

UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF THE STAFF WELFARE SERVICES IN THE
CENTRAL ADMINISTRATION OF THE UNIVERSITY OF CAPE COAST

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CENTRAL ADMINISTRATION OF THE UNIVERSITY OF CAPE COAST

BY

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Administration of the Faculty of Education, University of Cape Coast,
in partial fulfilment of the requirements for the award of Master of
Philosophy degree in Administration in Higher Education.

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DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name: Joseph Obeng

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature Date

Name: Mr. S. K. Atakpa

Co-Supervisor's Signature Date

Name: Dr. G.K.T. Oduro

ABSTRACT

The purpose of this study was to assess the staff welfare services in the Central Administration of the University of Cape Coast. The descriptive survey research design was chosen for the study in order to observe, describe and document aspects of a situation as it were. The stratified and purposive sampling techniques were used to select the sample. The sample for the study was made up of 55 senior members, 70 senior staff and 250 junior staff. The instrument used for the study was a questionnaire with 47 items. This was made up of close-ended and open-ended items. Data were analysed using the Statistical Product for the Social Sciences (SPSS) software.

The study found among other things that the welfare unit in the University of Cape Coast functions mainly in matters of funeral organization. The welfare services in the University were not adequate and satisfactory. There was also no well-defined and documented welfare policy in the University. There was no co-operation among staff but there was co-operation between the University administration and staff representatives.

Based on the findings, it is recommended that there should be a welfare policy to serve as a pivot around which the administration of welfare could revolve. Welfare should have its own unit to be managed by a senior member of an Assistant Registrar status.

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May Jehovah God richly bless them all.

DEDICATION

To Arhimah, Adadzewah and Mansah as a morale booster to attain the greatest height in education with sublime.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The social system involves two major classes of phenomena, which are conceptually independent and phenomenally interactive. There are, first, the institutions or organisations with certain roles and expectations that will fulfill the goals of the system. Second, inhabiting the system are the individuals, staff or employees, with certain personalities and need – dispositions. People participate in organisations in order to satisfy certain needs. Presumably, the organisation has needs of its own, which are fulfilled by the participants who function in its various roles. Getzels and Guba, as cited in Reboire (2001) illustrate this social systems model, with its stress on the interplay between the nomothetic (organisational) needs and the idiographic (personal) needs of the “actors” who fill the various roles. As long as this state of equilibrium exists, the relationship presumably will be satisfactory, enduring and relatively productive. It is on this deliberate and noble purpose in view that this research has been conducted.

The real purpose of education, according to Wilson (1986) is to prepare man and woman for what he or she must be in life, here and now, in order to attain his or her sublime destiny. Education is vital to society. It is a lifelong learning process. The future of our society depends on informed educated and skilled citizens who, while fulfilling their own goals of personal and professional development, contribute to the social, economic and cultural development of their country and world at large. The intellectual and material progress of a modern, industrial nation depend heavily upon its institutions of higher learning.

The objectives of tertiary institutions in Ghana have been stated in the University Rationalization Committee Final Report (Ministry of Education and Culture, 1988) as:

- i. instruction in skills suitable to play a part in the general division of labour;
- ii. teaching to promote the general powers of the mind;
- iii. the advancement of learning; and
- iv. the transmission of a common culture and common standards of citizenship (p. 88).

The role of university education as an element of the tertiary level of education in national development is of paramount importance. Wilson (1986) describes a university's purposes as a central focus for intellectual freedom. He asserts that only those who have been induced into the life of a university can fully appreciate the enormous supply of knowledge and talent and cultivated judgement that is lodged in a university faculty. A university traffics in ideas. Universities are made for those who have neither dulled nor prostituted their natural endowments of reason and fine sensitivity, in whom intellectual curiosity is alive and viable, who love knowledge for its own sake as well as for its uses, whose moral capacities invite analysis and perspective in the judgement of value, and who possess that artistic and intellectual irritability that is necessary to genuine creativity. He goes on to say that universities are made for those who have a taste and talent for the life of the mind, who have a determined sense of responsibility to themselves and a commitment to the good of their community, their nation, and the world. "Those precious and indescribable resources, which only a university with its vast command of knowledge and creative talent can provide, inspire and facilitate not only a high degree of learning and the skills that attend it, but also that

discipline of intellect that is an essential ingredient of genuine morality, of artistic awareness, and of spiritual strength” (Wilson, 1986). To Wilson, if the university is properly demanding and exacting, its students may have a rough time. But with the world threatening to collapse around us, a university is no place for pleasure seekers, and even the best intentioned may fail. For those who persist to the end, however, and who fasten their energy and commitment upon the purpose and meaning of education – the achievement of knowledge and the cultivation of the intellect – there should be a strengthening and refinement of those high qualities of moral and spiritual life that with knowledge are the mark of a man’s humanity and the measure of his culture. Wilson concludes by saying that these are the qualities that must adorn the lives of all those who are committed to the search for truth, the cultivation of disciplined reason, and the achievement of the public as well as the private good (p. 335 – 336).

Universities in general have frequently been regarded as key institutions in the process of social change and development. The most explicit role they have been allocated is the production of highly skilled labour and research output to meet perceived economic needs (Brennan, King & Lebeau, 2004). Thus university education institutions play a key role in the advancement, transfer and application of new knowledge, in training the professional, technical and managerial staff, in forging the cultural identity and fostering democratic processes, while providing also an avenue for social mobility (Chitoran, 1990). It is therefore important that the role of university institutions in national development becomes that of producing self-reliant and capable individuals imbued with the sense of being agents of economic and social advancement of the nation; Ghana, like any other country, requires competent and experience people for

development. Such people must be well educated and trained. The crux of the matter is that university education must be made functional for national development. It should be vocationalised. It should pay attention to what is worthwhile in our inheritance: and should redirect its educational programmes towards necessary modernization (Ministry of Education and Culture, 1988).

Effah and Mensa-Bonsu (2001) outline the purposes of the University as follows: The aims of the University shall be to provide higher education, to undertake research, to disseminate knowledge and to foster relationship with outside persons and bodies; and to do so in accordance with the following principles:

- a. that in determining the subjects to be taught emphasis should be placed on those which are of special relevance to the needs and aspirations of African unity;
- b. that higher education should be available to all Ghanaians who are capable of benefitting from it;
- c. that so far as practicable students should be given an understanding of world affairs and in particular of the histories, institutions and cultures of African civilizations;
- d. that students should be taught methods of critical and independent thought, while being made aware that they have a responsibility to use their education for the general benefit;
- e. that research should be undertaken in all subjects which are taught in the University, but with special attention to subjects which relate to the social,

cultural, economic, scientific, technical and other problems which exist in Ghana or elsewhere in Africa;

- f. that the fruits of research and knowledge generally, should be spread abroad by the publication of books and papers and by any other suitable means;
- g. that the University should develop close relationships with the people of Ghana and with other cultural institutions, whether within Ghana or outside (p. 42).

Having appreciated the socio-economic significance of university education, the place of human resources in achieving university goals is of paramount importance. University administration's basic job is the effective utilization of human resources for the achievement of organizational objectives, namely, profitable operations and growth through the satisfaction of certain needs of the staff and society.

The term human resource according to Yoder and Heneman (1989) is the total knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the values, attitudes, approaches and beliefs of the individuals involved in the affairs of the organization. It is the sum total or aggregate of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the person employed in an organisation (Likert, as cited in Cascio (2002)). Therefore human resources of an organization include all individuals engaged in various organizational activities at different levels. It is through the combined efforts of human resources that technological, financial, physical and all other resources are utilized. Without human efforts, no organization can achieve its objectives. Therefore, motivation of human resources is of

utmost importance everywhere. The effectiveness with which various kinds of human resources are co-ordinated and utilized is responsible for success or failure in achieving organizational objectives. (Herzberg & Snyderman, 1989) say primary functions of any organization, whether religious, political or industrial, should be to implement the needs for man to enjoy a meaningful existence.

It has become a truism that the most important resource in any enterprise is the people involved (Cooper, 1991). Every aspect of an organization's activities is determined by the competence, motivation and general effectiveness of its human organizations. Of all the tasks of management, managing the human component is the central and most important task because all depends upon how well it is done. More specifically, Human Resource Management (HRM) entails developing, counselling and rewarding employees, acting as a liaison with unions and government organisations and handling other matters related to the well-being of employees (Herzberg & Snyderman, 1989).

The role of human resources management in organization and society arises from the fact that personnel/staff are indispensable resources, for carrying out any productive operations. To quote Oliver Shedon, (as cited in Dawra, (2001) "No organisation can be rendered efficient so long as the basic fact remains unrecognized that it is principally human. It is not a mass of machines and technical processes but a body of men" (p. 16).

The basic objective of human resource management is to contribute to the realization of the organisational goals. However, the specific objectives of human resource management may be outlined as follows (Yoder & Heneman, 1989).

- (i) To ensure utilization of human resources. All other organisational resources will be efficiently utilized by the human resources.
- (ii) To establish and maintain an adequate organisational structure of relationships among all the members of an organisation by dividing organisation tasks into functions, positions, and jobs, and by defining clearly the responsibility, accountability, authority for each job and its relation with other jobs in the organisation.
- (iii) To generate maximum development of human resource within the organisation by offering opportunities for advancement to employees through training and education.
- (iv) To ensure respect for human beings by providing various services and welfare facilities to the staff.
- (v) To ensure reconciliation of individual/group goals with those of the organisation in such a manner that the personnel/staff feel a sense of commitment and loyalty towards it.
- (vi) To identify and satisfy the needs of individuals by offering various monetary and non-monetary rewards.
- (vii) To achieve and maintain high morale among employees in the organisation by securing better human relations (p. 32).

In order to achieve the above objectives, human resource management undertakes the following activities:

- (i) Human Resource or Manpower Planning , that is, determining the number and kinds of personnel/staff required to fill various positions in the organisation.
- (ii) Recruitment, selection and placement of personnel, that is, employment function.
- (iii) Training and development of employees for their efficient performance and growth.
- (iv) Appraisal of performance of employees and taking corrective steps such as transfer from one job to another.
- (v) Motivation of workforce by providing financial incentives and avenue for promotion.
- (vi) Remuneration of employees. The employees must be given sufficient wages and fringe benefits to achieve higher standard of living and to motivate them to show higher productivity.
- (vii) Social security and welfare of employees (Moorthy, as cited in Dawra, 2001).

Therefore the scope of Human Resource Management can be summed up as follows:

- (i) the welfare aspect is concerned with creating congenial working conditions and providing amenities such as canteens, crèches, housing, personal problems of workers, schools, and recreation;

- (ii) the labour or personnel aspect is concerned with recruitment of employees, remuneration, promotion, incentives and productivity.
- (iii) The industrial relations aspect is concerned with trade union, negotiation, settlement of industrial dispute, joint consultation and collective bargaining.

All these aspects are concerned with human element in industry as distinct from the mechanical.

There is no gainsaying the fact that the role of the human resource in achieving university goals cannot be underestimated as the University of Cape Coast is no exception. Following the decision of the government of Ghana to establish a third institution of higher learning at Cape Coast in the Central Region of Ghana, Osagyefo Dr. Kwame Nkrumah appointed in December 1960 an International Commission on University Education in Ghana. The Chairman of the Commission was Mr. Kojo Botsio, Minister of Agriculture and Chairman of the Interim National Council for Higher Education (Dwarko & Osei Kwarteng, 2003). The University Commission on Education included in its report a recommendation for the setting up of a university college. The institution was formally inaugurated in December 1962 as the University College of Cape Coast. It was designated the University College of Science Education between 1964 and 1966 but resumed its former title in 1966. It was incorporated by the University College of Cape Coast NLC Decree, 1967 with effect from October 1966 'in special relationship' with the University of Ghana. Under the University of Cape Coast Act 1971 (Act 309) the institution became a full university as the University of Cape Coast from October 1971 with power to confer its own degrees but initially under the supervision and guidance of an academic committee (Antwi, 1992).

The University's primary purpose is to produce high calibre graduate teachers in arts and science subjects for the secondary schools, teacher training colleges, polytechnics and technical institutions in Ghana. Its general aims are to provide higher education, undertake research, disseminate knowledge and foster relationships with outside bodies and persons (Antwi, 1992). In consonance with the objective of developing our country Ghana in all spheres of civilization, the University of Cape Coast has set as its guiding philosophy "to prepare productive citizens and future leaders who can serve the national and global community in diverse ways" thus the University recognises as its primary responsibility, the development of the intellectual capacity formation building.

