practices fundamentally bend human effort in an organization unto good organizational performance or outcomes. Kehoe and Wright (2013) and Messermith *et al.* (2011) suggest that we should understand human resource management practices as a group of

coherent, interrelated human resource practices designed to promote employee motivation and commitment. The import of this is that, employee-friendly practices aimed at employee satisfaction must be harnessed to ensure that employees are in the right state of being. When this happens, several studies have found that it makes a favourable impact on firms' operational, financial, and overall performance (Ertugrul, 2013; Edmans, 2011; Faleye & Trahan, 2011; Jiao, 2010).

The fundamental issue from the background developed above is that nearly nothing can countermine a happy employee's efforts to give of his/her best performance in an organization. Because of this, one finds employee performance to be closely knitted with employ satisfaction or employee satisfaction. In other words, the two concepts—employee performance and employee satisfaction—share a material biconditional relationship, and the realization of one necessarily entails the other. By employee welfare, this study refers to a comprehensive effort to provide services, benefits and facilities to the employee to make life worth living for him/her. The motive of this study is to examine the interconnection between employee welfare and employee satisfaction, and the combined effect they bring upon quality performance.

The Ghana Education Service is one public organization in which the nature of the service delivered is critical to the growth and development of the Ghanaian society and governance. The purpose of this organization is to ensure that the human component of the nation is adequately skilled, mentally trained and intellectually prepared to confront the challenges of the times to meet the demands of peace, growth, and development. As such, the workers or employees in the Ghana Education Service need the necessary attention to ensure that they perform to meet the purpose of the organization. This study

examines employee welfare and determines how it impacts employee satisfaction and quality performance of employees using a case study of the Ghana Education Service in the Effutu Municipality.

1.2 Statement of the Problem

In every well-meaning organization, there exists space and time to address employee-related issues. Human resource department exists in organisations to ensure that employees are, for instance, getting adequate rewards, incentives and performance pay for the work they do (Mishra & Kapoor, 2017). Additionally, it is not far-fetched to assume that organizations have extra obligations toward their employees in seeking to improve their morale and performance. The existence of employee welfare associations as a step to mobilize employees and seek their welfare at work (Varkkey, Gary, Dessler & Biju, 2011) is deserving of attention in Ghana's education sector as there is a preponderance of these associations in the sector.

The need for employers to provide extra avenues to raise the morale of employees to optimize their performance cannot be overstretched. Many studies have concentrated on broader organizational human resource management issues such as employee motivation, training and development, staff engagement, and employee satisfaction. Today, however, human resource development is very demanding because several factors, including the ones just mentioned, are involved. Not just that, but the factors are also intricately connected. The multiplicity of factors and their interrelatedness make it difficult and expensive to identify and disaggregate human resource dimensions. While some appear very compelling and obvious, such as performance reward, promotion, and increase in

salary, the sheer number of factors, in addition to their cost concerns (Kehoe & Wright, 2013; Messermith *et al.*, 2011), give reason to approach the management of human resources from an innovative and tactical perspective.

It is important to gauge human resource management from the broader human behaviour dimension in organisations, so as to ascertain what the closest motivational factors leading to the satisfaction and optimal performance of employees are for the attention of employers. All this implies that specific details relevant to understanding the expectations of the employee in the changing times must not be ignored. It seems, without this venture, it would be enervating to extend the knowledge of how to create a truly motivated workforce for increasing organizational performance. Likewise, it would be difficult to decide on the choices that must be taken in the education sector of Ghana to improve teacher outcomes.

In the Ghana Education Service, the enablers of a truly motivated staff (including teachers) remain elusive irrespective of many efforts being made to create a motivated staff. There is a perceived unattractive condition of service in the Ghana Education Service that is never-ending (Salifu, 2014; Senyamator *et al.*, 2019). Much of this is attributed to teachers employed under the Ghana Education Service. It is trite knowledge that low motivation of teachers dovetails into low quality of the Ghana education system (Adjei & Musah, 2013; Akuoko *et al.*, 2012). Nduom (2012) shows that indecent teaching and learning environment is an enabler of this low-quality work. Various other studies join the refrain that teachers are poorly motivated, less satisfied with their job, and lack the enabling environment by which they can give of their best performance. The resonance of teachers under the Ghana Education Service on the matter just stated

confirm the idea that teacher motivation in the country is below expectation (Salifu & Agbenyega, 2013).

Aside from the manifestations of motivation in the Ghana Education Service just reiterated, which have received a wide attention of researchers, the low motivation of teachers in the education sector is still topical in education delivery in the country. This gives reason to take the position that the vast research in the area has not yet provided the antidote to the problems. For instance, Vulley (2021) performed a confirmatory factor analysis to obtain the determinants of teacher motivation and job performance in Senior High Schools in the Greater Accra Region of Ghana. The determinants of teacher motivation, although standing low, include medical allowance, accommodation allowance, pension scheme, career advancement, recognition, and salary level. Adu-Baffoe and Bonney (2021) studied the factors influencing teachers' employee satisfaction and retention and pointed to the idea that teachers, especially more in private than public schools, are dissatisfied with their job. Adarkwah and Zeyuan (2020) worked on school leadership and motivation of teachers and found that teacher motivation still suffers in spite of transformational leadership reported. Like these studies, others have looked at teacher motivation from individual characteristics (Essia-Donkor, 2018). There have also been various recommendations, like promoting leadership training programmes (Adarkwah & Zeyuan, 2020; Essia-Donkor, 2018); introducing teacher support and motivation framework that culminates into improved performance (Adu-Baffoe & Bonney, 2021) and the likes. Yet, the problems with teacher performance persists at the same time as there are palpable concerns about their satisfaction.

Researchers like Amoako-Gyampah (2018) view teacher unions as an umbrella under which teachers are better protected and enabled to push forward their demands against more powerful forces such as government (Amoako-Gyampah, 2018). While forming welfare associations is, in principle, supportive of the interests of teachers, research into how these associations support teacher motivation is conspicuously underdeveloped. Employee welfare circumscribes all the elements provided or supported by the employer to improve upon the happiness or satisfaction of workers. The advantages of employee welfare initiatives are largely unexamined.

This study departed from previous studies on teacher motivation by focusing on identifying essential components of employee welfare provision—including presence of employee welfare associations and their activities—and adds to the knowledge on how to increase teacher satisfaction and teacher performance. The problem of the study was to examine the concept of employee welfare and how it impacts employee satisfaction and performance in the Ghana Education Service. Whether it matters that the Ghana Education Service should develop the elements of employee welfare or not, for example, needs to be fully developed in research. Some critical questions evoked by this study were: What constitutes employee welfare provision in the Ghana education service? What is the relationship between employee welfare and quality performance? Finally, how well does employee welfare explain employee satisfaction and quality performance? The problem of this study was, therefore, to examine employee welfare and how it impacts employee satisfaction and quality performance using the Ghana Education Service in the Effutu Municipality as a case study.

1.3 Theoretical Framework

A lot of theories are used to explain what employee motivation is about, why it is good to provide motivation, and what constitutes motivation. Like Abraham Maslow, some scholars have approached the understanding of motivation from the perspective of human nature itself. The Maslow's Hierarchy of Human Needs provides an order of human needs that must be satisfied to keep workers happy, interested and enthusiastic in life (Maslow, 1954). Based on the human nature perspective, which suggests that humans seek to satisfy their needs, Vroom (1964) argues that reward should be tied to performance to provide opportunity for those seeking the reward to get it by attaining the expected performance outcomes. Some theorists, like McGregor (1984) in his theory X and Y, posits that managers or supervisors at work need to choose the better of two ways to get employees to work. Theory X postulates that managers need to direct and coerce workers to work and achieve organisational goals while theory Y involves managing workers by providing a liberal environment where work is structured and workers take responsibility and decisions that promote the interest of the organisation as well as personal goals.

There are many more theories to explain the concept of motivation, but the thinking into employee welfare demands a comprehensive look at the elements that enable employees to achieve their work objectives. This study is hinged on Herzberg's Two-Factor Theory.

1.3.1 Herzberg's Two-Factor Theory

The proponent of the Two-Factor theory, psychologist Frederick Herzberg, argues that there are certain factors or elements in the workplace that give cause to employee

satisfaction while at the same time, there are other factors or elements that cause dissatisfaction. Both satisfaction factors and dissatisfaction factors act independent of each other and, thus, the presence of one does not necessarily imply the absence of the other (Herzberg *et al.*, 1959). According to Herzberg *et al.* (1959), individuals are not content with the satisfaction of lower-order needs. Maslow's hierarchy of human needs typifies the idea of ordering human needs according to classes. In Maslow's theory, human needs fall into various classes ordered from lowest to highest need. The lower-order needs must be satisfied first to guarantee the satisfaction of higher-order needs which are more desirable to the worker (Maslow, 1954). The two-factor theory falls into this idea with the suggestion that meeting lower-order needs do not cause satisfaction to workers, but meeting them prevents dissatisfaction. When looking for satisfaction, there are higher-order needs to meet so as to cause satisfaction. This derives the claim that 'satisfaction factors' and 'dissatisfaction factors' are mutually exclusive, independent of each other, and do operate at the same time to render the atmosphere for employee motivation (Herzberg, 1966).

On the one hand, 'satisfaction factors' refers to 'motivators', which denotes factors that encourage employees to work harder. On the other hand, 'dissatisfaction factors', referred to as 'hygiene factors', marks the factors that will not encourage employees to work harder, but their absence would cause employees to become unmotivated. Thus, the two-factor theory is also known as Herzberg's Motivation-Hygiene Theory or Dual Structure Theory (Herzberg *et al.*, 1959; Herzberg, 1964; Hackman *et al.*, 1976).

According to the two-factor theory, motivators are found within the actual job while hygiene factors are not present in the actual job but are in the precincts of the work place

or the work environment — they surround the job (Herzberg, 1968; Hackman *et al.*, 1979). The motivators, for example, include challenging work, employee recognition, achievement, responsibility, advancement, and growth. Hygiene factors include company policies, supervision, relationships, work conditions, remuneration, salary, and security.

Figure 1.1: Herzberg's Two Factor Theory



Source: adapted from www.expertprogrammanagement.com

The two-factor theory provides four possible combinations to determine the status of employees in terms of motivation.

1. A combination of high Hygiene and high Motivation creates the situation where employees are highly motivated and have few complaints. This is the ideal situation one wishes to experience in an organisation.

2. A condition in which there is a high Hygiene and low Motivation is responsible for employees staging few complaints, but are not highly motivated. Employees do not joke with their work in order to receive their pay.
3. Low Hygiene and high Motivation births the conditions in which employees are motivated, but have a lot of complaints. In this condition, the job is viewed as exciting and challenging, but calling for salaries and work conditions to get at par with the motivation level.
4. A low Hygiene low Motivation is the worst situation where employees are not motivated and have many complaints (Herzberg, 1968; Hackman *et al.*, 1979).

The significance of the Hygiene-Motivation theory to this research is that the theory is not limited to only motivation factors as it may seem with other theories. The theory considers the presence of other factors, without which the cause of dissatisfaction is imminent. The theory instructs that in addition to all that an organisation may do to cajole its employees to work, it must, as a matter of urgency, consider what to do to remove dissatisfaction factors. Satisfaction and dissatisfaction factors, thus, exist independent of each other. But dissatisfaction is primarily where the problem lies and, therefore, ideas from vast research direct that the dissatisfaction (or hygiene) factors, which are within the work environment juxtaposed to the work itself, call for prior attention of managers.

The matter of employee welfare is so comprehensive as to reach to services, facilities, and support schemes that employees require to make their work meaningful. It has components that promise to hold dissatisfaction to check because, on the face value, it can be used to address work environment factors. However, the question is, 'how does employee welfare fit in the employee satisfaction framework as expounded by

Herzberg's two-factor theory?'. This study seeks to add to the knowledge about employee welfare by providing detailed information about the dissatisfaction and satisfaction components that are inherent in employee welfare as far as the education sector in Ghana is concerned.

1.4 Purpose of the Study

The purpose of this study is to examine employee welfare and how it impacts employee satisfaction and employee performance with data from teachers in the Ghana Education Service in the Effutu municipality in order to contribute to the state of knowledge on teacher welfare and performance.

1.5 Objectives of the Study

The main objective of the study is to examine how employee welfare impacts employee satisfaction and quality performance. In consonance with that, the specific objectives of the study are the following:

- i. To assess employee welfare in the Ghana Education Service in the Effutu Municipality;
- ii. To evaluate employee satisfaction in the Ghana Education Service of the Effutu Municipality;
- iii. To determine the relationship between employee welfare, employee satisfaction and quality performance.
- iv. To make recommendations for improvement of performance in the Ghana Education Service of the Effutu Municipality based on the findings of the study.

1.6 Research Questions

Based on the objectives stated above, the following research questions are stated:

- i. How has employee welfare been addressed in the Ghana Education Service of the Effutu Municipality?
- ii. What is the extent of employee satisfaction in the Ghana Education Service of the Effutu Municipality?
- iii. What is the relationship between employee welfare, employee satisfaction and quality performance?
- iv. What are the recommendations for improvement upon performance in the Ghana Education Service in the Effutu Municipality?

1.7 Significance of the Study

As has already been mentioned, employee-related issues in organizations are becoming ever more necessary to address because of the relevance of the employee if the organization must function well. This study is significant because, first, it would help organizations, especially public ones, to further understand the ways to manage their human resource for improved performance. The study shows the current space held by employee welfare positively impacts employee satisfaction and how employee performance can be elevated. Therefore, if issues of employee welfare were shelved or ignored, it would be injurious to satisfaction and performance of employees.

Second, it follows to say that the Ghana Education Service, specifically, that of the Effutu Municipality, stands to gain immensely from this study. The study is significant in this area because it would provide factual and objective understanding of the impact of

employee welfare on employee satisfaction and employee performance. If then, there is any necessary modification of the configuration of employee welfare in the Ghana Education Service of the Effutu Municipality to enable it deliver the best outcomes, this study is most significant in achieving any such objective.

Finally, this study helps to extend the knowledge on human resource management and practices and how to bend it toward employee satisfaction and employee performance. The study provides empirical findings which other researchers can review in their studies. In doing so, this study extends the frontiers of knowledge and can serve as a reference material.

1.8 Delimitations of the Study

This study will cover teachers in the Ghana Education Service within the Effutu Municipality. This gives the geographical and contextual scope of from which the study takes off. The Ghana Education Service is the statutory agency that employs teachers and manages their affairs to ensure high performance. But as far as the service is concerned, the concern that teacher motivation is commonplace and gives rise to what can be done by way of employee welfare to improve the lot of teachers. Though the Ghana Education Service can be seen as a broad unit that houses teachers, their administrative management, and supervisory unit, the welfare of teachers attracts major attention, and it has spawned several teacher-welfare associations. It is in this context that employee welfare from the perspective of teachers is intriguing. Hence, this study is limited to the welfare issues relative to teachers. The integrity of the employee welfare measures instituted in an organisation can be valued to the extent to which it impacts employee

outcomes. Thus, in this study, employee satisfaction and employee performance are used to weigh the value of employee welfare in the Ghana Education Service taking teachers into consideration.

1.10 Organization of Chapters

This study is organized in five chapters. The first, Chapter One, presents the introduction which encompasses the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, and organization of chapters.

Chapter Two deals with the literature review. This review attempts to bring an erudition into the key issues of human resource management, employee welfare, employee satisfaction and employee performance.

Chapter Three presents the methodology. This considers the study setting, the research design, study population, sampling procedure and sample size, data collection and instrumentation, reliability and validity concerns, data analysis procedure, and ethical considerations.

Chapter Four presents the data analysis and discussions. This chapter draws meanings from the data obtained and interpret the findings to meet the objectives of the study.

The final chapter, Chapter Five, presents the summary of findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review and it attempts to illuminate the central issues on which this study is undertaken. Such key issues concern employee welfare, employee satisfaction, and performance. Fundamentally, what is it that constitutes employee welfare or employee satisfaction? Human resource management literature shows that employees ought to be managed and provided with certain things which are considered necessary for the desired performance to come out of employees. For deeper understanding into what all this entails, literature providing erudition on human resource management has been reviewed. A conceptual framework which maps the interconnections between employee welfare, employee satisfaction and employee performance is consequently presented and explained to guide the study.

2.2 The Concept of Human Resource Management

One of the most important goals of human resource is to motivate and retain the most talented employees who come from diverse backgrounds. Prior studies find that these employee-friendly practices have a favorable impact on firms' operational, financial, and stock price performance (Edmans, 2011; Ertugrul, 2013; Faleye & Trahan, 2011; Jiao, 2010). Accordingly, it is important to understand how a firm's commitment to employee well-being affects organizational performance.

Management scholars have long advocated the adoption of strategically driven human resource activities for improving the functioning of organizations (Perry 1993). More recently, such activities have been referred to as high performance human resource practices, and they are typically viewed as a group of coherent, interrelated human resource practices designed to promote employee motivation and commitment (Kehoe & Wright 2013; Messersmith et al., 2011). Human resource management, therefore, involves the systems and the array of programmes put in place in an organization to ensure that the best value is obtained from employees.

Scholars have assembled a convincing body of empirical evidence supporting the performance relationship based on the experiences of both private (Combs *et al.*, 2006; Wright *et al.*, 2005) and public sector organizations (Messersmith *et al.*, 2011). Organizations offer various types of rewards to employees to enhance their performance (Amabile, 1996). The effectiveness of rewards in influencing employee performance is critical because it affects the achievement of organizational goals. Despite the importance of rewards and their wide spread use in organizations, empirical evidence supporting the effectiveness of rewards is at best mixed (Eisenberger & Shanock, 2003).

Organizations offer various types of rewards to employees to enhance their performance (Amabile, 1996). The effectiveness of rewards in influencing employee performance is critical because it affects the achievement of organizational goals. Despite the importance of rewards and their widespread use in organizations, empirical evidence supporting the effectiveness of rewards is at best mixed (Eisenberger & Shanock, 2003).

Many frameworks of human resource management have been advanced and justified in the literature. Becker *et al.*'s (1997) human resource management performance model, for

example, explains how the design of human resource management systems that support and develop employee skills and motivation will result in increased productivity, creativity and discretionary effort that will in turn result in improved performance, profit, and growth. Similarly, Guest's (1997) human resource management performance model explains how human resource management selection, training, appraisal, reward, job design and involvement practices result in employee effort, cooperation, involvement, and discretionary behaviour that, in turn, result in improved individual performance and increased organizational profit and return on investment.

Purcell *et al.*'s (2003) widely cited AMO framework (A = abilities, M = motivation, O = opportunity to participate) also emphasizes the key role that employee motivation plays in the translation of human resource practices into organizational performance and sustained competitive advantage. The AMO framework explains individual performance as a product of his or her capacity, ability, aptitude and things like these, situated in one dimension (call it 'C'). In a second quantity, things like willingness, motivation, inclination (call it 'W'), and then in a third dimension, opportunity (call it 'O'). Therefore, AMO explains individual performance in three dimensions, all of which are necessary for performance (P) to occur. This is invariably expressed mathematically as $P = f(O \times C \times W)$ (Blumberg & Pringle, 1988; Marin-Garcia & Tomas, 2016; Ujma & Ingram, 2019).

Kehoe and Wright (2013) note that, the origins of AMO dates back to periods when human resource management scholars, psychologists, and practitioners faced challenges of demonstrating how human resource management practices contribute to organisational performance. Human resource management was linked with diverse individual, team and

organisational level outcomes which includes, inter alia, employee satisfaction (Den Hartog, Boon, Verburg & Croon, 2013), employee commitment and engagement (Bal, Kooij & De Jong, 2013), individual and organizational performance (Alfes, Truss, Soane, Rees & Gatenby, 2013; Bryl, 2018), intentions to stay or leave the team or organization (Bal et. al., 2013; Van Dierendonck, Lankester, Zmyslona, & Rothweiler, 2016), as well as motivation (Jiang, Lepak, Hu & Baer, 2012) and innovativeness (Fay, Shipton & Patterson, 2015; Tesfaye & Kitaw, 2018). Much as understanding of these variable has helped in developing the knowledge on organisational performance, there has been ambiguity and confusion among scholars and practitioners on how the variables really worked (Kehoe & Wright, 2013).