However, the mission of the University has been diversified. Today, in addition to the training of graduate professionals in all disciplines at various levels of pre-university education, the University runs various programmes ranging from primary education, agricultural and basic sciences to programmes in the arts and social sciences which include population and family life education as well as geography and tourism. In further recognition of the changing needs and demands of the nation, the university has diversified its pursuits and extended the reach of its programmes both nationally and internationally towards the establishment of a medical and law schools to meet the demands of the national economy (UCC Academic Calendar, 2001).

The vision of the university is to become a centre of excellence in Africa for human resource and entrepreneurship developments in education and related sectors. The centre shall be the crucible where eminent and emerging scholars and educators, worldwide are attracted to for the pursuit of teaching, and replenishment (in sciences,

social sciences, agriculture and business studies) aimed at the promotion of innovation in education technology. From an initial student enrolment of 155 in 1963, the University now has a full time student population of over 17,000 whilst distance learners are about 20,000 (University of Cape Coast, July, 2007).

The University's academic and research programmes are located in the following faculties, institutes and centres; the School of Agriculture, the Faculty of Arts, the Faculty of Education, the Faculty of Science, the Faculty of Social Sciences, Institute of Education, the Institute for Educational Planning and Administration, the Centre for Development Studies and the Centre for Research on Improving Quality of Primary Education in Ghana. A Board of Graduate Studies coordinates all the postgraduate programmes offered by the Faculties/Institutes and Centres. The University participates in the African Virtual University programme which links it with thirty-two (32) other universities on the continent and in the United States of America and Canada. There is a programme known as Ghana Doctoral Initiative which was started in 2001 between the Florida Agricultural and Mechanical University (FAMU) and the University of Cape Coast (UCC). The programme is aimed at addressing the 'brain drain' problem in educational leadership in Ghana through distance education. The rationale underlying the programme is that educated populace and quality is critical to the economic and social development of Ghana.

The social life of the University is centred around six halls of residence namely: Oguaa Hall, Atlantic Hall, Adehye Hall, Valco Hall, Casely Hayford Hall, and Kwame Nkrumah Hall. A good number of students, however, enjoy non-residential status. The administration of the University of Cape Coast is run by the University Council, and its

main operational organ is the Academic Board and the major executive officer is the Vice-Chancellor (V.C.). The Vice-Chancellor who is the head of the Institution is also the Chief Academic and Administrative Officer. He is the Chief Executive of the Institution and is accountable to the Council. As Chief Executive, the head of the University has overall responsibility for the executive management of the Institution and for its day-to-day direction. Until the coming into force of the 1992 Constitution of the Republic of Ghana, the Vice-Chancellor was appointed by the Head of State from a list of nominees put forward by the respective University Council. Under the 1992 Constitution, however, the power to appoint the Chief Executive of the University of Cape Coast has been given to the Council. The Vice-Chancellor is assisted by some principal officers of the University including the Pro-Vice-Chancellor and the Registrar.

The Pro-Vice-Chancellor is appointed for a fixed period of time by the Council normally from among the professorial class. He assists the Vice-Chancellor in the performance of his duties, but would normally continue to carry out some academic duties within the academic department of origin. For example, he works closely with the Institutes, for example, Institute for Educational Planning and Administration (IEPA), Deans of Faculty and Departmental Heads on matters as they relate to the programmes of study of the University (Effah & Mensa-Bonsu, 2001).

Office of the Registrar (OR)

The Office of the Registrar is the pivot around which all administrative matters of the University revolve. The Registrar is the most Senior Member of the administrative staff normally designated in the Act and Statutes as Secretary to the Council and

Academic Board and other statutory bodies, for example, some committees and boards. He is answerable to the Vice-Chancellor for the effective and efficient administrative responsibilities of the University. As a Chief Administrative Officer of the University, the Registrar plays the role of coordinator of the various administrative functions within the University's Central Administration. The Registrar delegates much of his duties to his Deputies who head the four main divisions of his office namely:

Deputy Registrar – Division of Academic Affairs (DAA)

Deputy Registrar – Division of Legal, Consular and General Services (DLC&GS)

Deputy Registrar – Division of Human Resource (DHR)

Deputy Registrar – Division of Public Affairs (DPA). (U.C.C. Restructuring Committee, 2004).

There are other key officers of the University. These include: the Librarian; the Director of Finance; the Director of Health Services and the Director of Development who also report directly to the Chief Executive. Academic leadership in the various faculties/schools and departments are provided by Deans, Directors and Heads of Department. In the halls of residence, the Heads of Halls and Dean of Students are also important officials who administer the halls of residence and exercise responsibility over student affairs, including student discipline (Effah & Mensa-Bonsu, 2001).

Division of Human Resource (DHR)

Under the Division of Human Resource are the following sections:

- (i) Staff Training and Development Section
- (ii) Senior Members Section

(iii) Junior/Senior Staff Section

(iv) Welfare Section

The general workforce of the University of Cape Coast is made up of the following: Senior Members teaching and Senior Members non-teaching; Senior staff and Junior staff. The employees in general work in the faculties, departments, sections, units and centres. Others are engaged in the Central Administration, Halls of Residence and other areas outside the campus.

Welfare Section

The welfare matters of the University of Cape Coast have been in operation since the establishment of the University in 1962 (UCC Administrative Manual, 2003; .9). It has been managed in the then Registrar's Department by the Deputy Registrar in charge of Personnel and Welfare. Welfare, according to Cobuild's Active Learner's Dictionary, constitutes a person or group's health, comfort, prosperity, happiness and well-being. Welfare services are provided to help with people's living conditions and financial problems. It is help that is provided, especially by government organisations for people with social or financial problems. Therefore the welfare officer deals with employees' personal problems. The employees are the senior members, senior staff and the junior staff.

The welfare section is currently managed by five personnel. They are made up of one welfare officer of senior staff rank, and the rest of junior staff status. A casual interaction with the welfare officer revealed that the staff of the University does not contribute money or anything before services are provided. The staff welfare services are

provided for the employees only. Services are not extended to dependants or families. Services provided include a coffin or casket for the deceased staff/employee; storage of the body in the morgue/mortuary; transport from the morgue to the family house and to the cemetery. Nine (9) months basic salary is given to the spouse and children for the organization of the funeral and other related issues. Other services the welfare section provides include giving awards to retiring staff and visiting the sick at hospitals and homes.

As part of the restructuring of the Central Administration of the University, it is proposed that the welfare officer should be appointed at the level of Assistant Registrar. The incumbent should have qualification in sociology and /or social work or have training in welfare services. The incumbent will handle and advise on issue dealing with removal, ex-gratia, bereavement/funeral matters, health matters including maternity leaves, workman's compensation, monitoring of the implementation of conditions of service and issuance of letters of introduction for staff (UCC Restructuring Committee, 2004).

Other Welfare Services Operating in the University

Faculty and Departmental Welfare

Various faculties, departments and sections of the University have their welfare unions or associations. Their management differs from faculty to faculty and department to department. Membership is open to all staff within the faculty or the department. It is voluntary and each member contributes cash to promote and enhance the aims and objectives of the association. They have constitutions to direct their activities/operations. Some faculties or departments only make provisions for their staff and parents. Some

cater for staff, their spouses and children whilst others provide services for their spouses and children only. However, some departments buy gifts and awards for their members; entertain themselves annually and embark upon excursions and trips across Ghana and neighbouring countries for sight seeing and merry making. Apart from the faculty and departmental level welfare schemes, staff associations also have their own welfare schemes. These have been discussed below.

TEWU – FUSSAG Welfare

Teachers and Educational Workers Union (TEWU) and Federation of Universities Senior Staff Association of Ghana (FUSSAG – UCC Branch) have jointly established a welfare package for their members. Members contribute towards the fund every month. This welfare benefits the deceased employee only. Its aim is to provide services for the deceased members, their spouses and children. Transport is provided to convey the body from the morgue to the family house and then to the cemetery for burial. Donations of various amount of money are made in accordance with the provision of the constitution. Donations are given to the spouse and the children on the death of a member, while the member receives donations on the death of spouse and children. It is interesting to note that recipients of benefits here also receive donations for both parents whether dead or living.

FUSSAG Welfare

There is the FUSSAG Welfare scheme which operates differently from the TEWU-FUSSAG Welfare. This welfare package serves the needs of FUSSAG members only. Areas where benefits accrue to members are wedding and loss of parents.

From the discussion it could be clearly seen that welfare services are so crucial to organizations and institutions to the extent that both the employers and the employees attach great importance to them. Services thus provided are regarded as very beneficial to staff within the organisation.

Statement of the Problem

The University of Cape Coast apparently has a system of a welfare services. It is not known how effective and efficient the services are. It is not known whether the staff welfare section is serving the purpose for which it was established or whether its influence is being exerted fully on the staff. It is not also known the problems or challenges the welfare section faces and how beneficial it is for the living and the dead. Is it promoting the interest of the dead rather than the living? A casual interaction into the activities of the welfare section suggests that the impact of welfare matters on the staff in terms of administration and research has not been assessed.

There is no documentation on the origin and development of welfare services in the University. Moreover, there is no evidence of any evaluation on record on the welfare matters. Since there has been a rapid increase in student population with its concomitant increase in staff membership, it calls for a better management of the staff welfare services. There is the need to examine the organization and administration of the welfare services in the University critically so that an assessment can be made in respect of the effective and efficient management of the system.

It is therefore important to conduct a study to find out how staff of University of Cape Coast perceive/view the effectiveness with which the welfare unit is performing its

functions in terms of physical and mental health of the staff; their psychological view point toward employment; and their ability to meet economic demands.

Purpose of the Study

The purpose of the study was to assess the staff welfare system of the University of Cape Coast; examine its impact and challenges in helping the staff work towards the realisation of the mission and objectives of the University of Cape Coast.

Specifically the study sought to find out:

1. how the welfare system has been able to meet the needs and aspirations of the staff
2. ways in which the welfare system has strengthened cooperation among staff
3. the extent to which welfare system is promoting professional growth and development among staff
4. ways in which the welfare system is promoting job satisfaction among staff
5. the sources of dissatisfaction and worries among staff and which interfere with performance.

Research Questions

The study was guided by the following research questions:

1. How has the welfare system been able to meet the needs and aspirations of the staff?
2. In what ways has the welfare system strengthened co-operation among staff?

3. To what extent is the welfare system promoting professional growth and development among staff?
4. In what ways is the welfare system promoting job satisfaction among staff?
5. What are the sources of dissatisfaction and worries among staff and which interfere with performance?

Significance of the Study

The study will bring out the challenges associated with the policy on staff welfare practices and also unearth factors that impede or facilitate the implementation of staff welfare policy in the University of Cape Coast. The study also hopes to reveal to staff in general other staff welfare programmes to see whether they are fraught with any problems that will make their implementation difficult. The findings of the study will contribute to the body of literature related to the area of staff welfare. The findings could provide the basis for planning welfare service for staff. It is expected that the study will provide an ideal framework for developing guidelines for improving the quality of staff welfare services. Finally, the result of the study will serve as inspiration for similar research work to be conducted in other universities.

Delimitations

The study is restricted to the Division of Human Resource of the Central Administration of University of Cape Coast. It concerns itself with the role-players and beneficiaries of the staff welfare services at the welfare section.

It is not possible for one study to assess all the welfare services of staff. The study is delimited to needs and aspirations of staff; cooperation, professional growth and development; job satisfaction as well as sources of worries and dissatisfaction among staff. Other staff welfare services which include salary, tenure, ex-gratia, unions activities, insurance protection and retirement are not assessed in the study.

The study was further delimited to only pensionable senior members, senior staff and junior staff. Non-pensionable members of staff; part time and casual workers are not included in the study. They have little or no experience in the welfare system of the University.

Finally, the study was delimited to staff or employees of the University and not students. This therefore restricts generalization of findings to the University of Cape Coast only.

Limitations of the Study

During the administration of the questionnaire twelve respondents misplaced their questionnaire and fresh ones were issued to them. These same twelve respondents initially showed signs of reluctance in completing the questionnaire but eventually they responded. This situation might have influenced them in giving genuine responses. This action could be a limitation to the study.

Definition of Terms in the employ of the University

- | | | |
|----------------|---|---|
| Senior Members | - | Top academic, professional and administrative personnel of the University |
| Senior staff | - | Those persons in the employ of the University of the rank |

not lower than that of an Administrative Assistant or its equivalent.

Junior staff - Those persons in the employ of the University of the rank below that of an Administrative Assistant or its equivalent.