The AMO framework has developed, and is widely accepted, as a mechanism that traces the path for human resource management practices to turn into organisational level outcomes. The AMO framework was pioneered by Blumberg and Pringles (1982) and, later, Bailey (1993). The framework became developed with the work of Applebaum, Bailey, Berg, Kallerberg and Bailey (2000). More recently, Kaufman (2015) has argued that in order to achieve better performance, perceived as individual productivity, creativity, and discretionary effort, companies should focus on boosting the ability and motivation of employees while creating opportunities by giving them the necessary autonomy, tools, and power to make decisions.

Posthuma *et al.*'s (2013) high performance work practices (HPWS) taxonomy and the high-performance human research practices (HPHRP) framework (Kehoe & Wright, 2013) also propose links between human resource management practices and organizational performance. Like any other human resource management framework,

HPHRP is of principle that the goal of every organisation is to fulfill the purpose for which it was established. Invariably, this goal is to be profitable. Profitability, meanwhile, depends on the performance of employees, as performance of employees also depends on human resource management practices. Human resource management researchers have put substantial work into identifying enhancers, conditions, and mechanisms for employee performance at the individual and organisational level. High-Performance Work Practices (HPWPs) has, in this study, been defined as practices that have been shown to improve an organization's capacity to effectively attract, select, hire, develop, and retain high-performing personnel (Ansari, Siddiqui & Farrukh, 2018). This understanding is shared by many researchers in the field. The idea which is running is that organisational performance is significantly supported by HPWPs (Jiang & Messersmith, 2018; Saridakis, Lai & Cooper, 2017). These are the practices that ensure that human resource of an organisation is empowered and provided the requisite working environment for increased performance.

The question, 'which HRM practices should be considered as HPWPs?' is still open (Guest, 2011). Despite the lack of uniformity in identifying HPWPs, there is substantive agreement across studies to suggest that there is a core set of HPWPs which includes incentives, compensation, job design, work teams, employee involvement, training, selection, recruitment, job security, formal grievance and complaint processes, information-sharing, performance appraisal, as well as promotion and career development (Combs, Liu, Hall & Ketchen, 2006; Jiang, Lepak, Hu & Baer, 2012; Posthuma, Campion, Masimova & Campion, 2013).

Despite the accumulating evidence supporting the nexus between human resource management and organizational performance, it is widely accepted that there is still more to be known about how such relationships unfold (Becker & Huselid, 2006; Guest, 2011). Truss *et al.*, (2013) recently proposed that employee engagement may finally provide the key to understanding how effective human resource management practice can lead to higher individual and organizational performance. But the question remains, ‘what elements are expected to produce employee engagement?’. The answers to this question, and any other that emanate from the effort to understand employee performance, come down, again, to the complexity of the human resource management dimensions.

The relevance of the human resource management illumination presented above is that it provides a bird’s eye view of the determinants of employee performance. It is important to restate that the crux of this research is to examine the role of employee welfare on employee satisfaction (employee satisfaction) and performance. In contributing to the addressing the seeming complexity associated with determining the elements that determine employee satisfaction and employee performance, this study departs with employee welfare issues.

In the following section, a review of employee welfare as a proposition for effective human resource management practice for higher employee or organizational performance is presented. In doing so, we also attempt to offer employee welfare as an avenue by which employee satisfaction can be realized to effect the high employee performance in an organization.

2.3 Employee Welfare

Human resources department in every organisation make sure that employees get adequate reward; incentive and performance pay for the work done in company. But in addition to that every state, country and statue assumes that organisations have some social obligation for the welfare of the employees and their dependent (Varkkey, Gary Dessler & Biju, 2011). So, it is the duty of the employer to provide some social benefit to all employees where they may feel secure and motivated. A good employee welfare program assists in developing a motivational atmosphere that will encourage employee retention in organisation (Venkata, Ratnam & Chandra, 2009). World Health Organisation has opined that working conditions have powerful effects on health equity. Bad working condition is so much associated with health to the extent that it may lead to unemployment and poverty (WHO, 2013).

Beardwell *et al.*, (2004) suggest that an organization can obtain meaningful and long-lasting success through the correct handling of its human resources. On the other hand, Aubrey (2006) opines organizational policies can be key determinants to the success and achievement of its employees' aspirations and goals in life and; when employees feel that their needs are not being adequately met, they tend to develop negative attitudes towards work or the organization they work for (Lunenbug, 2011).

Many scholars move along the line towed by Singh (2015) that, employee welfare activity may be discussed on two fronts. The first is statutory welfare, and the other is voluntary welfare. The first is underpinned by statutory labour enactments concerning a whole industry or area of work. Such enactments may relate to working conditions, hours

of work, industrial safety and various other facilities to be provided to the worker to make his work smooth and enjoyable. For example, in Ghana, the Factories Act, 1948 provides for several welfare activities such as provision of drinking water, cleanliness, sanitation, canteens, crèches, medical and education facilities, first aid appliances, recreational facilities, amusement, games and sports, housing accommodation, etc.

Voluntary welfare is done by employers without any compulsion of any law. It includes such activities conducive to the welfare of the workers which are undertaken by the employers on their own free will.

Hodgetts (2000) believes that employee welfare represents the body of workers and, in collective bargaining, has the legal authority to negotiate with the employer and to administer the labour contract. The things which can be picked up from this definition are: organization, representation of workers, legal authority, and administration of labour contract. Further, to Wilkings, Curtis, Jones, Morgan, Norman and Styles (1994), employee welfare represent groups of workers in the collective bargaining process with employers or their representatives. Nickel, McHugh and McHugh (1996) intimate that workers form a union as a vehicle to protect themselves from unfair managers and to have some say in the operations of their jobs; welfares are employee organizations whose main goal is to represent members in employee-management bargaining over job related issues.

The term employee welfare may be defined to include the voluntary efforts of the employers to establish within the existing industrial system, working and sometimes living and cultural conditions of the employees beyond that which is required by law, the custom of the industry and the conditions of the market (Singh, 2015). According to

Singh (2015), the term should be used broadly to include all measures which promote the physical, psychological, and general wellbeing of the workers. It consists of measures and activities undertaken by the government, employers and association of workers for improvement of standard of living of workers and promotion of their economic and social wellbeing are called labour welfare. Thus, it may be defined as any work for improving the health, safety, and general wellbeing and work efficiency of the workers which improve their health and bring high morale.

According to Mishra and Kapoor (2017), it was believed that labourers are only entitled to payment for the work done in industry. Other aspects of work, like working condition health issue, safety, security, and so on, were not part of their employment contract. It led to exploitation of employees at workplace. But to lead a better life wage received by employees were not adequate to meet his daily expenses as well as to improve his condition. It becomes a notion in industry throughout the world like work can pay money and work done extra beyond stipulated time pay overtime. They attempted to work beyond their capacity which was not feasible for any human being. This later on resulted intaking extra workload, doing extra hour to satisfy their basic need. It started exploitation of employees at each and every industry (Mishra & Kapoor, 2017).

Rebore (2001) seems to suggest that workers have so many issues of interest to them as far as their work and employee-employer relationship is concerned. Some of these issues relate to salaries, fringe benefits, and working conditions. The overarching consideration that can be said to lie is that workers are looking for ways or avenues to improve their lives. This arena set the stage for employee welfare.

2.3.1 Significance of Employee Welfare

The modern concept of employee welfare entails all those activities of the employers which are directed towards providing the employees with certain facilities and services in addition to wages or salaries. These are not a form of employer's goodwill or charity to the workers, but are facilitative services to maintain the morale of the workers to ultimately achieve the objectives of the organization. It is not only in the interest of the employees to provide them with necessary medical benefits, recreation facilities, retirement benefits, among others, but also in the interest of the organization itself because employees feel satisfied if they are provided with such services and they like to be committed to the organization. They are necessary for the health of the organization since they bear close connection with productivity of labour (Singh, 2015).

The concept of employee welfare has been used by many organizations as a strategy of improving productivity of employees since work related problems can lead to poor quality of life for employees and a decline in performance (Manzini & Gwandure, 2011). Priti (2009) argues that the role of welfare activities is to promote economic development by increasing efficiency and productivity with the underlying principle being making workers give their loyal services ungrudgingly in genuine spirit of co-operation and the general well-being of the employee.

Mwiti (2007) points out that naturally, welfare services may not directly relate to an employee's job but the presence or absence of the services is notable through employee performance, attitude, high or low labour turnover. It is argued that, welfare services can be used to secure the labour force by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family

members (Manzini & Gwandure, 2011). Welfare services may be provided for matters concerning employees in terms of supplementing the income of the workers by providing services such as housing, medical assistance, canteens and recreation facilities (Mishra & Manju (2007). Further, welfare facilities help in raising employees' standards of living. This makes workers to pay more attention towards work and thus increases their productivity and foster better industrial relations, help organizations' visibility and popularity (Priti, 2009).

Employee welfare is a comprehensive term which refers to the various services, benefits and facilities offered by the employer to employees with a purpose of enriching the life of employees and to keep them happy and contented (Mishra & Manju, 2007). The success of these employee welfare activities depends on the approach which has been taken to account in providing such activities to employees and welfare policy should be guided by idealistic morale and human value and such services include the provision of medical facilities, sanitary and the accommodation of workers employed, amenities and industrial social security measures, training and education facilities, HIV and AIDS risk reduction and counseling services (Harika, 2010). Morwabe (2009) argues that work environment should comprise of issues such as the working hours, employment policy, workers' health and welfare, workplace design and the general conduct of workers at the workplace. Labour welfare activities in both developed and developing society have an impact not only on the workforce but also on the facets of human resources (Manju & Mishra, 2007). These services may be provided by the government, trade unions and non-governmental agencies (Ankita, 2010).

2.4 Empirical Studies

In the UK, between 1910 and 1914, Britain experienced a wave of industrial unrest. Wage cuts, poor working conditions, and rapid inflation (Schneirov, 1998). Between 1889 and 1910, the cost of food had risen by 10 percent and the cost of coal 18 per cent, leaving the workers deprived and disgruntled. In the recent past, especially during the advent of what most economists' term as the industrial age, Africa experienced sporadic and spontaneous cases of industrial unrest (Nsowah, 2013). In South Africa, for example, industrial unrest became apparent to the white settlers who had conquered the blacks in South Africa (Newman, 2012). During this colonial period, the whites owned most of the rich resources that were formally owned by blacks and the blacks were turned into workers on the white man's land where they earned meager wages (Tabata, 1973). Tabata (1973) states that over time, the disgruntled blacks formed groups where they would meet to discuss their plight after rejecting the Trade Union Council of South Africa (TUCSA). It is these groups that later led to the industrial revolution and finally struggle for freedom and independence where the Whiteman had to create mechanisms that would satisfy the blacks while at the same time protect their interests as the employers (Newman, 2013). Twala (2012) argues that oppression; insufficient wages, poor working conditions and lack of avenues to air grievances have for a long time led to industrial unrest in South Africa, the major recent one being the Marikana Massacre of August 2012.