Organisation of the Thesis

The study has been put into five chapters. Chapter one of the study is the introduction which discusses the background of the study, sets out the problem, purpose of the study, research questions, significance of the study, delimitation; and limitations and the organization of the study.

Chapter two reviews literature related to the study include the following headings:

- Concept of welfare
- The purposes of welfare provisions
- Types of welfare activities
- Welfare facilities by various Governments
- Theories/approaches of labour welfare
- Welfare policy
- Protection of employment
- International Labour Organisation – ILO
- Labour – management relations
- Motivation and job satisfaction
- Training and development

- Financial administration of the University of Cape Coast
- Overview of benefits.

Chapter three deals with the research methodology. Contents of the chapter include the research design, population, sample and sampling technique, research instrument, data collection procedure and data handling procedure. Chapter four focuses attention on the presentation, analysis and discussion of data collected and research findings. Finally, chapter five summarises the findings, draws conclusions and offers recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the conceptual, theoretical and empirical literature related to the study. Sub-topics treated in this section include:

- Employee welfare at work
- Concept of welfare
- The purposes of welfare provisions
- Types of welfare activities
- Welfare facilities by various Governments
- Theories/approaches of labour welfare
- Welfare policy
- Protection of employment
- International Labour Organisation – ILO
- Collective agreement in Ghana
- Employee ‘ Labour disputes and sanctions
- Labour – management relations
- Formal communication in organizations
- Motivation and job satisfaction
- Training and development
- Employment law: individual rights and equal opportunities
- Financial administration of the University of Cape Coast
- Overview of benefits.

Employee Welfare at Work

After employees have been hired, trained and remunerated they need to be retained and maintained to serve the organisation better. Welfare facilities are designed to take care of the well-being of the employees; they do not generally result in any monetary benefit to the employees, nor are these facilities provided by employers alone. Government and non-government and trade unions too, contribute towards employee welfare. According to Holmes and Rahe (1987) the topic of welfare is difficult to isolate from other aspects of employee relations in organisations. Welfare, in the sense of looking after the physical needs of employees, is largely covered by the general health and safety conditions, thus items such as toilet and washing facilities seating and eating facilities and first aid are covered by legislation. Welfare, in the sense of financial provision, is covered by pay and salary administration. Thus pensions, sickness benefits, health schemes and the like are provided for as part of the total remuneration of employees. Apart from state social security benefits, which are essentially national welfare provisions, other forms of welfare will be identified.

Concept of Welfare

Dawra (2001) says welfare means faring or doing well, it is a comprehensive term and refers to the physical, mental, moral and emotional well-being of an individual. Further, the term welfare is a relative concept, relative in time and space. It therefore, varies from time to time from region to region and from country to country. Labour welfare, also referred to as betterment of work for employees, relates to taking care of the well-being of workers by employers, trade union, government and non-government

agencies. It is rather difficult to define the term labour welfare, precisely because of the relativity of the concept. Labour welfare “is a term”, reported the Indian Royal Commission on Labour (2001), “which must necessarily be elastic, bearing a somewhat different interpretation in one country from another, according to the different social customs, the degree of industrialization and education level of the workers”. However the International Labour Organisation (ILO) at its Asian Regional Conference (1989) defined labour welfare as a term which is understood to include such services, facilities and amenities as may be established in or in the vicinity of undertakings to enable the persons employed in them to perform their work in healthy congenial surroundings and to provide them with amenities conducive to good health and high morale. Labour welfare therefore deals with the provisions of opportunities for the worker and his family for a good life as understood in its most comprehensive sense. Armstrong (1984) sees welfare services as falling into two categories:

1. Individual or personal services in connection with sickness: bereavement, domestic problems, employment problems, elderly and retired employees.
2. Group services which consist of sports and social activities, clubs for retired staff and benevolent organisations. He outlines the most common provisions made under these two categories.

Individual services are generally provided as an ‘extra’ on top of existing services. Thus, in a situation of sickness, while the organisation’s sick pay scheme will usually take care of the immediate financial demands upon an employee there may be a need for an organisation’s representative to visit the person concerned to re-assure them

that communication channels with the employer are still open or that colleagues have not forgotten them.

Other examples of corporate welfare, according to Armstrong, include the following.

1. Bereavement – organizations can help the spouses of former employees to sort out pensions and lump sum payments and can organize immediate payments from organization benevolent fund.
2. Elderly/retired employees – elderly employees may be given opportunities to attend pre-retirement courses or provided with additional chances of health checks; retired employees may be given the opportunity of an annual get-together paid for by the previous employer.
3. Employment problems – services here may take the form of job counselling, if there is a prospect that the employees' attitude might change or skills be developed; where redundancy is concerned, or dismissal on certain other grounds (e.g. lack of qualification then career counselling may be provided to help the employee find alternative employment).
4. Domestic problems – while most personnel welfare workers do not like getting too closely involved with employees personal lives, they may be able to give advice about caring agencies who might be able to assist a family couple going through a difficult period (p. 56 – 57).

In addition to the above which reflect concern for employees who are in difficulty, there are benefits of a purely beneficial and voluntary in nature, such as the provision of routine dental care, chiropody and free hairdressing. Group welfare services

usually take the form of canteen facilities, sports and social clubs, and adhoc activities such as Christmas parties for example, for pensioners and children of employees. Egan (1990) states that organisations provide welfare facilities for a number of motives, such as: to attract new employees; to retain the services of existing employees; to reward employees in a voluntary way; to satisfy their feelings of paternalism and to maintain a 'good reputation' in the marketplace. He further postulates that employers, it seems, rarely conduct any appraisal of their welfare facilities. If they were to do so, they would need to ask themselves a number of basic questions.

What the organisations motives are for welfare provision. The extent to which employees want these benefits. Whether any benefits should be incorporated into total remuneration, that is as a permanent feature of employee reward. How much it is estimated the organisation is spending on welfare. What the benefits to the organisation and its stakeholders should be. Some of the answers will undoubtedly be found among the stress reduction and avoidance measures referred to earlier.

Herzberg & Snyderman (1989) put up arguments in favour of welfare that the social and economic aspects of the life of a worker have direct influence on the social and economic development of the nation. There is every need to take extra care of the worker – to provide both statutory and non statutory facilities to him. Another argument in favour of employee welfare is that the facilities help motivate and retain employees. Most welfare facilities are hygiene factors which, according to Herzberg and Snyderman create dissatisfaction if not provided. Remove dissatisfaction, place an employee in a favourable room, provide satisfiers, and then motivation will take place. Welfare facilities besides removing dissatisfaction help develop loyalty in workers towards the

organisation. Welfare may help minimize social vices such as alcoholism, gambling, prostitution and drug addiction. A worker is likely to fall a victim to any of these if he is dissatisfied or frustrated. Welfare facilities tend to make the worker happy, cheerful and confident looking. A further argument in favour of welfare is that a reputation for showing concern helps improve the local image of the organisation as a good employer and thus assists in recruitment. Welfare may not directly increase productivity but it may add to general feelings of satisfaction with the organisation and cut down labour turnover.

Herzberg and Snyderman again advance arguments against labour welfare. According to them welfare implies 'do gooding,' the human resource management fraternity have spent many years trying to shake off their association with what they and others, like to think of as, at best peripheral and redundant welfare activities. Welfare is provided for by the state services; why should industrial, commercial or public sector organizations duplicate what is already there? The private affairs of employees and their off-the-job interest should not be the concern of their employers. It is selfish to maintain large playing fields and erect huge sport pavilion if they are going to be used by a minute be better used by the community. The argument that the provision of welfare services increases the loyalty and motivation of employees has been over stretched. If welfare services are used at all, they are taken for granted. Gratitude is not a prime motivating factor, in fact gratitude is a thing of the past – remembered for a short time and forgotten soon after.

The Purposes of Welfare Provisions

An important function of human resource management is that of meeting the welfare needs of professional workers in any organisational system. These needs relate

to mental and physical health, psychological viewpoints toward employment, social status in the community and the ability to meet the economic demands of daily life. According to Kindred and Woodard (1983), the purposes behind welfare provisions in the human resource programme are greater efficiency in carrying out the mission and objectives of the organisational system, strengthening staff cooperation, eliminating worries which interfere with service performance, helping to bring out each individuals potential for growth and development, attracting high-grade young people into teaching and research and increasing the amount of satisfaction derived from employment.

Care must be taken in formulating welfare policies and practices to provide for the non-material as well as the material needs of personnel. Both considerations have an influence on the attitudes, feelings and efficiency of workers. It has also been discovered that the way in which policies are determined may have been more of an impact on attitudes and actions of workers than the benefits they provide. Kindred and Woodard (1983) identify the areas in which policies and practices should receive careful attention. Aside from salary, tenure and retirement are health and recreation, leave of absence, insurance protection and benefit associations and services. It is generally recognized that employee performance is influenced by the working conditions and environment of the organisational system. Organisations seeking to develop and maintain maximum staff productivity work to create a satisfying environment for staff.

Types of Welfare Activities

The meaning of labour welfare may be made clear by listing the activities which are referred to as welfare measures. A comprehensive list of welfare activities is given

by Moorthy, as cited in Dawra (2001) in his monumental work on labour welfare. He divides welfare measures into two broad groups, namely: Welfare measures inside the workplace; and welfare measures outside the workplace. Each group includes several activities. These have been presented below:

A. Welfare Measures inside the workplace

I. Conditions of the work Environment:

Neighbourhood safety and cleanliness; attention to approaches

Housekeeping; upkeep of premises-compound wall, gardens; egress and ingress, passages and doors;

Workshop (room) sanitation, and cleanliness, temperature, humidity, ventilation, lighting, elimination of dust smoke, fumes, gases;

Control of effluences;

Convenience and comfort during work that is operatives posture, seating arrangements;

Distribution of work hours and provision for rest hours, meal times and breaks;

Workman's safety measures, that is maintenance of machines and tools, fencing of machines, providing garages, helmets, aprons, goggles and first aid equipment;

Supply of necessary beverages, pills and tablets;

Notice boards; posters, pictures, slogans; information or communication.

II. Conveniences:

Urinals and lavatories, wash basins, bathrooms, provision of spittoons, waste disposal;

Provision of drinking water, water coolers;

Canteen services; full meal, mobile canteen;

Management of workers' cloak rooms, rest rooms, reading room and library.

III. Workers Health Services

Health centre, dispensary, ambulance, emergency aid, medical examination for workers, health education, health research, family planning services.

IV. Woman and Child Welfare

Antenatal and post natal care, woman's general rooms, woman's recreation (indoor), family planning services.

V. Workers' Recreation

Progress of the operative in his work, his adjustment problems with regard to machines and workload, supervisors and colleagues, industrial counselling.

VI. Economic Services

Cooperatives, loans, financial grants; thrift and saving schemes; budget knowledge, unemployment insurance, health insurance,

employment bureau, profit sharing and bonus schemes; transport services, provident funds, gratuity and pension, rewards and incentives, workman's compensation for injury, family assistance in times of need.

VII. Labour-Management Participation.

Formation and working of various committee, safety committee, canteen consultation in welfare area, in production area, in the area of administration, in the area of public relations;

Workman's arbitration council;

Research bureau.

IX. Workers Education

Reading room, library, circulating library, usual education, literacy classes, adult education, daily news review, news bulletin, cooperation with workers in education services (p. 106 – 107). In addition to the above, Moorthy, as cited in Dawra (2001) continues as follows:

B. Welfare Measures outside the work place

I. Housing: bachelors quarters, family residences, according to types and rooms.

II. Water, sanitation, waste disposal.

III. Roads, lighting, parks, recreation, playgrounds.

IV. Schools: nursery, primary, secondary and high school

V. Market, cooperatives, consumers and credit societies

- VI. Bank
- VII. Transport
- VIII. Communication; post, telegraph and telephone.
- IX. Health and medical services: dispensary, emergency ward, out patient and in patient care, family visiting, family planning.
- X. Recreation, games, clubs,, interest and hobby circles, festival celebration, study circles, reading room and library, open air theatre, swimming pool, athletics gymnasia.
- XI. Watch and ward security
- XII. Community leadership development, council of elders, committee of representatives, administration of community services and problems, child, youth and woman's clubs (p. 108).

Welfare facilities may also be categories as (a) Intra-mural and (b) Extra-mural (Dawra, 2001). These are presented below:

Intra-mural

Intra-mural activities consist of facilities provided within the organization and include medical facilities, compensation for accident, provision of crèches and canteens, supply of drinking water, washing and bathing facilities, provision of safety measures and activities relating to improving conditions of employment.