Atwoli (2003) argued that many strikes and other forms of industrial action in Kenya have been mainly due to ineptitude by the government and other private sector employers. He further claimed that most employees revert to strikes or other alternative forms of unrest to air their grievances over unfulfilled promises by employers. Mainly,

most employers, especially the government, sign agreements with employees that their demands will be met within the term the sitting government is in power. However, towards the end of the term or towards the general elections, most employees realize that the deals or agreements they signed with the employer are yet to be met and it is likely that the coming government may not honour what it did not enter into, to which most trade unions in Kenya opt to push the government to fulfill its promises before the general elections are held. Consequently, it is common to experience major industrial unrest cases before or immediately after general elections, all in an attempt to force the government to honor its pledges.

In Ghana, Nsowah (2013) and Yaw (2013) argue that industrial action has been a major cause of economic setbacks in the country dating back to the era of industrial advent. Yaw (2013) states that strike actions by workers started long before independence in Ghana. One of such major labour unrests that hit Ghana in the 70's was recorded in 1971 which took the form of two strikes. One was by timber workers against a timber concern which developed into riots that resulted in the shooting of three workers. The other one was a ten-day strike by railroad engineers and workers which led to Trade Unions Congress demanding that minimum wages be doubled (Yaw, 2013). Nsowah (2013) also notes that the famous strike embarked upon by the University Teachers Association of Ghana (UTAG) from 1994 to 1995 disrupted the academic calendar of universities and its attendance backlog of students.

All the above instances are cases of unmet demands of employees. Many times, these are the extreme reactions from workers when they feel they are not fairly treated. Without a body through which they would channel their grievances and, more or less, feel that they

belong to an organization that cares and responds to the welfare of workers, conflicts and controversies between employers and employees would disrupt normal work and render employees unsatisfied with their job.

2.5 Employee satisfaction

Locke (1976, p. 1300) defined employee satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. Edwards and Bell (2008) found a statistically significant positive relationship between overall satisfaction and task performance. Springer (2011) suggested that managers can improve employees’ job performance by applying managerial strategies to increase employee satisfaction and job motivation. Fu *et al.* (2011) reported that facets of employee satisfaction (pay, coworker, supervision, and work itself) had a significant impact on organizational performance. Chen and Liu (2012) found that work performance was positively affected by job involvement, employee satisfaction, and internal marketing. Hira and Waqas (2012) found that there was a positive relationship between employee satisfaction and job performance in a survey of 335 respondents that work in middle level of banking sector. Iqbal *et al.* (2012) also found that employee satisfaction has a positive impact on job performance in a survey of 251 respondents from various universities. The previous studies have shown that job performance was influenced significantly by employee satisfaction. This leads to the assumption that employee satisfaction has a significant direct impact on job performance.

In this study, the idea of employee satisfaction and employee performance have been treated as resultant effects of employee welfare. The discussions above buttress that point

that employee satisfaction and employee performance are inextricably linked; the one necessarily affects the other and, therefore, an equivalence relationship can be assumed.

2.6 Performance

Venkatraman and Ramanujam (1986) argued that performance is the measure by which any strategy can be measured. Performance centres on the use of simple outcome-based indicators that are assumed to reflect the fulfilment of the economic goals of the firm. Performance, as opined by Neely *et al.* (1995), is defined as the process of quantifying the efficiency and effectiveness of an action. According to Barney (2001), organizational performance is achieved by comparing the value that an organization creates using its productive assets with the value that owners of these assets expect to obtain.

Authors agree that when conceptualizing performance, one has to differentiate between an action (behavioural) aspect and an outcome aspect of performance (Campbell, 1990; Kanfer, 1990; Roe, 1999). The behavioural aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. “Performance is what the organization hires one to do, and do well” (Campbell *et al.*, 1993, p. 40). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be scaled, that is, measured, are considered to constitute performance (Campbell *et al.*, 1993).

Campbell (1990) proposed a general model of performance (performance model) which became very influential. In his model, Campbell differentiates performance components,

such as job specific task proficiency, determinants of job performance components, and predictors of these determinants. Campbell describes the performance components as a function of three determinants (1) declarative knowledge, (2) procedural knowledge and skills, and (3) motivation. Declarative knowledge includes knowledge about facts, principles, goals, and the self. It is assumed to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude-treatment interactions. Procedural knowledge and skills include cognitive and psychomotor skills, physical skill, self-management skill, and interpersonal skill. Predictors of procedural knowledge and skills are again abilities, personality, interests, education, training, experience, and aptitude-treatment interactions, and additionally practice.

Campbell *et al.* (1996) summarized studies that identified job knowledge and job skills, as measured by work sample tests, as predictors of individual performance. Moreover, ability and experience were predictors of job knowledge and job skills, but had no direct effect on job performance. Campbell *et al.* (1996) interpret these findings as support for their model with declarative knowledge, procedural knowledge, and motivation acting as the only direct determinants of performance.

In today's work environments proactivity becomes increasingly important. To perform well it is no longer sufficient to comply with prescribed job requirements but to go beyond what is formally requested (Frese, 1997; Parker, Wall, & Jackson, 1997). This development has consequences for conceptualizing performance and for specifying performance predictors. With respect to the performance concept, proactive behaviors, such as personal initiative, become an essential part of contextual performance (Frese *et al.*, 1997). Moreover, personal initiative has been shown to be related to company

performance, particularly in entrepreneurial businesses (Koop, De Reu & Frese, 2000). One can assume that the relevance of personal initiative and similar behaviors (Morrison & Phelps, 1999) increases further when environmental and global changes become even more dynamic. In addition, this development implies that proactivity might become an important predictor of task performance. For example, research has shown that a proactive personality is related to job performance in real estate agents (Crant, 1995). Other variables, such as efficacy, play a similar role (Parker, 1998).

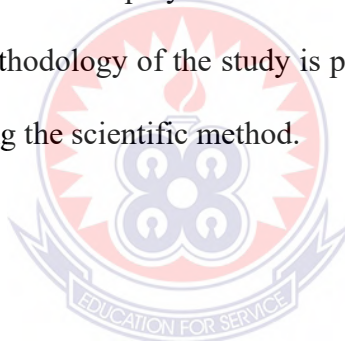
However, one looks at the picture of job performance, there is always an underlying concern that the employer's ability to cajole the employee and appear as the pivot around which employees gravitate is a critical issue. Across the wider spectrum of literature, there is consensus that motivation is positively correlated with job performance. Because of this idea, Campbell (1990) describes motivation as comprising choice to perform, level of effort, and persistence of effort. This review provides a fundamental understanding of the concept of performance, and its dimensions as latent variables. It gives understanding of the nature of these latent variables and a fundamental understanding of what the organisation in question seeks to achieve.

2.7 Chapter Summary

This chapter has illuminated the concept of human resource management, and although it is a complex area to unravel everything, the literature reviewed have brought to bear the underlying ideas and principles in human resource management. This helped to particularise and specify the location of employee welfare in the scheme of the components or dimensions of human resource management. In effect, the discussion has clarified employee welfare as a component of human resource that impacts the capacity

and motivation issues, which determine employee satisfaction and performance. This helps to project the state of knowledge on employee welfare, which highlights the first objective of this study. In furtherance of that the scope of employee welfare, particularly, in the Ghana Education Service and government circles was illuminated. Guided by the second objective, to wit, evaluate employee satisfaction in the Ghana Education Service, the review meets the requirement of understanding employee satisfaction and why it is important in human resource management. Notably, the review brought out the close, seemingly equivalent relationship between employee satisfaction and job performance, which therefore supports the narrative in this study to treat both employee satisfaction and job performance as effects of employee welfare.

In the next chapter, the methodology of the study is presented to explicate how the study was undertaken in satisfying the scientific method.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study. It describes and explains the methods and systematic procedures that was followed to conduct this research. Specifically, the research design, study population, sampling procedure and sample size, data instrument, data collection, validity and reliability, data analysis procedure, and ethical issues that were addressed or followed to conduct this research will be discussed.

3.2 Research Design

This study adopted a descriptive survey design and a quantitative approach or method. Primary data was used for the purpose of analysis. The data was obtained from teachers of the Ghana Education Service in the Effutu Municipality. The study employed a survey design of the teachers because for ample opportunity to understand the subject of the study from facts known to the teachers on teacher welfare in the Ghana Education Service in the Effutu Municipality. The design of this study encouraged a wholistic understanding of the processes and systems assembled in the Ghana Education Service to attend to issues of employee welfare within the organization.

The quantitative approach to this study is in view of the fact that there is a fairly large number of teachers in the study area from whom the data to understand employee welfare issues in the service will be obtained. The numbers are, therefore, needed to have an objective view of the subject matter of this study.

3.3 Study Population

The study population refers to all the people who are of interest to the study (Qian & Miltner, 2015). The population of this study comprises all the teachers with the Ghana Education Service in the Effutu Municipality. Teachers in the service span across Basic Schools and Second Cycle Schools. The number of teachers with the Ghana Education Service was estimated at 1,204 as at the period within which the fieldwork was carried out (Ghana Education Service, 2022). This is an aggregate of Senior High School and Basic School teachers, yet, this did not affect the sampling due to the fact that apart from being teachers under the Ghana Education Service scheme, no other distinctions were made concerning the population.