Extra-mural

Extra-mural activities cover the services and facilities provided outside the organization such as housing accommodation, indoor and outdoor recreational facilities, amusement and sports, educational facilities for adults and children.

Welfare facilities by various Governments

With a view to making it mandatory for employers to provide certain welfare facilities for their employees various governments the world over have enacted several laws from time to time.

The Case of Britain

In Britain employees have always had some rights under Common Law and as a result of decided cases (precedented). Slade (1995), in his Tolley's Employment Handbook, mentions four sources of employment law in England and Wales as follows: Statute law - This is the written law arising from various Acts of parliament passed by the nation law-makers, and which in the most far-reaching of the legal influences on the workplace. Important examples affecting individual rights include the Employment Protection (Consolidation) Act, 1978 and the Sex Discrimination Acts 1975 and 1986.

The Common Law is the 'unwritten law' that arises from custom and practice. It is especially relevant to contracts of employment and the law of torts (Civil wrongs) affecting workplace incidents.

Case law is effectively the decided cases issuing from the courts and industrial tribunals in England and Wales and also including cases decided in the European Court

of Justice and the European Court of Human Rights. The importance of case law is that it interprets statutes as they are applied in particular circumstances. For example, case law has helped to build up an understanding of how statutory rules governing the dismissal of employees should be interpreted. They have also helped to clarify what is and what is not unfair discrimination on grounds of race or sex.

European Union law is legislation arising from the treaty of Rome, (1957, and subsequent treaties (e.g. Maastricht). It comprises Regulations, which are directly binding on member states, and Directives, which are directly binding but require domestic legislation within a stated period. It also includes decisions of the European Court of Justice.

The Case of the United States

In the United States of America the family and Medical Leave Act (FMLA) passed by Congress in 1993 requires organizations to provide unpaid time off from work. Briefly, this law requires organizations that have at least 50 employees to grant an unpaid leave to employees who meet any of the following conditions:

1. The employee has become responsible for a child through birth, adoption, or foster care.
2. The employee is providing care for a child, parent or spouse with a serious health condition.
3. The employee is experiencing a serious health condition that leaves him or her unable to perform the job (Rothstein, Craver, Shoben & Veld, 1994).

Tompkins (1993) reports that the Occupational Safety and Health Act of 1970 provides job safety and health protection for workers by promoting safe and healthful working conditions throughout the Nation. Provisions of the Act include the following: all employers must furnish to employees employment and a place of employment free from recognized hazards that are causing or are likely to cause death or serious harm to employees. Employers must comply with occupational safety and health standard issues under the Act. Employees must comply with all occupational safety and health standards, rules, regulations and orders issued under the Act that apply to their own actions and conduct on the job.

The Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labour has the primary responsibility for administering the Act. OSHA issues occupational safety and health standards and its compliance safety and Health Officers conduct jobsite inspection to help ensure compliance with the Act. The Act requires that a representative of the employer and a representative authorized by the employees be given an opportunity to accompany the OSHA inspector for the purpose of aiding the inspection. Employees or their representatives have the right to file a complaint with the nearest OSHA office requesting an inspection if they believe unsafe or unhealthful condition exist in their workplace. OSHA will withhold, on request, names of employees complaining. The Act provides for mandatory civil penalties against employers of up to \$7000 for each serious violation and for optional penalties of up to \$7000 for each non-serious violation.

The United States Congress (1947) passed the National Labour Relations Act to protect the employee as a union member, union organizer or employee in the following ways:

1. It prohibits the employer from firing the employee because he or she engages in union activities or he or she is a member of the union.
2. It prohibits the employer from refusing to hire an employee because he or she belongs to a union.
3. It prohibits the employer from denying an employee the opportunity to form a union.
4. It prohibits company/institution-sponsored unions.
5. It prohibits the employer from threatening the employee with regard to union activities or union representation.
6. It prohibits the employer from banning the employee from discussing the union during work breaks.
7. It prohibits the employer from discriminating against the union with regard to room usage and similar privileges.
8. It prohibits for numerous other requirements such as good-faith bargaining by both management and the union in establishing a contract (p. 61).

The Case of India

The Government of India has enacted several laws from time to time to safeguard the interest of employees. Dawra (2001) classifies welfare activities into statutory and non-statutory provisions.

Statutory Provisions

These are mandated by the Factories Act, 1946, Mines Act 1952 and Plantation Labour Act 1951. Of all these the Factories Act is more significant and hence is covered in detail here. The Act was conceived in 1881 when legislation was enacted to protect children and to provide health and safety measures. Later hours of work were sought to be regulated and were therefore, incorporated in the Act in 1911. The Act was amended and enlarged in 1934 following the recommendations of the Royal Commission of Labour. A more comprehensive legislation to regulate working conditions replaced the Act in 1948. With regard to labour welfare, the Act contains provisions for appointment of a labour officer; and welfare of workers (Dawra, 2001).

Labour Welfare Officer

Schedule 94 of the Act provides that in every factory wherein five hundred (500) or more workers are ordinarily employed the employer shall appoint at least one welfare officer. The officer is expected to act as advisor, counsellor, mediator and liaison officer between management and labour (Republic of India, 1948).

Specifically, his duties include the following:

1. Supervision of safety health and welfare programmes like housing, recreation and sanitation services; working of joint committees; grant of leave with wages and redressal of workers' grievances.
2. Counselling workers on personal and family problems; adjusting to their work environment and understanding their rights and privileges.

3. Advising management in matters of formulating welfare policies; apprenticeship training programmes; complying with statutory obligations to workers; developing fringe benefits and workers education.
4. Liaisoning with workers so that they may appreciate the need for harmonious industrial relations in the organisation; resolve disputes if any; understand the limitations under which they operate and interpret organisation policies correctly.
5. Liaisoning with the management so as to appraise the latter about workers' viewpoints on organisational matters (p. 82).

Welfare Provisions

Chapter five (5) of the Republic of India (1948) Act provides for welfare facilities specifically, the Act provides for adequately screened washing facilities for the use of male and female workers; for drying of wet clothes, rest places, first-aid boxes or cupboards at the rate of one for every one hundred and fifty (150) workers if more than 150; and crèche facilities for the use of children if their number exceeds thirty (30). The Act also stipulates that no adult worker should be allowed to work for more than 48 hours a week. Daily working hours should not exceed nine and the total number of hours spent at a workplace are not to be more than 10½ hours per day inclusive of rest pauses. Rest interval of half an hour should be provided between five hours of work. Weekly, one day should be declared as a holiday. Workers who put in more than nine hours a day or 48 hours a week should be paid overtime wages and allowances. Shifts should be arranged in such a way that they do not overlap. No worker should be employed twice on any day: women workers are not to be employed during night or between 7 p.m. and 6 a.m.

(though exceptions can be made). No child below 14 years of age is to be employed in any factory/organisation (p. 84).

Welfare funds

In order to provide welfare facilities to the workers employed, welfare funds have been established to supplement the efforts of employers and state governments under respective enactments. The funds are used to provide medical facilities, housing, drinking water, schooling and recreation.

Non-Statutory Benefits:

Non-statutory, also called voluntary benefits include loans for house building, education of children, leave travel concession, fair price shops and loans for purchasing personal conveyance (Republic of India, 1948).

Theories/Approaches to Labour Welfare

Dawra (2001) further identifies various approaches to labour welfare which reflect the attitude and beliefs of the agencies engaged in welfare activities. According to him welfare facilities may be provided on religious, philanthropic or some other grounds. Moreover, the different approaches to labour welfare reflect the evolution of the concept of welfare. In bygone days the government of India had to compel the owner of an industrial establishment to provide such basic amenities as canteens, rest rooms, drinking water and good working conditions for their employees. Such compulsion was necessary because the employer believed in exploiting labour and treating it in an unfair manner, but times have changed; and the concept of welfare too, has undergone changes. Many

progressive management today provide welfare facilities which are not restricted to the workers alone. They have now been extended to include social welfare.

A study of the approaches to labour welfare is desirable for the management, the workers and the general reader. For the general reader, a study of approaches is essential because his knowledge of the subject is incomplete without a knowledge of these approaches; and a knowledge of approaches enables the manager and the worker to have a better perspective on welfare work. The approaches and their brief descriptions are:

- i. The policing theory of labour welfare
- ii. The religion theory of labour welfare
- iii. The philanthropic theory of labour welfare
- iv. The paternalistic theory of labour welfare
- v. The placating theory of labour welfare
- vi. The public relations theory of labour welfare
- vii. The functional theory of labour welfare
- viii. The social theory of labour welfare (p. 281).

The Policing Theory of Labour Welfare

According to this view, the factory and other industrial workplaces provide ample opportunities for owner and manager of capital to exploit workers in an unfair manner. This could be done by making labour work for long hours; by paying workers low wages by keeping the workplaces in an unhygienic condition by neglecting safety and health provisions and by ignoring the provision of elementary human amenities such as drinking water, latrines, rest rooms and canteens. Clearly, a welfare state cannot remain a passive spectator of this limitless exploitation. It enacts legislation under which

managements are compelled to provide basic amenities to the workers. In short, the state assumes the role of policeman, facilitates and punishes the non complier. This is the policing theory of labour welfare.

Religion theory

This religion theory has two connotations, namely, the investment and atonement aspects. The investment aspect of the religion theory implies that the fruits of today's deeds will be reaped tomorrow. Any action, good or bad, is therefore treated as an investment. Inspired by this belief, some employers plan and organise canteens and crèches. The atonement aspect of the religion theory implies that the present disabilities of a person are the result of the sins committed by him previously. He should undertake to do good deeds now to atone or compensate for his sins. There is the story of a big Jain employer who firmly held the belief that the provision of welfare facilities for workers was outside the duties of the management. Whatever he did provide was under a government compulsion and supervision. It so happened, however, that the children born to him died as soon as they were born. Later his own health suffered. He felt that, as a compensation or expiration or even as an investment in a good deed (punyam), he should liberally contribute to the crèches in the organization (as well as to other child welfare institutions), and also to medical services for the workers; consequently, in his particular organisation, there came to exist excellent crèches and a well organized dispensary.

Philanthropic theory

Philanthropy means affection for mankind. The philanthropic theory of labour welfare refers to the provision of good working conditions, crèches and canteens out of

pity on the part of the employers who want to remove the disabilities of the workers. Robert Owen of England was a philanthropic employer, who worked for the welfare of his workers. The philanthropic theory is more common in social welfare. Student hostels, drinking water facilities, the rehabilitation of crippled persons and donations to religious and educational institutions are examples of philanthropic deeds.

Paternalistic theory

According to the paternalistic theory, also called the trusteeship theory of labour welfare, the industrialist or the employer holds the total industrial estate properties and the profits accruing from them in trust. The property which he can use or abuse as he likes is not entirely his own. He holds it for his use, no doubt but also for the benefit of the workers, if not for the whole society. For several reasons, such as low wages and lack of education, the workers are at present unable to take care of themselves. They are therefore, like minors and the employers should provide for their well-being out of funds in their control. The trusteeship is not active and legal but it is moral and therefore, not less real.

Placating theory

This theory is based on the assumption that appeasement pays when the workers are organized and are militant. Peace can be brought by welfare measures. Workers are like children who are intelligent, but not fully so. As crying children are pacified by sweets, so workers should be pleased by welfare facilities.

Public relations theory

According to this theory welfare activities are provided to create a good impression on the minds of the workers and the public, particularly the latter. Clean and safe working conditions, a good canteen, crèches and other amenities, make good impressions on the workers, visitors and public. Some employers proudly take their visitors round the plant to show how well they have organized their welfare activities (Dawra, 2001).

Functional theory

Also known as the efficiency theory of labour welfare, the functional theory implies that welfare facilities are provided to make the workers more efficient. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial they will work efficiently. Welfare work is a means of securing, preserving and increasing the efficiency of labour.

Social Theory

The social obligation of an industrial establishment has been assuming great significance these days. The social theory implies that an organization is morally bound to improve the conditions of society in addition to improving the conditions of its employees. Labour welfare as mentioned earlier, is gradually becoming social welfare (p. 280 – 283).

Administration of Welfare Facilities

Administration of welfare involves decisions on welfare policy; organisation of welfare and assessment of effectiveness (Herzberg & Snyderman, 1989).

Welfare Policy

The first step in the welfare administration according to Herzberg is to have a clearly defined policy towards it. The policy must cover willingness of the management; objectives sought to be achieved; range of facilities to be provided, and timing of the facilities. The question of unwillingness has only academic interest because, every employer is compelled to provide welfare either by a statute or precedence already established by rivals or out of genuine interest towards employee welfare. Objectives of welfare must be to enhance efficiency of employees and not merely to comply with the provisions of various acts of parliament. The eight approaches (discussed earlier) must guide the welfare programme. The approaches are guided by the objectives of welfare activities. Since the main objective is to enhance efficiency of employees, the functional theory of labour must be the management's approach to employees' welfare. However social theory should not be forgotten.

The range of welfare has two dimensions – type of facilities and coverage of employees. With regard to coverage, it may be stated that the facilities must be extended to employees at all levels in the organisation. Coming to the type of facilities there are as was stated earlier, two broad categories, namely facilities inside the workplace and facilities outside the workplace. Some of these are to be provided compulsorily and others out of genuine concern for employees welfare. It is necessary that the employers must be beyond statutory requirement and offer facilities that would contribute to

employee loyalty, motivation and efficiency. Happily organisations have realized the importance of welfare. They are discovering innovative schemes and extending benefits to the employees.

Moorthy, as cited in Dawra (2001) identifies some leading organisations in India that have gained fame for excellent welfare provision for their employees. Indian Telephone Industries (ITI), Bangalore has a comprehensive welfare manual running into sixty-eight (68) pages of printed lines. The facilities provided to the employees in all the units of ITI are divided into two broad categories as shown below:

(A) CARE

- (1) Medical facilities
 - (a) Medical facilities for employees covered under ESI scheme
 - (b) Medical facilities for personnel at Bangalore AMA scheme
 - (c) Employment free treatment – (EFT scheme) – Bangalore
 - (d) Medical reimbursement at our station/reference to outside hospitals
 - (e) Ayurvedic/Unani/Homeopathic system of medicine
 - (f) Medical facilities to ROS personnel and their family not covered under ESI scheme
 - (g) Medical facilities for personnel at Pal Akkad unit
 - (h) Medical facilities for personnel at Naini unit
 - (i) Medical facilities for personnel at RB unit
 - (j) Medical facilities for personnel at Mankapur unit
 - Township administration
 - Welfare funds

- Educational scheme
- Other welfare measures
 1. Non officers canteen
 2. Officers canteen
 3. Transport
 4. Creches
 5. Uniforms
 6. Compulsory medical examination
 7. Issue of stainless steel tumbler to employees
 8. Family welfare planning
 9. Provision of vitaminised milk

(B) TERMINAL BENEFITS

- Employees provident fund
- Gratuity scheme
- Group insurance scheme
- Death and superannuation relief (p. 56).

Dawra (2001) reports that the Moarajee Mills, Bombay has a tradition of employee welfare. The company was the first to start a mill hands co-operative society way back in 1965 itself. As early as 1976 the mill was running a school for the children of milk hands. The housing need of every employee in Reliance, Hazria, are taken care of by the management. LST Bangalore has a unique scheme. The first Monday of every month is called the Family Day. The employees' families are invited to visit the plant

and have lunch in the canteen. Transport is used to bring the families to the plant and do take them back to their respective homes. Welfare activities must be provided when there is a need for them when the time is opportune.

Organisation for Welfare

In most organisations welfare is the responsibility of welfare officers. The Factories Act, (1948) of India mandates that every industrial establishment must appoint a welfare officer if the number of employees is 500 or more. (The number increases depending upon the number of employees).

Welfare officers are educated and trained in the field and are, therefore in a better position to manage welfare well. But the problem with these officers is that they are more concerned with compliance of statutory provisions than with the genuine well-being of workers. Legal provisions invariably stipulate that minimum facilities should be provided to employees in industrial establishments. The minimum facilities are inadequate to protect the welfare of workers. Welfare officers too, often fail to enforce compliance of even the minimum requirements.

It is argued that the prime responsibility for welfare should rest with line managers as they are in a vantage position to understand the problems of employees. Even this arrangement may not be desirable because employees are reluctant to share their personal problems with bosses, in case the latter gets prejudiced against their (former) interests. In which case line managers are no better than welfare officers.

The obvious alternative is the human resource manager who knows how help can be provided and is capable of exercising counselling skills. But the human resource

manager is required to attend to other personnel activities as well. welfare is one area which demands undivided attention. Consequently , an ideal organisational argument is to have a welfare officer to complement welfare activities. Policy decisions and directions shall be provided by the human resource manager (ACAS, 1994).

Assessment of Effectiveness

Effectiveness of welfare must be assessed periodically. Feedback, thus obtained, must act as the basis for initiating remedial actions where desired results have not been obtained. Assessment of the effectiveness of welfare is rather difficult because well-being of employees is abstract and impossible to quantify. However, two methods of assessment may be mentioned in this context. They are trend analysis and opinion survey (Robson, 1982).

Trend Analysis

As was stated earlier, welfare is sought to be justified because of its impact on efficiency, turnover and social evils. Human resource experts must assess the impact of each of these before and after a particular welfare activity is being introduced. If post implementation shows a substantial improvement, the welfare is worth continuing. The scheme deserves to be discontinued if there are no improvement or if there is a fall in any of the areas.

Opinion Survey

The most effective assessment technique is to conduct a survey and elicit opinion of employees on the welfare schemes. Employees may be requested to express their

views on the usefulness or futility of a particular welfare scheme. Views thus obtained will help continue or discontinue the activity (Robson, 1982).

Having appreciated the provision of enactment of laws by various governments with the view to making it mandatory for employers to provide certain welfare facilities for their employees, attention now is drawn to the case of Ghana.

The Case of Ghana

In Ghana various acts have been enacted to regulate the functions relating to labour matters. Among them is the Labour Act (2003). This act applies to all workers and to all employees except the security services. The provision is as follows:

Protection of Employment

Rights of Employer

Subject to this Act and any other enactment, the rights of an employer include the right to:

- a) employ a worker, discipline, transfer, promote and terminate the employment of the workers;
- b) formulate policies, execute plans and programmes to set targets;
- c) modify, extend or cease operations; and
- d) determine the type of products to make or sell and the prices of its goods and services (p. 10).

Duties of Employers

Without prejudice to the provisions of this Act and any other enactment for the time being in force, in any contract of employment or collective agreement, the duties of an employer include the duty to:

- a) provide work and appropriate raw materials, machinery, equipment and tools;
- b) pay the agreed remuneration at the time and place agreed on in the contract of employment or collective agreement or by custom without any deduction except deduction permitted by law or agreed between the employer and the worker;
- c) take all practical steps to ensure that the worker is free from risk of personal injury or damage to his or her health during and in the course of the worker's employment or while lawfully on the employer's premises;
- d) develop the human resources by way of training and retraining of the workers;
- e) provide and ensure the operation of an adequate procedure for discipline of the workers;
- f) furnish the workers with a copy of the worker's contract of employment;
- g) keep open the channels of communication with the workers; and
- h) protect the interest of the workers (p. 10).

Rights of a Worker

The rights of a worker include the right to:

- a) work under satisfactory; safe and health conditions;
- b) receive equal pay for equal work without distinction of any kind;

- c) have rest, leisure and reasonable limitation of working hours and period of holidays with pay as well as remuneration for public holidays;
- d) form and join a trade union;
- e) be trained and retrained for the development of his or her skills; and
- f) receive information relevant to his or her work (p. 10 – 11).

Duties of Workers

Without prejudice to the provisions of the Act, the duties of a worker in any contract of employment or collective agreement include the duty to:

- a) work conscientiously in the lawfully chosen occupation;
- b) report for work regularly and punctually;
- c) enhance productivity;
- d) exercise due care in the execution of assigned work;
- e) obey lawful instructions regarding the organisation and execution of his or her work;
- f) take all reasonable care for the safety and health of fellow workers;
- g) protect the interest of the employer;
- h) take proper care of the property of the employer entrusted to the worker or under the immediate control of the worker (p. 11).

Establishment of National Tripartite Committee

Part XIII, section 112 of the Act establishes a National Tripartite Committee which is composed of the Minister who shall be the Chairperson; five representatives of

the Government; five representatives of employers' organisations; and five representatives of organised labour. The functions of the National Tripartite Committee shall determine the national daily minimum wage; advise on employment and labour market issues, including labour laws, international labour standards, industrial relations and occupational safety and health; consult with partner in the labour market on matters of social and economic importance; and perform such other functions as the Minister may request for the promotion of employment development and peace in the labour sector.

The Minister shall publish in the Gazette and in such public media as the Minister may determine, a notice of the national daily minimum wage determined under subsection (1). The Minister shall provide the National Tripartite Committee with such secretarial services as the Committee may require for the effective performance of its functions.

The National Tripartite Committee shall meet at times and places determined by the members but shall meet at least once in every three months. The National Tripartite Committee may set up sub-committees of the Committee in such Regions and Districts as it considers necessary for the effective performance of its functions (p. 42).

Establishment of National Labour Commission

Part XVIII section L35 of the Act states: There is established by this Act a National Labour Commission referred to in this Act as the Commission. The Commission shall consist of the following persons: a chairperson who shall be nominated by the employers' organization and organised labour except that where there

is failure to nominate persons within sixty days as provided, the employers' organization in consultation with organised labour shall submit the matter to a mediator agreed on by them; and six representatives, two each nominated by the Government, employers' organization and organised labour. The Chairperson and the others of the Commission shall be appointed by the President acting in consultation with the Council of State.

A person is qualified to be appointed a member of the Commission if that person does not hold office in a political party; and has knowledge and expertise in labour relations and management, except that in the case of the chairperson, that person shall also be knowledgeable in industrial law (p. 50).

Functions and Independence of the Commission

The functions of the Commission are as follows:

- a) to facilitate the settlement of industrial disputes;
- b) to settle industrial disputes;
- c) to investigate labour related complaints, in particular unfair labour practices and take such steps as it considers necessary to prevent labour disputes;
- d) to maintain a data base of qualified persons to serve as mediators and arbitrators;
- e) to promote effective labour co-operation between labour and management;
and
- f) to perform any other function – conferred on it under this Act or any other enactment.

In the exercise of its adjudicating and dispute settlement function, the Commission shall not be subject to control or direction of any person or authority.

The Commission shall exercise the following powers:

- a) receive complaints from workers, trade unions and employers or employers' organizations
 - (i) on industrial disagreement; and
 - (ii) allegation of infringement of any requirements of this Act and Regulations made under this Act;
- b) require an employer to furnish information and statistics concerning the employment of its workers and the terms and conditions of their employment in a form and manner the Commission considers necessary; and
- c) require a trade union or any workers' organization to provide such information as the Commission considers necessary;
- d) notify employers and employers' organisations or workers and trade unions in cases of contravention of this Act and Regulations made under this Act and direct them to rectify any default or irregularities. Without prejudice to subsection (i) the Commission shall in settling an industrial dispute, have the powers of the High Court in respect of:
 - a) enforcing the attendance of witnesses and examining them on oath, affirmation or otherwise;
 - b) compelling the production of documents; and
 - c) the issue of a commission or request to examine witnesses abroad.

The Commission shall in respect of its proceedings enjoy the same privileges and immunities pertaining to proceedings in the High Court (p. 51 – 52).

Thus labour welfare refers to taking care of the well-being of workers by employers, trade unions, government and non-government agencies. Recognizing the unique place of the worker in the society and doing good for him/her; retaining and motivating employees; minimizing social evils; and building up the local reputation of the organisation are the arguments in favour of employee welfare. However, arguments against welfare are that the provision of welfare is the responsibility of the state and the welfare is often taken for granted and hence fails to motivate employees.

Welfare facilities may be confined to the workplace or may be provided outside the workplace. Similarly they may be intra-mural or extra-mural. Several approaches to study of welfare are available. They range from the policing theory to the social theory. Various governments the world over have intervened to safeguard the interest of employees. Administration of welfare involves three steps: defining the welfare policy; organisation of welfare, and assessment of the effectiveness of welfare. There is now the intervention of the International Labour Organisation (ILO) to intersperse the discussion with its mandate on labour issues concerning employee welfare.

International Labour Organisation - ILO

ILO was founded in 1919 to work for social justice as a basis for lasting peace. It carries out this mandate by promoting decent living standards, satisfactory conditions of work and pay and adequate employment opportunities. Methods of action include the creation of international labour standards; the provision of technical co-operation

services; and research and publications on social and labour matters. It has 148 members of which Ghana is one. The International Labour Office is ILO's secretariat in Geneva, in Switzerland. Its activities include the adoption of conventions and recommendations on workers welfare, social security protection and medical care (Europa World Year Book, 1991).