3.4 Sampling Procedure and Sample Size

Sampling provides the avenues to select a portion of an entire study population through which a phenomenon under investigation can be scientifically studied. In accordance with the quantitative approach, Cochran's (1977) formula for estimating sample size when the total population size is not estimated was employed in the search for suitable number of respondents to for the study. As this study has already pointed out, the welfare of teachers in the Effutu Municipality is central to the study to examine how it impacts employee satisfaction and employee performance. Random sampling technique was found to be suitable for the selection of the study sample. Since the exact size of the study population is yet to be known, but is expected to be large considering the spread of area of the Effutu Municipality itself, the size of the random samples was obtained using the Cochran's (1977) formula which is given as:

$$n = \frac{Z^2 pq}{e^2}$$

Where:

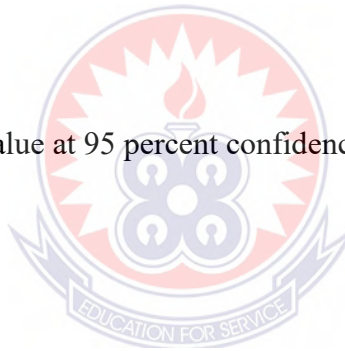
n = the expected sample size.

$p = 0.5$, representing the estimated proportion of the population of teachers in the population who have all the attributes suitable to the study. This is an assumption that half of the population are perfectly suitable to be engaged in the study.

$q = 1 - p$ representing the probability of p not occurring.

$e = 0.05$, indicating the margin of error of 5% (or confidence interval of 95%) is allowed in this study.

$Z = 1.96$, the standard z-value at 95 percent confidence level.



Therefore,

$$n = \frac{1.96^2(0.5)(0.5)}{0.05^2} = 381.4$$

Therefore, the sample size for the study was 381 teachers with the Ghana Education Service within the Effutu municipality was obtained by random technique wherein every member of the population was given equal opportunity to be chosen for inclusion in the study. Without any particular order, one individual out of every three teachers identified was contacted for data collection.

3.5 Data Collection and Instrumentation

The instrument used for data collection was a semi-structured questionnaire designed to obtain information about the background of the respondent, perceptions on employee welfare and on staff performance. The questionnaire was developed bearing in mind the research questions posed in the first chapter, and it had mainly closed ended questions and a few instances of open-ended questions to provide certain additional information.

The closed ended items on the questionnaire were mainly items with Likert scale response format to facilitate quick response to the questionnaire by the respondents (see Appendix). In general, it took between 10 and 15 minutes for the respondents to complete the questionnaire.

3.6 Validity and Reliability

Reliability refers to the consistency of measurement over time or stability of measurement under various situations (Drost, 2011). Invariably, reliability presents a measure of the internal consistency of the items in the questionnaire, and verifies that the items do not deviate significantly from each other over what they are intended to measure. In order to ensure reliability, the correlation coefficient, also known as the reliability coefficient (Cronbach's Alpha), is the method that is most frequently used (Rosenthal & Rosnow, 1991). The correlation between two or more variables (in this case tests, items, or raters) that measure the same thing is known as the reliability coefficient.

Validity refers to the degree to which the items on the questionnaire reflect what is intended to be measured (Taherdoost, 2016). Together with reliability, validity ensures

that the factors or constructs are measured with sufficient exactitude, and therefore the questionnaire is deemed fit for measuring what the study is intended to measure.

A number of checks were made to ensure validity and reliability of the questionnaire employed in this study. Construct validity was ensured by comparing the scales in the questionnaire with established constructs in existing literature, as in Campbell (1990); Fu *et al.* (2011); Singh (2015); Springer (2011); and Varkkey *et al.* (2011). For instance, employee welfare measures were constructed with the ideas of Singh (2015) and Varkkey *et al.* (2011), which view the construct of employee welfare as statutory welfare, efforts of employers to promote employee welfare, and a social obligation by the organisation. The construct of employee satisfaction was anchored on motivation factors as established by Springer (2011) and Fu *et al.* (2011). The employee performance construct was measured with insight from Campbell (1990) being a constellation of knowledge, skill and motivation. The Likert scale items were put under the specific study objectives, and in a form that was easily understood by the respondents. The researcher also submitted the questionnaire for review by the research supervisor for correction, discussion and scrutiny. The questionnaire was tested finally using the reliability test (Cronbach's Alpha), and it was acceptable with composite reliability of 0.752 (see Table 3.1 for the Alpha relative to each emerging construct).

Table 3.1: Reliability Measurement

Constructs	No. of Items	Cronbach
Employee Welfare Association	4	0.793
Positive recognition given to employees	8	0.726
Employee Welfare influence in the Department	8	0.578
Employee satisfaction	6	0.611
Employee performance	5	0.701
Composite reliability	31	0.752

Source: Field Data, 2022.

3.7 Data Analysis

Data analysis refers to the method, techniques or procedures used in research to have different kinds of data transformed into processed facts or information. In order to reach that point, data from the questionnaires in this study were be collated, organized and coded into the Statistical Package for Social Sciences (SPSS). Excel was used alongside the SPSS software to produce results from the data. Statistical analysis was presented in frequencies and percentages mainly to provide a descriptive analysis. More rigorous statistical tools such as measures of central tendency (Mean and Standard Deviation) and regression were used as appropriate for inferential analysis, and to test for causal relationships between variables.

Principal Component Analysis (PCA) was employed to determine the component or make of the employee welfare, employee satisfaction, and employee performance constructs. Based on the factors or components extracted and validated using factor loadings and item-total correlations as well as reliability coefficient, measures of central

tendency (that is, Mean and Standard Deviation) were employed to determine extent or magnitude of the constructs as far as the teachers in question were concerned. These tests addressed the first and second objectives of the study, to wit, assess employee welfare in the Ghana Education Service in the Effutu Municipality; and evaluate employee satisfaction in the Ghana Education Service of the Effutu Municipality. The components (and their measurements) were used in a Pearson's Correlation and multiple regression test to determine the relative importance of the components extracted from the PCA. This addressed the third objective, to wit, determine the relationship between employee welfare, employee satisfaction and quality performance. The final objective, to make recommendations for improvement of performance in the Ghana Education Service of the Effutu Municipality based on the findings of the study, was addressed by highlighting to weaknesses and challenging aspects of the variables in the analysis and building up recommendations around them. The result of this is evidences in the recommendations section in the final chapter of the study.

3.8 Ethical Considerations

Consent was sought from participants before data was collected. In order to promote confidentiality, which is certainly vital for the safety and privacy of the respondent, the participants were precluded from writing any information exposing their distinct identity on the questionnaire, data was kept confidential and not accessible to any third party. Assurances were given to every participant that their identity had been protected and kept confidential. The researcher further assured the respondents that the study was solely for academic purpose, and no part of it was to be used for any other purpose apart from building on intellectual understanding.

3.9 Limitations of the Study

The research encountered some limitations, especially, in the data collection phase. The limitations included inability to cover the entire geographical location of teachers in the Ghana Education Service due to the sheer numbers involved, and their dispersion across the Effutu Municipality. There is limited funding for this study and, dealing with the spread of the teachers required high-level cooperation from teachers. Teachers appeared extremely time conscious due to the urgency placed in preparing for teaching and, indeed, teaching. Issues related to withholding information that some teachers regarded as confidential may have scared away participants, limiting therefore the contact with more data.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analyses of data obtained from the study area – the Ghana Education Service in the Effutu Municipality. The data collection exercise returned 381 usable questionnaires from the study area out of 450 questionnaires issued. This represents a high response rate of 85% of the questionnaires issued. The analysis focuses primarily on employee welfare, employee satisfaction and performance quality. From there, the relationship between employee welfare, employee satisfaction and performance quality were examined. This chapter is organized in three main sections in addition to the introduction. The background of the respondents in the study is, immediately, presented.

4.2 Background of the Respondents

The background information obtained about the respondents includes their gender, age, academic qualification, marital status, years of service, and rank of staff. The findings on the background of the respondents are interpreted below and presented in Table 4.1.

Table 4.1: Background of the Respondents

Variables	Categories	N	%
Total		381	100.0
Age	18-24	33	8.7
	25-29	58	15.2
	30-34	141	37.0
	35-39	50	13.1
	40-44	50	13.1
	45-49	33	8.7
	50+	16	4.2
Gender	Male	174	45.7
	Female	207	54.3
Level of education	University degree	124	32.5
	HND/Diploma	174	45.7
	Voc./Tech./Secretariat	58	15.2
	SHS/SSS level	25	6.6
Marital status	Married	191	50.1
	Single	165	43.3
	Informal/consensual	25	6.6
Length of service	Less than 1 year	42	11.0
	1-5 years	157	41.2
	5-10 years	108	28.3
	Over 10 years	74	19.4
Category of staff	Junior staff	224	58.8
	Senior staff	157	41.2

Source: Field Work, 2022

4.2.1 Age of the Respondents

Out of 381 teachers that participated in the study, the highest percentage (37.0%) was in the 30 – 34 years age group. The second highest percentage (15.2%) of the teachers was in the 25 – 29 years age group. The respondents (13.1% apiece) in the age groups of 35-39 and 40-44 years were the third highest in percentage. Less than 10 per cent of the respondents were in the 18-24, 45-49, and above 50 years age groups. This implies that most of the teachers were between 30 years and 44 years old.

4.2.3 Gender of the Respondents

More than half (54.3%) of the teachers were females with the males constituted 45.7%. The predominance of females among the teachers reflects the notion that females present a more suitable image to facilitate the training of the youth at the school going level. More females are, therefore, receptive to the calling to teach in the Ghana Education Service.

4.2.4 Marital Status of the Respondents

The highest percentage (50.1%) of the employees was those that are married; 43.3 per cent of the teachers was identified as single while a few (6.6%) of the teachers were in an informal/consensual marital relationship.

4.2.5 Educational Level of the Respondents

More than two out of every five (60.9%) of the teachers had a Higher National Diploma (HND) or a Diploma as their academic qualification. Closely following that are those (32.5%) that have a university degree as their highest level of education. As much as 6.6% of the teachers had a master's degree as the highest level of academic qualification.

4.2.6 Length of Service of the Teachers in the Ghana Education Service

More than two out of every five (41.2%) of the respondents had served in the Ghana Education Service for a period ranging from 1 to 5 years. More than a quarter (28.3%) of the respondents had served in the Service for 5 to 10 years, while nearly one out of every five (19.4%) respondents, and one out of every ten (11%) respondents, respectively, had served in the Service for over 10 years and less than 5 years. The employees in this study had, therefore, the experiences in terms of long-stay in the Ghana Education Service which is required to enable them address issues of employee welfare and employee satisfaction in their organization.