At its 75th session in June, 1988 it adopted a convention and recommendation on employment promotion and protection against unemployment and a convention and recommendation on safety and health. At the 76th and 77th sessions in June, 1989 and 1990 respectively it adopted conventions and recommendations on night work and on the use of chemicals at work. One of the ILO's primary functions is the adoption by the International Labour Conference of Conventions and Recommendations setting minimum labour standards. Through ratification by member states, Conventions create bonding obligations to put their provisions into effect. A report indicated that a total of 171 Conventions and 178 Recommendations have been adopted, ranging over a wide field of social and labour matters, including basic human rights such as freedom of association, abolition of forced labour and elimination of discrimination in employment. The ILO established an International Institute for Labour Studies in 1960 as an advanced educational and research institution to deal with social and labour policy. This brings together international experts representing employers, management, workers and government interests (ILC, 1990).

Collective Agreement in Ghana

Subject to the provisions of the Labour Act 2003, Act 651, part xii the terms and conditions of employment of workers, may be concluded between one or more trade

unions on one hand and representatives of one or more employers or employers' organisations on the other hand. All parties to the negotiation of a collective agreement shall negotiate in good faith and make every reasonable effort to reach an agreement. The parties to the negotiation of a collective agreement shall not make false or fraudulent misrepresentations as regards matters relevant to the negotiations.

The contents of the collective agreement state inter alia that the class or category of workers to which it relates; the conditions of work, including the hours of work, rest period meal breaks, annual leave, occupational health and safety measures; the remuneration and the method of calculating the remuneration of the workers; the period of probation and conditions of probation; the period of termination of employment, transfer and discipline; procedures for the avoidance and settlement of disputes arising out of the interpretation, application and administration of the agreement; the principles for matching remuneration with productivity and the essential services within the establishment.

Collective Bargaining Certificate

The Act provides that a trade union shall make an application to the Chief Labour Officer for a certificate appointing that trade union as the appropriate representative to conduct negotiations on behalf of the class of workers specified in the collective bargaining certificate with employers of the workers. The Chief Labour Officer shall subject to regulations made by the Minister determine which union shall hold a collective bargaining certificate for the class of workers in a situation where there is more than one trade union at the work place. A collective bargaining certificate will be issued to a union for the same class of workers at a particular time of certificate issued under the

section shall be published in the Gazette by the Chief Labour Officer. A trade union which is dissatisfied or aggrieved with a decision of the Chief Labour Officer under the Act may apply to the National Labour Commission for redress.

The ILO Collective Bargaining Convention, 1981

For the purpose of this Convention the term collective bargaining extends to all negotiations which take place between an employer, a group of employers or one or more employers' organizations, on the one hand and one or more workers organisations on the other, for determining working conditions and terms of employment, and/or regulating relations between employers and workers; and or regulating relations between employers or their organisations and a workers organisation or workers organizations.

Collective bargaining as an important element in management employee relations, enabling agreed rules of conduct to be drawn between the parties. Within these rules terms and conditions of employment can be agreed and implemented with the co-operation of both sides. The benefits which either side is able to obtain from bargaining at any one time depends on the strength of its bargaining position and its recognition of its position. The intention of the parties to bargaining is to reach agreement on terms that are seen as mutually advantageous. Where this situation is not reached, then the parties are in dispute and the procedures in such a case must be agreed and followed. The following discussion has been suggested to deal with the situation.

Employee/Labour Disputes and Sanctions

No relationships are without their difficulties, and employee relations is no exception. However sound may be the underlying relationship between a management

team and their workforce, there is always scope for mistakes and misunderstanding on both sides. It is prudent, therefore, to devise an agreed procedure to be followed by the parties if a dispute arises (Armstrong & Murlis, 1997).

Armstrong and Murlis (1970) divide all agreements between employer and employee into two categories: collective disputes (henceforth referred to simply as disputes), involving issues taken up on behalf of groups of employees by their representatives; and individual disputes (henceforth referred to as 'grievances'), involving individual employees only. The Industrial Disputes Act, 1947 of the Republic of India defines an "industrial disputes" as any dispute or difference between employers and employees or between employers and workmen or between workmen and workmen, which is connected with the employment or non-employment or the terms of employment or with the conditions of labour of any person.

To be considered a dispute on the basis of the above definition, the following characteristics and conditions must be observed and fulfilled. There should exist some dispute or difference. A dispute is a kind of some real or substantial difference which if not resolved may endanger industrial peace. The dispute must be between workers and their own employer. For existence of a dispute it is not essential for the workmen to show that they had made the demand before the management earlier and it was rejected by the management. The dispute may exist even if the demand was not earlier made before the management but is raised now either expressly or impliedly by the government. Secondly, the dispute must be between employers and employees or employers and workmen, or workmen and workmen. In these expressions both the parties are plural. Such collective disputes are accepted as industrial disputes, but where

the dispute is between an individual workman and his employer it is an individual dispute and does not become an industrial dispute unless it is empoused by a trade union or by an appreciable number of workmen. Under Section 2 – A of the Industrial Disputes (Amendment) Act, 1965, however, an individual dispute is deemed to be an industrial dispute (even when not sponsored by the fellow workmen or a trade union) if the dispute is connected with or arises out of discharge, dismissal, retrenchment or termination of service of the individual workman.

Thirdly, the dispute must be wholly or mainly about matters directly affecting their terms and conditions of employment. The dispute must be connected with the employment or non-employment or the terms of employment or with the conditions of labour of any person. Generally speaking, the use of these various phrases according to Lewis (1994), only shows the intention of legislature to make the definition of industrial disputes comprehensive so that all aspects of labour problems may be resolved through the industrial relations machinery: provided the expression connected with employment or non-employment includes cases of dismissal, discharge, retrenchment, compulsory retirement, suspension, layoff, compulsory leave, lockout, reinstatement and re-employment. The expression “terms of employment” generally covers basic wages, allowances, wages on promotion, demotion, overtime, holiday bonus, pension, provident fund and gratuity. The expression “conditions of labour” include hours of work, holidays, leave, health, safety and welfare of labour (p. 26).

Labour-Management Relations

Labour-management relations are part of what may be described as an industrial relations system. The concept of such a system is a very broad one, so that one may

speak of industrial relations system of a nation; and within a nation one may speak of the industrial relations system of a particular industry. The industrial relations of each country constitutes a method of dealing with certain fundamental problems of labour relations that exist in all countries, but that assume different forms as a result of the peculiar form in which they occur (Mills, 1994).

Dunlop (as cited in Mills 1994), defines industrial relations as the processes by which human-beings and their organizations interact at the workplace and more broadly, in society as a whole to establish the terms and conditions of employment. An industrial relations system involves certain institutions, which may be termed “actors” in the system. In the United States the major actors are broadly defined, three: management and management organizations, employees and their organizations and the government in its role as a regulator and judge. These actors together determine the output of the system which may be described as a set of arrangements, understandings or rules about terms and conditions of employment.

But in Great Britain, Clegg (1998) uses the expression Employee Relations as the interrelationships, both formal and informal, between managers and those whom they manage. According to him, employee relations has a wider scope than industrial relations, for example, because the former is concerned with all aspects of the interrelationship between management and employees, whereas the latter is confined to the regulation of the relationship principally by means of collective bargaining. Employee Relations embrace most, if not all, of the following issues:

- employer and employed
- communication policy and practice

- joint decision-making
- joint problem-solving
- collective bargaining
- individual grievance and disciplinary policy and practice
- social responsibility
- employee development
- employee welfare.

In practice, however, 'Employee Relations' is usually confined to the first six issues. In most of the issues trade unions play an important part, but they are not a prerequisite, for employee relations is as important for non-union organisations as it is for unionised organisation.

Managers tend to see employee relations in terms of the following activities by Robson, (1982), creating and maintaining employee motivation.

- obtaining commitment from the workforce
- establishing mutually beneficial channels of communication through the organisation
- achieving high levels of efficiency negotiating terms and conditions of employment with employee representatives
- sharing decision-making with employees
- engaging a power struggle with trade unions.

Employers' association representatives would tend to share most of these views.

Trade Unionists tend to see employee relations as:

- collective bargaining about terms and conditions of employment

- representing individuals and groups of individuals in conflict with their management
- improving the ability of employees to influence events in the workplace
- regulating relations with other trade unions.

Individual employees tend to see employee relations in terms of the opportunity to:

- improve their conditions of employment
- voice any grievances
- exchange views and ideas with management
- share in decision-making (p. 179).

Robson (1982) further states that third parties such as Government ministers, arbitrators, judges and civil servants may see employee relations more in terms of:

- creating and maintaining harmonious relationships at work
- creating a framework of rules of fair conduct in employer-employee relations
- representing the community as a whole in dealing with the repercussions of internal conflicts or decisions made with individual organizations
- establishing peace-making arrangements to deal with breakdowns in employer-employee relations
- achieving a prosperous society with justice.

With deferring perspectives such as the above, it is not surprising, that some degree of conflict is inherent in employee relations. In certain cases this potential for conflict has broken out with savage and long-lasting results and some statistics on strikes (p. 180).

Formal Communication in Organisations

Clegg (1998) states that the importance of keeping employees informed about general matters affecting their work-role is that it contributes to increased understanding of management's actions, reduces misunderstandings arising from day-to-day activities, and improves trust between employers and employees. Communication, however, is a two-way process – it is a mutual interchange of ideas, feelings and opinions. Thus in organisations provision needs to be made for upwards as well as for downwards communication. An exemplary employee relations policy on communication could be as follows:

“The organisation acknowledges the supreme importance of formal communication channels in the organization, and will ensure that adequate mechanisms exist to stimulate and channel the exchange of information, suggestions, feelings and opinions between management and employees” (p. 76).

In most large organisations the lines of communication are vertical, linked closely to the management hierarchy. The emphasis in these situations is on downward communication by managers and upward communication by representative groups. Typically both the flow and the weight of communication is biased in favour of the management of the organization. In small organisations, where relationships are as likely to be lateral as they are vertical, communication flow tends to follow the needs of colleagues rather than lines of authority. These are what Burns and Stalker (1981) called

organic organisations in contrast to mechanistic organisations which emphasized hierarchy.

Whether communication channels are vertical, horizontal or both, decisions must be made about the methods of communication to be used. How can employees be kept informed? How can employees' views be gathered? How can major problems be discussed jointly? These are typical issues facing managements. Nowadays there are three principal categories of communication media: Written methods, oral methods and electronic methods (Garnett, 1983).

Written Methods of Communication

Cole (1999) noted that where detailed information or explanation is called for, then written methods are preferable as they are less liable to misinterpretation than oral methods and have the advantage of being visible. News sheets or discussion documents can be read through at the reader's own pace, difficulties isolated and key points made clear. Employees responding to such written media can refer in a well-informed way to material they have read or studied.

Some written forms of communication are best presented in booklet form: A booklet can contain detailed, but less immediate, information, which can be referred to as and when necessary. An employee handbook is a typical example of this method of communication. The employee handbook contains many of the terms of the employment contract and is therefore an important document for employee relations' purposes.

The range of information in a handbook may encompass: background information about the organisation (brief history, major products/services, names of directors, managers): Basic conditions of employment (hours, pay, bonus arrangements,

holidays); sickness arrangements; absence procedures; health and safety at work procedures; particular rules of conduct for example, smoking, drinking, gambling); disciplinary procedures, grievance procedure, life assurance/pension arrangements; union membership; termination of employment procedures and purchase scheme (Cole, 1999).

An Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice (1980) suggests that information could be supplied on pay and benefits, conditions of service, manpower, performance and financial aspect. It also lays certain requirements on employers to:

provide their employees with such information as is necessary to ensure their health and safety at work.....and... to prepare, and bring, to the notice of all their employees, a written statement of their general policy regarding health and safety at work... p. 89.

Oral Methods of Communication

The use of the spoken word constitutes the principal method of communication in any workplace. By 'formal' communication it means 'planned' communication rather than the day-to-day use of the spoken word. The most usual forms of communication in this sense are meetings and briefing groups. Such meetings may or may not be designed to encourage questions and comment (Cole, 1999). According to Garnett (1983) briefing groups require a simple checkable routine by which a manager or supervisor can communicate information of relevance to employees at regular (for example, monthly) meetings which are held in the workplace on an informal basis.

Electronic Information

Garnett (1983) states that although the dissemination of information and opinions by electronic means is relatively novel, the recent upsurge in the use of microcomputers, network systems, satellite communications and other aspects of the new technology means that many organisations are now in a position to communicate via these media. A few organisations make use of video facilities to broadcast information, such as a revised pension scheme or a statement of progress in world markets. Such communication is one way only. However, interactive methods are available, which will enable recipients to make known their views and impressions by return.