4.2.7 Category of Staff to which the Respondents belong

More than half (58.8%) of the teachers in the study are teachers at the basic school level of the Ghana Education Service. Only about two out of every five (41.2%) of the teachers were at the Senior High School level of the Ghana Education Service.

4.3 Examining Employee Welfare, Employee satisfaction, and Employee Performance

One of the critical questions that were posed in the study is, “How has employee welfare been addressed in the Ghana Education Service?” The others are, “What is the extent of employee satisfaction in the Ghana Education Service?” and “What is the relationship between employee welfare, employee satisfaction and quality performance?” On account of these questions, employee welfare, employee satisfaction, and employee performance were evaluated. Employee welfare was evaluated in terms of the following constructs in

the Ghana Education Service: (1) employee welfare association; (2) positive recognition given to workers; and (3) employee welfare's influence in the Service. In addition to these constructs, employee satisfaction and employee performance dimensions were assessed using a 5-point Likert scale approval rating by the employees against critical statements under each of the dimensions.

The approval ratings (where 1=Strongly disagree, 2=Disagree, 3=Neutral/Indifferent, 4=Agree, and 5=Strongly agree) was analyzed to determine how strongly and reliably the factors are manifest in the Ghana Education Service. Factor scores were extracted based on how well variables load onto each of the factors. Under employee welfare, employee welfare association had 4 variables which assess the existence and robustness of the Employee Welfare Association in the Service. Positive recognition had 8 variables and reflects the recognition and vibrancy of employees. Employee Welfare's influence on the organization had 7 variables and it shows how well the Employee Welfare Association exerts influence on the affairs of employees in the Department. Under employee satisfaction, there were 6 variables. Finally, under employee performance, there were 6 variables. Principal Component Analysis was conducted to examine the existence of these dimensions.

Kaizer-Meyer-Olkin (KMO) value of 0.526 with Bartlett's Test of Sphericity of $X^2 = 1152.654$ and $p < 0.01$ were recorded. The sampling adequacy of 0.526 (greater than 0.5), and a Bartlett's Test of Sphericity significant at 95% ($p < 0.05$) confidence level confirms that the measures are fit for establishing the dimensions as they pertain to the Ghana Education Service. The variable loadings, item-total correlation, and the Cronbach's alpha obtained under each of the dimensions are presented in Table 4.2.

Table 4.2: Principal Component Analysis

Dimensions/ constructs	Variables	Loadings	Item-Total Correlation	Cronbach (α)
Employee Welfare Association	There is an Employee Welfare Association that represents the body of teachers ^a	0.362 ^a	0.138 ^a	0.793
	Employee Welfare Association does collective bargaining on behalf of the teachers	0.871	0.756	
	The Employee Welfare Association has legal authority to negotiate with the employer on behalf of teachers	0.819	0.707	
	The Employee Welfare Association protects teachers from unfair management decisions and has a say in the operations of the organization	0.723	0.671	
Positive recognition given to employees	At my workplace, we receive ‘thank you’ from the Employee Welfare	0.573	0.499	0.726
	Employee Welfare praises every teacher in the organization.	0.676	0.493	
	Employee Welfare values every teacher equally for their contribution to work performance	0.821	0.624	
	I receive recognition from Welfare when I do a good job	0.743	0.652	
	The Employee Welfare offers financial assistance (bursaries, study loans etc.) to teachers	0.736	0.531	
	Employee Welfare supports teachers to pursue further studies and training	0.694	0.558	
	Employee Welfare advocates for teacher training	0.829	0.697	
	Employee Welfare offers great opportunities for career development at my workplace	0.640	0.422	
Employee Welfare influence in the Dept.	Supervisors or superiors often stop by individual offices to talk informally	0.823	0.625	0.578
	Management communicates a clear vision and mission	0.746	0.576	
	Management is taking steps to ensure organizational long-term success	0.830	0.593	

	Management supports new ideas and ways of doing things	0.827	0.412	
	Management supports new ideas and ways of doing things	0.780	0.412	
	Management promotes lifelong learning ^a	0.333	0.284 ^a	
	Management rewards performance and recognizes accomplishments	0.592	0.475	
	Management is respectful, trustworthy and instills pride	0.625	0.522	
Employee Satisfaction	Employee Welfare makes me feel part of this agency	0.600	0.411	
	I am proud to work for the Ghana Education Service	0.498	0.365	0.611
	I feel a sense of personal accomplishment from my job	0.519	0.415	
	I would say my workplace is a good place to work	0.601	0.522	
	I understand how my job contributes to the overall success of GES	0.511	0.405	
	I am propelled to put in extra effort beyond what is expected	0.782	0.512	
Performance	I am careful to complete my work all the time	0.509	0.423	
	I do not feel redundant and I want to continue working here	0.612	0.397	
	I am not criticized on the work I perform	0.639	0.427	0.701
	There is an excellent teacher performance here and I want to be part of it	0.571	0.455	
	Even if I desire to join different work, I desire to work a while longer	0.532	0.301	

KMO = 0.626; Bartlett's Test of Sphericity $X^2 = 1152.654$ $df = 238$, and $p < 0.01$

^a Offending variables removed from subsequent analysis

Source: Field Work, 2022

From Table 4.2, and by adopting a cut-off point of 0.4 for variable loadings, 0.3 for item-total correlations, and 0.5 for Cronbach's α , as suggested by Field (2000) and Stevens (1992), we found that two variables (distinguished with ^a) had either a weak loading or a small item-total correlation or both and, therefore, offended the acceptability margin or the cut-off point – they were deleted from subsequent analyses. Meanwhile, all the constructs or factors, namely, Employee Welfare Association, positive recognition given to workers, the Employee Welfare Association's influence on the organization, employee satisfaction, and employee performance, are very important dimensions in which the issues of employee welfare in the Ghana Education Service can be understood. This is confirmed by the fact that the rest of the variables loaded highly and reliably on the dimensions (all of the dimensions had Cronbach's $\alpha > 0.6$).

The implication of this finding is that, Employee Welfare Association, positive recognition given to workers, the Employee Welfare Association's influence on the organization, employee satisfaction, and employee performance represent remarkable dimensions of organizational performance in the Ghana Education Service.

4.4 Employee Welfare and Employee satisfaction in the Ghana Education Service of the Effutu Municipality

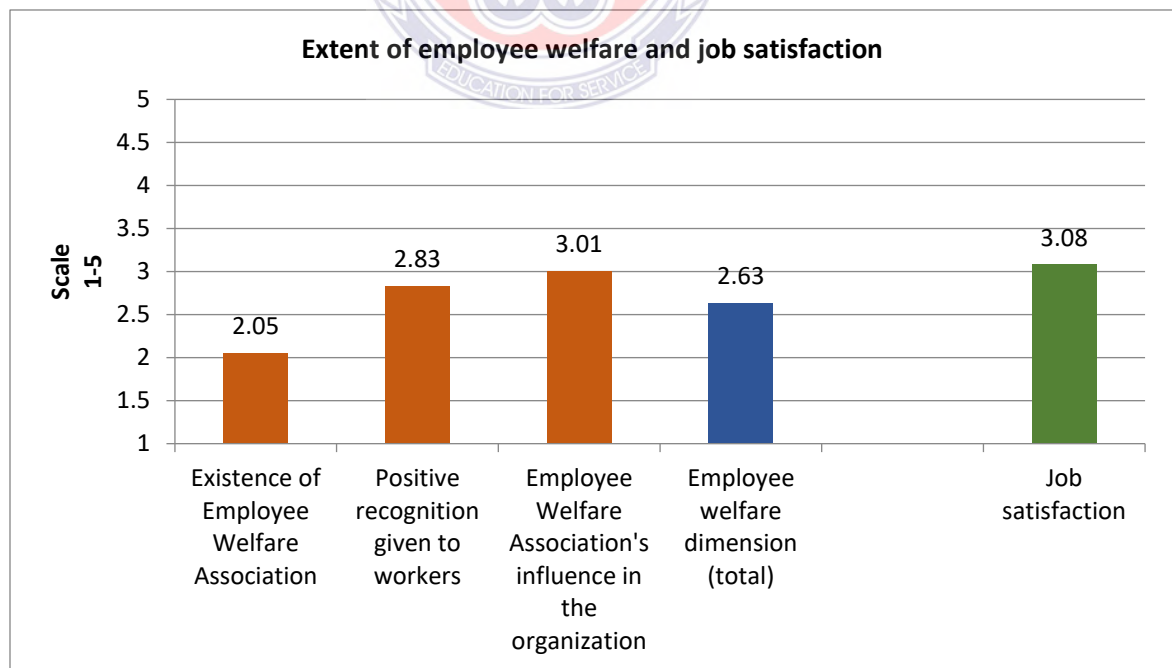
Based on the important variables which measured the employee welfare concerns in this study, namely, the existence of an Employee Welfare Association, positive recognition given to employees, the Employee Welfare Association's influence in the organization, and employee satisfaction, were assessed to determine the extent to which employee welfare is upheld in the Ghana Education Service. On the scale of 1 to 5, the employee

welfare dimension obtained an average score of 2.63 (see Figure 4.1). This score is lower than the mid-point of the scale, which implies that employee welfare is less robust or vibrant to the employees in the Ghana Education Service.

The Employee Welfare Association dimension assessed the existence and robustness of the Employee Welfare Association in the Service. The positive recognition dimension reflects the recognition and vibrancy of employees. The ‘Employee Welfare’s influence on the organization’ dimension shows how well the Employee Welfare Association exerts influence on the affairs of employees in the Service.

Similarly, on the scale of 1 to 5, employee satisfaction scored 3.08, which is nearer to the mid-point of the scale. This shows that employee satisfaction is neither too good nor too bad (see Figure 4.1).

Figure 4.1: Extent of Employee Welfare and Employee satisfaction



Source: Field Work, 2022

4.5 Effect of Employee Welfare Association on Employee satisfaction and Employee Performance

Having established the dimensions of importance to address the employee performance of employees, this section sought to determine how the affect the performance of the employees. First, based on the factors established in the preceding section, namely, Employee Welfare Association, positive recognition given to workers, the Employee Welfare Association's influence in the organization, employee satisfaction, and employee performance, factor scores were generated with the relevant data. The Employee Welfare Association dimension assessed the existence and robustness of the Employee Welfare Association in the Ghana Education Service. The positive recognition dimension reflects the recognition and vibrancy of teachers. The 'Employee Welfare's influence on the organization' dimension shows how well the Employee Welfare Association exerts influence on the affairs of teachers in the Service. There is also the employee satisfaction dimension and the employee performance dimension. The factor scores represent the weight of the dimensions from the perspectives of the teachers in this study. Based on the factor scores, inter-factor correlations conducted in the analysis using Pearson's Correlation established that there are significant relationships between the factors (see Table 4.3).