Motivation and Job Satisfaction

The word motivation is heard and used quite a lot, both in relation to work and other activities. But what does it mean exactly, and why is it important to human resource practitioners? How does it affect the behaviour of individuals? And to what extent is the success of organizations dependent upon the motivation of employees? A definition of motivation from the Collins Active Learner's Dictionary of the English Language is 'A conscious or unconscious driving force that arouses and directs action towards the achievement of a desired goal; it gives us several things to think about:

Motivation can be conscious or unconscious, so people aren't necessarily aware of what it is that motivates them; motivation is a driving force and is therefore a powerful influence for good or ill; a motivation factor will arouse and direct action.

This suggests that, once a person is motivated, he or she will

be driven to act in a certain way. If the motivation is strong, it may not always be easy to direct and supervise these actions from outside; another difficulty in a work situation may be to make the desired goal coincide with the goal of the organization (Johnson, 1994, p. 21).

Job satisfaction is a nebulous concept. Many people talk about it a great deal but if pressed to explain exactly what it means, it is hard to provide an acceptable definition. Vroom and Yetton (1993) have defined it as the positive orientation of an individual towards the work role which he is presently occupying. This can be paraphrased as “an individual liking more aspects of his work than he dislikes”.

Researchers on job satisfaction have divided the concept into a number of different schools of thought. There is what they call the psychological needs schools exemplified by psychologists such as Maslow and Herzberg. They see motivation as the central factor in job satisfaction and concentrate their attention on stimuli which are believed to lead to motivation. The needs of individuals for achievement, recognition, responsibility, status and advancement are the stimuli.

Maslow (1984) believed that people are driven from within to realize their full growth potential. This ultimate goal is sometimes called self-fulfillment, sometimes self-realization, (Owen, 2001) but Maslow called it self actualization, which lies in the hierarchy of needs: that human needs start with survival, then unfold in an orderly sequential hierarchical pattern that takes us towards continued growth and development. prepotency is the term that Maslow used to describe the fact that one cannot be motivated by a higher need until the lower needs are first met. Porter (1991) adapted

Maslow's concept of hierarchy of needs to creating growth – enhancing environments in work organisations. In Porter's view, Maslow's hierarchy fits the organisational environment better by adding a new level in the hierarchy autonomy. This refers to the individual's need to participate in making decisions that affect him or her, to exert influence in controlling the work situation, to have a voice in setting job-related goals, and to have authority to make decisions and latitude to work independently. Using Porter's concept of the needs hierarchy, it is relatively easy to see the ways in which work organisations such as school district, schools and institutions of higher education, can be sources for fulfilling these motivational needs (Owen, 2001).

Herzberg's two-factor theory of motivation as cited in Owen (2001) posits that motivation is not a single dimension describable as a hierarchy of needs but that it is composed of two separate, independent factors:

Motivational factors, which can lead to job satisfaction.

Maintenance factors, which must be sufficiently present in order for motivational factors to come into play and when not sufficiently present can block motivation and can lead to job dissatisfaction (p. 69).

Traditionally it had been believed that the opposite of job satisfaction is job dissatisfaction; thus, by eliminating the sources of dissatisfaction from work, the job would become motivating and satisfying. But Herzberg suggested that this is not so, that the opposite of satisfaction is no satisfaction. Thus, by eliminating sources of dissatisfaction, one may placate, pacify or reduce the dissatisfaction of a worker, but this

does not mean that such reduction either motivates the worker or leads to job satisfaction. For example, salary, fringe benefits, type of supervision, working conditions, climate of the workgroup, and attitudes and policies of the administration can be sources of dissatisfaction. However, if one improves the salary-benefit “package” and working conditions and develops a more humane, concerned administration, one can expect to reduce dissatisfaction, but one cannot expect to motivate the workers by such means. Such conditions as these taken together, originally were called “hygiene” factors. That term was chosen because – to Herzberg, at least – they have a preventive quality. They are being called increasingly, maintenance factors, however, and that is the appellation that is used here (Owen, 2001).

Motivation appears to arise from a separate cluster of conditions, different from and distinct from those related to the sources of dissatisfaction. For example, achievement, recognition, the challenge of the work itself, responsibility, advancement and promotion, and personal or professional growth appear to motivate people and are, therefore, associated with job satisfaction. They are called motivating factors or motivators.

Blake and Mouton (1983) see the behaviour of supervisors as an important influence on employee attitudes and direct their observation of leadership style and the response of subordinates. This school therefore devotes its attention to leadership as a factor in job satisfaction.

The Manchester Business School approached job satisfaction from a quite different angle and examined the effort reward bargain as an important variable. This leads to a consideration of how the wages and salaries of particular groups are

constructed and the influence of factors such as overtime pay and the state of labour market on earnings and employees attitude to them (Lupton & Bowey, 1983).

Gouldner (1986) approaches jobs satisfaction from an entirely different angle and sees management ideology and values as an important influence. He categorises varieties of management behaviour as punishment centred and 'mock' bureaucracy. Punishment centred bureaucracy is the type of management behaviour which responds to deviation from rules and procedures. Mock bureaucracy is said to exist when an organisation has rules and procedures but neither managements nor the workers identify it with these or accept them as legitimate. In consequence, they are generally ignored. Although a discussion of values as such does not appear often in the job satisfaction literature it is clear that the kind of legislation formulated by management, and employees' perceptions of the legitimacy of this, have an influence of job satisfaction.

A behavioural scientist (Cooper, 1984) says that the factors described above are extrinsic to the tasks an employee is required to carry out and therefore a less important factor in job satisfaction than the work itself and the way it is structured. He concentrates on content of work and on the job design factors.

Most contributors thinking on the subject, including the Herzberg school seem to suggest that it is only necessary to identify the needs of an employee. The organisation for which he works must then ensure that these needs are if it wishes to ensure the advantages of a labour force performing at a high level of job satisfaction. As such job satisfaction is positively related to the degree to which one's personal needs are fulfilled in the job situation. A more realistic approach to job satisfaction may be looked at the individuals needs in the work situation and to examine also the needs of the organization

and the demands which it has to make of its employees because of pressure exerted by the environment in which it operates.

McClelland, (as cited in Cascio, 2002) classified needs according to their intended effects; that is, they satisfy employee needs for achievement, affiliation or power. Cascio (2002) reports on reinforcement theories, also known as incentive theories or operant conditioning which are based on a fundamental principle of learning-the Law of Effective: Behaviour that is rewarded tends to be repeated. If management rewards behaviours such as high-quality work, high productivity, timely reports or creative suggestions, the behaviours are likely to increase. However, the converse is also true. Managers should not expect sustained, high performance from employees if they consistently ignore employees' performance and contributions.

According to Lawler (1989), while reinforcement theories focus on the objective relationship between performance and rewards, expectancy theories emphasise the perceived relationships – what the person expects. Performance is a combination of effort and ability, that is an individual's skills, training, information and talents. Performance, in turn, leads to certain outcomes (rewards). Outcomes (positive or negative) may result either from the environment (for example, supervisors, co-workers, or the organization's reward system) or from performance of a task itself (for example, feelings of accomplishment, personal worth, or achievement). Sometimes people perform but do not receive rewards. However, as the performance-reward process occurs again and again, actual events provide further information to support a person's beliefs (expectancies), and beliefs affect future motivation.

Wexley and Latham (1991) claim that goal-setting is one of the most well-accepted motivational strategies in organisational science. According to them there are three related reasons why it affects performance. One, it has a direct effect – that is, it focuses activity in one particular direction. Two, given that a goal is accepted, people tend to exert effort in proportion to the difficulty of the goal. Three, difficult goals lead to more persistence (that is, directed efforts over time) than easy goals. These three dimensions – direction (choice), effort and persistence – are central to the motivational process.

Johnson (1994) says organizations have always been interested in efficiency and increased productivity. However, they have not always taken the approach of achieving it by trying to increase staff motivation. According to him, any human resource manager can reward the members of his or her team by

1. being generous in praise of their achievements;
2. giving thanks for their effort and assistance;
3. recognizing the needs of the individual, rather than treating people as if they were robots;
4. trying to improve social relationship by, for example, setting out work areas so that it is easy for team members to communicate;
5. giving recognition of extra effort;
6. giving responsibility where it is deserved and wanted. Many other rewards may be within the manager's power to bestow. They may range from buying a team member a drink to putting up someone's name for promotion on (p. 49).

Kanfer (1990) lists different rewards that might motivate an employee to achieve higher job performance

1. Pay increases
2. Bonuses and related financial incentives
3. Extra vacation time
4. Verbal compliments from supervisor
5. Promotion to a better job
6. Free tickets to sports events
7. More interesting work
8. Special projects
9. Better office (for example, one with a window)
10. Employee of the month award
11. Your name in the organisation newsletter
12. All-expenses-paid vacation
13. Free movie tickets
14. Better job title (p. 89).

Some demotivating factors have been identified. These are in work constraints.

Work Constraints

Work constraints are those features of the work environment that negatively affect job performance. Peters and his colleagues (1985) list some of the more common work constraints that employees experience:

1. Insufficient information
2. Inappropriate tools and equipment

3. Missing materials or supplies
4. Limited budget
5. Insufficient support from others
6. Insufficient task preparation
7. Limited time
8. Poor physical conditions
9. Poor scheduling (p. 135).

One measure Human Resource Managers (HRM) adopt to ensure that employees are efficient, effective and loyal is Training and Development (T & D).

Training and Development

Harris (2000) opines that from Human Resource Management perspective, the two most important processes to ensure that employees have the necessary competencies are effective staffing systems and training and development programme. The employees must ensure that they choose a career and job that provides a good match with their competencies. Second, they must be sure that they seek out training and development programmes that will benefit their career. Even people with the necessary competencies will be poor performers unless they are motivated, or willing to develop time and effort to their work.

Training and development, according to Horwitz (1994), is planned efforts by organisations to increase employees' competencies. There are several reasons why training and development is so important for both employees and organizations. These include:

Changes in the workplace and the workforce: Both the workplace and the workforce are going through many changes. In terms of the workplace, increased use of high technology (for example, computer-aided design, robotics and the internet); continuing shift from a manufacturing to a service economy and the increasingly global business world necessitate ongoing employee training and development programmes. Training and development are essential for maintaining global competitiveness. Japan and Germany have outstanding training and development programmes that help them maintain high levels of productivity and flexibility (Ledvinka & Scarpello, 1991).

From an organizational perspective, training and development programmes can be a large payoff in productivity improvement.

Regular Requirements: Various laws require organizations to provide training. For example, the Occupational Safety and Health Act of 1970 requires organizations to provide training for a variety of purposes in the United States.

Workplace Facilities: Rights as an Employee

The Occupational Safety and Health Act (OSHA) provides basic laws that apply to workplace facilities. Failure to follow these regulations may be a violation of the OSH Act. The following is a partial list of an employers obligations.

Cleanliness: The workplace must be kept as clean and neat as permitted by the nature of the work (a poultry plant cannot be expected to be kept as clean as a clothing store). Restrooms and water fountains should be cleaned regularly.

Toilets: The organization must provide separate toilets for men and women, unless the toilet can be locked from inside and used only by one person at a time.

A formula for calculating the number of toilets that must be provided depends on the number of employees. Both hot and cold waters must be available in the restroom.

Temperature: Comfortable temperatures must be maintained in the facility. It is understood to be a temperature that would not adversely affect workers health or safety.

Noise: Certain noise levels may not be exceeded. Employees must be provided with protective equipment and occasionally tested for hearing impairment when noise levels exceed 85 decibels for more than eight hours.

Fire equipment: In addition to having an emergency fire prevention plan, the organization must have an evacuation plan, an alarm system, and appropriate types of fire extinguishers.

Food Service: Food service areas must be hygienic; food must be unspoiled and properly prepared and stored (Joel, 1993).

Employment Law: individual rights and equal opportunities

Equality at work is basically about fair treatment for the individual. Equal opportunity, in particular, is about enabling individuals to have fair access to job opportunities, promotion, training and other employee services. It also encompasses equal pay for work of equal value (Cole, 1999).