Table 4.3: Correlation Analysis (Pearson)

Factors	1	2	3	4	5
1	1.000				
2	0.291**	1.000			
3	0.563**	0.211*	1.000		
4	0.045	0.057	0.083	1.000	
5	0.504**	0.713**	0.491*	0.51*	1.000

1-Employee Welfare Association; 2-positive recognition given to workers; 3-Employee Welfare Association's influence in the organization; 4-employee satisfaction; 5-employee performance.

**significant at $p < 0.01$; *significant at $p < 0.05$

Source: Field Work, 2022

It can be seen from Table 4.3 that there are some significant correlations between the Employee Welfare Association, and employee satisfaction and performance. Employee Welfare Association, positive recognition given to workers, and the Employee Welfare Association's influence in the organization had positive correlations with the level of satisfaction of the teachers and their performance. This implies that as, for example, the Employee Welfare Association's influence in the organization increases, it corresponds with an increase in the satisfaction level and performance of the teachers. Likewise, an improvement in the robustness of the Employee Welfare Association corresponds with an increase in the satisfaction level of the teachers and consequently, an increase in performance.

Granted that there exists some relationship between employee welfare issues and employee satisfaction and performance, the relationship was further explored to determine the influence of teachers' welfare on teacher performance. A multiple linear regression model was undertaken taking into consideration the dimensions of employee welfare and satisfaction as the independent variables and employee performance as the dependent variable.

The regression results, from Table 4.4, show that there is a statistically significant association between the challenges and the satisfaction levels of the teachers ($F=12.483$; $df=6$; $p<0.05$). The estimated Adjusted R^2 (0.521) indicates that the employee welfare and satisfaction related factors jointly explain 52.1% of the variance in the satisfaction levels of the teachers. In other words, the things that determine the level of satisfaction of the teachers are more than half of the times found in employee welfare and satisfaction related factors.

In analyzing the significance of the employee welfare and satisfaction factors in explaining the performance of the teachers, it was found that positive recognition given to the teachers ($t = 12.354$; $p<0.01$), the Employee Welfare Association's influence exerted in the Ghana Education Service ($t = 6.820$; $p<0.05$), and employee satisfaction ($t = 11.011$) were significant predictors of employee performance. Comparatively, positive recognition given to the teachers constitutes the biggest factor of the employee welfare issues that predict the performance of teachers.

It must be emphasized that most of the teachers indicated uncertainties and indifferent attitudes concerning their satisfaction in the Ghana Education Service. Additionally, by comparing the Beta values in the multiple regression (see Table 4.4), the value of the

dependent factor, that is, 0.45 is relatively small. The relative importance of the factors, from the Beta values, shows that positive recognition given to teachers is the biggest aspect of the employee welfare in the Service, which positively influences employee performance.

Table 4.4: Effect of Employee Welfare on Employee Performance

Model	B	Std. Error	Beta	t	Sig. (<i>p</i>)
(Constant)	3.22		0.45	15.342	0.000
Employee Welfare Association	0.267	0.101	0.220	2.650	0.060
Positive recognition	3.434	0.107	3.232	12.354	0.001**
Employee Welfare Association's influence in the Service	3.241	0.108	2.787	6.820	0.004**
Employee satisfaction	2.102	0.011	2.067	11.011	0.006*

F (Prob) = 12.483*
SE of Estimate = 0.847
Adjusted R = 0.521

Notes: **Significant at $p < 0.01$; *Significant at $p < 0.05$.

Source: Field Work, 2022.

Based on the statistics obtained in Table 4.4, to predict the employee performance one must consider employee welfare and employee satisfaction using in the following model:

$$Y = C + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + e$$

Where Y = Employee performance,

C = the constant (3.22)

B = Coefficients of the employee welfare and satisfaction constructs, that is, Employee Welfare Association (X1), positive recognition given to workers (X2), the Employee

Welfare Association's influence in the organization (X3), and employee satisfaction (X4); and e = error term.

However, the Employee Welfare Association (X1) dimension could be removed from the model since its predictive power was not significant. The Employee Welfare Association dimension assessed the existence and robustness of the Employee Welfare Association in the Ghana Education Service. The positive recognition dimension reflects the recognition and vibrancy of teachers. The 'Employee Welfare's influence on the organization' dimension shows how well the Employee Welfare Association exerts influence on the affairs of teachers in the Ghana Education Service.

In this study, the positive recognition given to teachers, the Employee Welfare Association's influence in the Ghana Education Service, and employee satisfaction dimensions significantly influence the performance of teachers. An increase in the scores for these dimensions leads to an increase in the performance of teachers in the Ghana Education Service.

4.6 Discussion of Findings

The data analysis was presented in order to address the objectives of the study. The first objective was to assess the employee welfare in the Ghana Education Service in the Effutu Municipality; second, to evaluate employee satisfaction in the Ghana Education Service of the Effutu Municipality; third, to determine the relationship between employee welfare, employee satisfaction and quality performance; and finally, to make recommendations for improvement of performance in the Ghana Education Service of the Effutu Municipality based on the findings of the study.

From the analysis, the components of employee welfare emerged as: employee welfare association (or existence of this body), employee welfare association's influence, and positive recognition. These findings echo Singh's (2015) two domains of employee welfare, to wit statutory welfare and voluntary welfare. The factor identified as 'employee welfare association' projects the existence of teacher welfare associations that have been established under the statutory provisions of Ghana. The Constitution of the Republic of Ghana reposes freedom of association in citizens. In effect, there are a number of welfare unions; for example, Ghana National Association of Graduate Teachers (GNAGRAT), Ghana National Association of Teachers (GNAT), and so forth, which Nsowah (2013) and Yaw (2013) suggest give power to the teachers to press more effectively their demands on their employers. Therefore, the influence of the employee welfare associations is also confirmed as an important dimension that is involved determining employee welfare. The positive recognition dimension of employee welfare also draws to attention teacher welfare issues that are within their immediate workplaces. This reflects the welfare concerns which are addressed by the school. As far as schools are concerned, there is an administration headed by a headteacher or headmaster that is superior to teachers. The effort of such administrators at ensuring a positive recognition of teachers' crystalises into a welfare issue, from the findings of this study.

Since employee welfare can be seen as a measure aimed at improving employees' work life and supporting them to give of their best to the job, but this welfare measure being not directly related to the job, falls under dissatisfaction factors according to Herzberg's (1966) distinctions of satisfaction and dissatisfaction factors.

However, the findings regarding employee welfare in the Ghana Education Service showed that employee welfare has not gained a full expression among the teachers studied. The extent of employee welfare, as rated by the teachers in this study, was 2.63 on a scale of 1 to 5, employee. This meant that the expectations of the teachers from teacher welfare efforts were met only moderately. That is, teacher welfare was deemed neither good nor bad. It also means that there are real challenges with teacher welfare, which make it unimpressive to teachers. Teacher welfare union was not seen to exert the influence and ensure teacher recognition to meet the expectation of teachers.

Regarding the second objective—to evaluate employee satisfaction, the finding was that employee satisfaction was at such a level that the teachers found it neither high nor low. Thus, there is nothing striking about employee satisfaction to the teachers in this study. With a less impressive employee welfare, employees are likely to be unmotivated (Herzberg *et al.*, 1959; Herberg, 1964; Hackman *et al.*, 1976), and their satisfaction gets compromised. Thus, the moderate employee satisfaction realised in the study is towing the lines of the moderate attention given to employee welfare issues. This study confirms the works of Nsowah (2013) in Ghana that showed that dissatisfied university teachers could have remained dissatisfied until the University Teachers Association embarked on a massive strike action to demand better working conditions for the teachers.

Concerning the third objective, which is to examine the effect of employee welfare on employee performance, the findings show that the employee satisfaction has a significant positive correlation with employee welfare. For that reason, employee satisfaction was naturally invoked in the conversation about employee welfare. Employee welfare, to the teachers, concerned the existence of Employee Welfare Association, the positive

recognition received by teachers in the Ghana Education Service in the Effutu municipality, and the Employee Welfare Association's influence in the Service. The findings showed that these aspects of employee welfare, together with the extent of employee satisfaction, explained 52.1% of the variance in employee performance. The study found that, if employee welfare association's influence and positive recognition were magnified or incremented, then the employee performance in the Ghana education Service would increase in correspondence with that increment. The relevance of employee welfare was adduced in the study by Mwiti (2007), which pointed out that employee welfare services may not directly relate to an employee's job, but the presence or absence of the services is notable through employee performance, attitude, high or low labour turnover. The relationship between employee welfare and employee satisfaction is also typified by reasoning of the role played by welfare services. Manzini and Gwandure (2011) found that welfare services give a sense of security to employees by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family members (Manzini & Gwandure, 2011). Manju and Mishra (2007) found that labour welfare activities in both developed and developing societies have an impact not only on the workforce but also on the facets of human resources (Manju & Mishra, 2007).

Therefore, employee welfare plays a vital role in employee satisfaction albeit not a comprehensive approach to provide employee satisfaction. Therefore, from this study, employee welfare and employee satisfaction significantly determine employee performance. This projects the idea that when the welfare of employees is sought in a manner that increases their satisfaction their work and life, their performance is boosted.

In agreement with the position of employee welfare in employee satisfaction and employee performance, Hira and Waqas (2012) found there was a positive relationship between employee satisfaction and job performance in a survey of 335 respondents that work in middle level of banking sector. Iqbal *et al.* (2012) also found in a survey of 251 respondents from various universities that employee satisfaction has a positive impact on job performance. The aspect of these relationships with is invigorated by this the findings in the present study is this that employee welfare is a catalyst for employee performance as a result of the unique advantage it has on boosting employee satisfaction.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was concerned with the welfare of teachers in the Ghana Education Service in the Effutu municipality, and how it affects the teacher performance of the Service. A total sample of 318 teachers of the Ghana Education Service were used in the study purposely because, the issues of employee welfare among the teachers in the Ghana Education Service has attracted some concerns in Ghana. Thus, the study was to examine the existence of Employee Welfare Association, positive recognition given to employees, employee satisfaction, and employee performance taking into consideration the teachers with the Ghana Education Service in the Effutu municipality. This chapter concludes the study by presenting a summary of the key findings, drawing conclusions, and making recommendations based on the findings of the study.

5.2 Summary of Findings

This research was conducted with the aim of achieving four specific objectives. The first was to assess employee welfare in the Ghana Education Service in the Effutu Municipality; second, to evaluate employee satisfaction in the Ghana Education Service of the Effutu Municipality; third, to determine the relationship between employee welfare, employee satisfaction and quality performance; and finally, to make recommendations for improvement of performance in the Ghana Education Service of the Effutu Municipality based on the findings of the study. In view of these, the study

was hinged on Herzberg's Two-factor Theory which delves into satisfaction and dissatisfaction factors in an organisation. The review of pertinent literature was conducted to illuminate the space of employee welfare in an organisation and its importance to the overall performance of the organisation. The study adopted a descriptive survey design which allowed for the coverage of the teachers under the Ghana Education Service scheme to serve the purpose of data collection. Cochran's formula for sample size calculation was adopted to produce a workable sample of 381 teachers as respondents under the study. Hence, the study adopted a purely quantitative approach to data collection and analysis.

The teachers used in the study were mainly people in their mid-ages from 30 to 45 years of age. More than half of them were females. A little less than half of the employees had mainly a Higher National Diploma or Diploma as their academic level of qualification. A high percentage (43.5%) of the teachers used in the study were married and have served in the Ghana Education Service mainly from a one- to five-year period. More than half of the teachers studied were from the basic school level of the Ghana Education Service. A fewer number of teachers emerged from the Senior High School level of the Ghana Education Service.

The study found that the dimensions used to examine the effect of employee welfare on employee performance were reliable and important to understand the relevance of employee welfare relative to teachers in the Ghana Education Service. It was established that employee welfare is less robust or vibrant with the teachers in the Ghana Education Service in the Effutu municipality. The extent of employee welfare, as rated by the

teachers in this study, showed that on a scale of 1 to 5, employee welfare stands at 2.63 relative to the teachers in the Ghana Education Service in the Effutu municipality.

In particular, the valence of the Employee Welfare Association was weak, positive recognition given to employees was less than average, and employee satisfaction is at such a level that the teachers found it neither high nor low. Thus, there is nothing striking about employee satisfaction to the teachers in this study. This provides the response to the first and second research objectives, which were about the extent of employee welfare and the extent of employee satisfaction respectively.

Concerning the third objective, which is to examine the effect of employee welfare on employee performance, the study showed that, first, employee welfare is significantly correlated with employee satisfaction. Therefore, they are concomitant. In addition, employee welfare, to the teachers, concerned the existence of Employee Welfare Association, the positive recognition that the teachers received in the Ghana Education Service in the Effutu municipality, and the Employee Welfare Association's influence in the Service in the municipality. The findings showed that these aspects of employee welfare, together of the extent of employee satisfaction, explained 52.1% of the variance in employee performance. There is, thus, a significant association between employee welfare and employee satisfaction and employee performance. As part of employee satisfaction, positive recognition given to the employees emerged the biggest factor that influences employee performance. The study found that, if employee welfare and satisfaction were incremented, then the employee performance in the Ghana education Service would increase in correspondence with that increment.

5.3 Conclusion

This study is important in furthering the understanding of the role that employee welfare plays in the performance of an teachers in the Ghana Education Service, specifically, in the Effutu municipality. Using an organization like the Ghana Education Service, where teachers' welfare has come under considerable critique resulting in mass strike action by teachers, this study has been able to assess the significance of employee welfare in determining employee performance in the context of the teachers of the Ghana Education Service in the Effutu municipality.

The study gives evidence to the effect that teacher welfare is concomitant with teacher satisfaction. In other words, the two, teacher welfare and teacher satisfaction, are inherently related; teacher welfare and teacher satisfaction affect each other in a positive way. In further detail, teacher welfare comprises the existence of an Employee Welfare Association, which is robust and vibrant in dealing with the affairs of teachers. Also, positive recognition received by teachers and the influence of the Employee Welfare Association in the teaching service are pivotal to determining the vibrancy of teacher welfare.

In this study, teacher welfare in the Ghana Education Service in the Effutu municipality was less vibrant and robust than it would have been desired. In similar fashion, the teacher satisfaction level could not be described as high or low by the teachers. This happening portrays a considerable indifference among the teachers about their job or the conditions associated with their job. It is discernible from these findings that teacher

welfare leaves a lot more to be desired by the teachers in the Ghana Education Service in the Effutu municipality.

Despite this, the study proves that teacher welfare and teacher satisfaction significantly predict teacher performance. As much as 52.1% of the changes in teacher performance is explained by teacher welfare and teacher satisfaction. Particularly, the sense of positive recognition received by the employees is a significant factor that one has to take into account when addressing teacher welfare and teacher satisfaction issues. Recognition and addressing this would lead to a significant impact on employee performance.

5.4 Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. The study revealed that Employee Welfare Association, as known by the teachers in the Ghana Education Service in the Effutu municipality, is weak. The human resource managers of the Ghana Education Service, as much as much as it concerns them, should encourage or promote the formation of vibrant, recognisable teacher associations and tie their aim to the building and development of positive recognition of teachers. Already, there are independent teacher associations to which the teachers belong. This, it appears, is not enough, and the need for a new thinking about what to do for teacher associations has been made compelling in this research. Teacher association can be encouraged through finding common grounds to which teachers can relate such as on the grounds of subjects taught and place of residence. Such associations should be duly constituted and recognised within the framework of the Ghana Education Service.

2. Management should continue to create and promote avenues which will motivate teachers for their work performance. It is therefore recommended that teachers who show commitment to work ought to deliberately be recognized and made to feel that someone sees and appreciates their hard work. Positive recognition is, thus, important in the Ghana Education Service, and this should be factored in the roles of a teacher welfare association as much as it should concern management.
3. Management needs to demonstrate that it is committed to total quality in the teaching service by putting in more effort, time, and money to address the welfare issues of the teachers. Management must, therefore, work hand-in-hand with teacher associations in a way that elevates the sense of cooperation between the associations and the Ghana Education Service in support of the work of teachers.
4. Employee satisfaction should never be left to chance, because it has the propensity to drive teacher performance. It is therefore recommended that special incentives, training and development and teacher reward should be geared toward boosting teacher performance.

5.5 Suggestion for Future Studies

It is important that periodic research be undertaken to assess the concerns of teachers in the Ghana Education Service, and particularly so in the Effutu municipality on their welfare issues. Further studies in this area are, therefore, recommended. A study in this area should consider increasing the sample size, possibly, to evaluate the periodic progress that have been made in teacher welfare. Such a study should help deepen the

understanding of the role of teacher welfare in the Ghana Education Service, especially, in the current dispensation, where basic and secondary education levels are in need of innovative approaches to stem quality education in the country.



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APPENDIX: QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

Dear respondent,

This questionnaire is designed to collect data on the research topic: **“Employee Welfare as a Catalyst for Quality Performance: A Case Study of the Ghana Education Service in the Effutu Municipality”**. Your response will help to provide data to complete this academic research which constitute our partial fulfillment of the requirement for the award of First Degree. Your responses are highly needed and they will be treated with high confidentiality, as well as used solely for the purpose of this study.

a. Background of Respondents

1. Gender a. Male b. Female

2. Please indicate your age (in years):

a. 18-25

c. 31-39

e. 50-60

b. 26-30

d. 40-49

3. What is your academic qualification?

a. Tertiary/LLB/Barrister

e. SHS/SSS

b. Diploma

f. Other:

.....

c. Vocational/Technical/Secretariat

4. Marital status: a. Single c.

b. Married d.

5. How long have you served in the Ghana Education Service?

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6. What is your job position in the Ghana Education Service?

.....

Various statements have been provided to solicit your opinions on employee welfare in this office. On the 5-point grading system provided against each statement below, tick one appropriate space that indicates your opinion.

Key: 1- Strongly disagree; 2 – Disagree; 3 – Neutral/Indifferent; 4 – Agree; 5 – Strongly agree

	Statements	1	2	3	4	5
b.	Employee Welfare Association					
7	There is an Employee Welfare Association the represents the body of workers in this office					
8	The Employee Welfare Association does collective bargaining on behalf of the employees					
9	The Employee Welfare Association has legal authority to negotiate with the employer on behalf of employees					
10	The Employee Welfare Association protects workers from unfair management decisions and has a say in the operations of the organization					
c.	Positive Recognition earned by workers					
11	At my workplace, employees receive ‘thank you’ from the Employee Welfare					
12	Employee Welfare praises every employee in the organization.					
13	Employee Welfare values every employee equally for their contribution to work performance					
14	I receive recognition from Welfare when I do a good job					
15	The Employee Welfare offers financial assistance (bursaries, study loans etc.) to employees					
16	Employee Welfare supports employees to pursue further studies and training					
17	Employee Welfare advocates for employee training					
18	Employee Welfare offers great opportunities for career development at my workplace					
d.	Employee Welfare influence on organization					
19	Supervisors or superiors often stop by individual offices to talk informally					
20	Management communicates a clear vision and mission					

21	Management is taking steps to ensure organizational long-term success					
22	Management supports new ideas and ways of doing things					
23	Management promotes lifelong learning					
24	Management rewards performance and recognizes accomplishments					
25	Management is respectful, trustworthy and instills pride					
e. Employee Satisfaction						
26	Employee Welfare makes me feel part of this agency					
27	I am proud to work for this workplace					
28	I feel a sense of personal accomplishment from my job in this workplace					
29	I would say my workplace is a good place to work					
30	I understand how my job contributes to the overall success of education service in Ghana					
31	I am propelled to put in extra effort beyond what is expected					
f. Performance						
32	I am careful to complete my work in my office all the time					
33	I do not feel redundant and I want to continue working here					
34	I am not criticized on the work I perform in the office so I will continue working					
33	There is an excellent employee performance here and I want to be part of it					
35	Even if I desire to join different work, I desire to work a while longer.					

36. Please, state what you believe could be done to improve Employee Welfare in the Ghana Education Service.

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