Sex discrimination

ACAS (1995) reports that the purpose of this legislation is to eliminate unfair discrimination against individuals at work on the grounds of their sex or marital status. The Acts cover aspects of employment such as recruitment, working conditions, job evaluation, promotion procedures, hours of work and retirement arrangements. Direct discrimination is where an employer treats a person less favourably than another on grounds of sex or of marital status. Indirect discrimination is where a requirement or condition of employment is applied to both sexes but has the effect of adversely affecting one sex. Discrimination is permitted on grounds of “genuine occupational qualification”, for example, in acting, a man would be expected to play a man’s role. There are other exceptions, relating to child birth and matters of decency or privacy.

Race discrimination

This aims to prevent unfair discrimination on grounds of colour, race, nationality and ethnic or national origins. The law defines discrimination along similar lines as described above for sex discrimination.

Religious discrimination

In the U.K. the only legislation to restrict unfair discrimination on the grounds of religion is the Fair Employment Act 1989, which places duties on employers to monitor their workforce and then submit annual returns showing religious composition.

Disabled persons

Employers of more than twenty (20) employees had to employ a quota of disabled persons up to 3% of the total staff – a figure that was generally well in excess of the total number of registered disabled persons in the population (about 2%). Certain work was identified as being particularly suited to disabled persons, who should be given such ahead of other employees.

Right not to be Unfairly Dismissed

In every employment every employee shall have the right not to be unfairly dismissed by his employer (United Kingdom, 1978). Dismissal occurs when the contract of employment is terminated by the employer with or without notice, or when a fixed term contract expires and is not renewed, or when the employee himself terminates the contract, with or without notice such that he is entitled to do so by reason of the employer's conduct (called constructive dismissal). According to the Act dismissal will only be considered fair if it was taken on grounds of employee's capability or qualifications; employee's conduct; redundancy; contravention of a statutory duty or restriction if employee continues to be employed and some other substantial reason.

Dismissal will be unfair in the following circumstances:

If the employee was dismissed solely on reasons or mainly on grounds of pregnancy.

If the employee was dismissed for reasons of trade union membership or activities.

If the employer has acted unreasonably.

If the employee was selected for redundancy for an inadmissible reason or in contravention of a customary practice.

If the employee is dismissed during an official dispute only when others in the same dispute have not been dismissed.

Maternity Rights

The Employment Act provides protection from dismissal by reason of pregnancy or childbirth. A woman who is dismissed for any of the following reasons will be deemed to be unfairly dismissed;

1. On grounds of pregnancy;
2. Where her maternity leave period is ended by her dismissal on grounds of her childbirth.
3. Where the woman is selected for redundancy on any of the grounds associated with pregnancy or childbirth. Section 57 of the Labour Act (2003) of Ghana states among others that an employer shall not dismiss a woman worker because of her absence from work on maternity leave (p. 20).

Casual Worker

Article 74 of the Labour Act provides that a casual worker shall be given equal pay for work of equal value for each day worked in that organisation; have access to any medical facility made available to the workers generally by the employer; be entitled to be paid for overtime work by his or her employer in accordance with Section 35, that is on paid overtime. A temporary worker who is employed by the same employer for a continuous period of six months and more shall be treated under this part as a permanent worker (p. 28).

To conclude the discussion a look must be taken at the financial administration as well as the overview of the benefits of employees of the University. This will enable staff appreciate their rights and privileges in line with claims they make so that right procedures will be followed to disburse funds prudently.

Financial Administration of the University of Cape Coast

Preamble:

The procedures and regulations for the financial administration of the University can be found in the Financial and Stores Regulations (January 1993). Copies of the Financial and Stores Regulations are available in the offices of the Deans and Heads of Department.

Under the new management policy of the University the financial administration of the Faculties and Departments have been decentralized with each Faculty having its own account controlled by the Dean.

Staff Loans, Travelling and Transport (T. & T.) and Car Maintenance Allowance

The Head of Department has the responsibility of recommending the grant of loans to staff and authorizing the payment of T. & T. to staff. The Administrative Manual (2003) of the University states that the following must be noted in carrying out these assignments:

Loans

In recommending staff loans and advances, the Head of Department must ensure that the applicant qualifies and is not a security risk to the University. Regarding loans

for the purchase of means of transport, the Head of Department must ensure that the duties of the applicants require the use of the means of transport.

Travelling and Transport (T. & T.)

Heads of Department, in approving claims for reimbursement in respect of traveling and transport expenses/night subsistence allowances, should carefully watch their departmental budgetary allocations. As much as possible journeys outside Cape Coast should be so co-ordinated that funds are saved.

Vehicle Maintenance Allowance

Heads of Department are to ensure that staff who are in receipt of car maintenance allowances have their cars/vehicles on the road.

Overtime

The University, as a policy, does not encourage overtime. However, when it becomes absolutely necessary for staff to do overtime, an application to this effect should be made to the Registrar stating:

1. Reasons for the overtime
2. Expected duration of the overtime
3. Name(s) of staff involved.

Whenever granted, overtime will be carried out for only a limited period.

Rules Governing Travelling and Other Claims

The Financial and Stores Regulations (Revised 2005) of the University dilates on the following claims by staff:

1. Prior approval in writing shall be given by Heads of Department, Section, Unit, Centre for official journeys made by members of their staff.
2. On return from an official journey, a member of staff shall put in a claim to the Finance Section on the prescribed form stating the mileage, nature of the official duties performed, the number of nights spent on duty away from the University or other approved base, places visited with dates, and if any, the means of transport used for the journey. The voucher shall be signed by the claimant and certified by his Head of Department.
3. Mileage claims for journeys in town shall not be paid where full details are not given on the reverse side of the form.
4. Claims for payment of transport expenses shall be submitted not later than one month after the journey is made. No payment shall be made in respect of claims submitted after the lapse of one month unless satisfactory reasons are given for the delay.

Allowances for Official Visits

1. The Financial and Stores Regulations of the University again stipulates that subsistence allowances to members of staff who go abroad on official University business shall be paid according to existing estacode rates approved by the University . Where both boarding and lodging are provided the allowances will

be subject to two-thirds ($\frac{2}{3}$) abatement. Where either boarding or lodging is provided one-third ($\frac{1}{3}$) abatement will apply.

2. A minimum allowance of \$50.00 or its equivalent in other currencies per day (whichever is higher) for up to a minimum of 20 days, for attendance of conferences shall be paid. An application should be made through the Head of Department/Section/Unit/Centre to the Vice-Chancellor for his consideration.

Applications for per diem would be considered only in situations where applicant has obtained outside sponsorship. All papers connected with an award or scholarship should accompany the application to the Vice-Chancellor. Fullbright, British Council and similar awards should not attract any per diem allowances from the University.

Other Claims

- (a) Acting Allowance

Acting allowance shall be paid according to rates and conditions prevailing from time to time by the appropriate University Committee. All acting capacities must have the prior approval of the Vice-Chancellor.

- (b) Other Allowances and Conditions governing them shall be determined by the University from time to time.

The essence of the above is to enable the staff of the University to be well-versed in and abreast of the current financial administration and Stores Regulations of the University so as to enable them appreciate its concomitant delays in paying allowances to staff. The accounting procedure should naturally be followed.

Overview of benefits of employees of the University of Cape Coast

Both the Unified Conditions of Service for Senior Staff and Unionised Staff of the Universities of Ghana (2003) dilate on benefits employees or staff enjoy. These include promotion, various types of leave; provision of coffin/shroud, housing for dependant of deceased employees, payment of final salary in the event of death, maternity leave, medical care, housing facility, accident free incentive; ex-gratia award, loans,, health and safety of employees, compensation for injury, uniform, catering facilities, transport, number of recognized children/wards, superannuation scheme/social security scheme, and provident fund scheme.

The University may from time to time, allow employees to participate under certain conditions, in other benefit that may be introduced. Finally, distinguished and meritorious service is to be recognized by the University. The nature of gift award to be given to desiring staff shall be determined by the University.

Summary

Welfare is difficult to isolate from other aspects of employee relations in organisations. Of all the factors of production, man is by far the most important. The success of every business enterprise is dependent on its human element. Thus welfare, in the strictest sense of the word, is the totality of the well-being of the individual employees in any workplace. Welfare facilities are provided by the employers, the government, non governmental organizations and the trade unions. It refers to the physical, psychical, mental, moral and emotional well-being of an individual. It is a relative concept, relative in time and space. But to all intents and purposes welfare

facilities help motivate and retain employees. It removes dissatisfaction and help develop loyalty in workers toward the organisation.

A comprehensive list of welfare activities has been provided. These include conditions of the work environment, conveniences, health services, women and child care, recreation, employment follow-up, economic services, labour-management participation and workers education. Others include housing, schools, transport and communication; justification of welfare is in its impact on efficiency, turnover and social evils. The Labour Act (2003) of the Republic of Ghana consolidates the laws relating to labour, employers, trade unions and industrial relations. This is in line with the International Labour Organization's (ILO) mandate in promoting decent living standards, satisfactory conditions of work and pay and adequate employment opportunities. The following sub-topics have also been highlighted in this study:

Industrial relations and employee relations, communication in organizations, motivation and job satisfaction, training and development, employment law, financial administration of the University and overview of benefits of employees of the University of Cape Coast.

In conclusion, human resource management has the obligation and mandate to meet the welfare needs of professional workers in the University system. These needs relate to mental and physical health, psychological viewpoints towards employment, social status in the community and the ability to meet the economic demands of daily life. It is therefore our wish and expectation that, the Human Resource Division of the University of Cape Coast will institute pragmatic measures of developing the potentialities of employees so that they get maximum satisfaction out of their work and give their best efforts to the Institution/Organization.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodological procedure adopted in the study. Sub-topics treated in this section involve specifically the research design, the area of study, the population, the sample as well as the sampling techniques. Other issues submitted are the research instrument, pre-testing of instrument, method of data collection and data analysis procedure.

Research Design

Gay (1992) notes that the research design indicates the basic structure of a study, the nature of the hypotheses or research questions and the variables involved in the study. The design thus indicates whether there is any comparison to be made, the method to be used to control extraneous variables and enhance the study's interpretability, the timing and frequency of how data collection is to take place, and the nature of communication with subjects.

The study was intended to assess the staff welfare system of the University of Cape Coast. The components of the welfare system include: mental and physical health, psychological view points towards employment, social status and the ability to meet the economic needs. It was against this background that the descriptive survey research design was chosen for the study.

According to Cohen and Marion (1994), descriptive surveys gather data at a particular point in time when the intension of describing the nature of existing conditions

or identifying standards against which existing conditions can be compared, or determining the relationships that exist between the specific events. They explain further that in descriptive survey, the collection of information typically involves one or more of the following data gathering techniques: structured or semi-structured interviews, self completion or postal questionnaire, standardized tests of attainment or performance and attitude scales.

Descriptive research is research which specifies the nature of a given phenomena. It determines and reports the way things are. Descriptive research, thus, involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Gay, 1992). The purpose of descriptive research is to observe, describe and document aspects of a situation as it naturally occurs. It sometimes, serves as a starting point for hypothesis generation or theory development. In descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships (Amedahe, 2002).

The descriptive design was chosen because it has the advantage of producing good responses from a wide range of people. At the same time, it provides a meaningful picture of events and seeks to explain people's opinion and behaviour on the basis of data gathered at a point in time. Furthermore, it can be used with greater confidence with regard to particular questions of special interests or value to the researcher. Also in-depth follow-up questions can be asked and items that are unclear can be explained using the descriptive design (Wallen & Fraenkel, 1993).

The researcher wishes to generalise from the sample to a population so that inferences would be made concerning some characteristics and attributes of the population (Babbie, 1990). This was the preferred type of design because it has the advantage of economy and rapid turn around in data collection, and the ability to identify attributes of a population from a small group of individuals (Babbie, 1990; Wiersma, 1980).

On the contrary, there is the difficulty of ensuring that the questions to be answered or statements to be responded to using the descriptive design are clear and not misleading because survey results can vary significantly depending on the exact wording of questions or statements. To address this problem, items on the questionnaire found to be ambiguous and contained trivialities during the pre-test stage were reviewed and modified. The suggestions that were offered by the supervisors of the work and other experts in research methodology after they had reviewed the research instrument assisted in this direction. It may also produce untrustworthy results because they delve into private matters that people may not be completely truthful about. Questionnaire require subjects who can articulate their thoughts well, sometimes even put such thought in writing (Seifert & Hoffnung, 1991). These disadvantages notwithstanding, the descriptive survey design was considered the most appropriate for carrying out the study.

Area of study

The research was carried out in the University of Cape Coast in the Central Region of the Republic of Ghana. There were seven (7) faculties/schools, forty-five (45)

departments and six (6) halls of residence. There were centres, units and sections in the University all of which were staffed by employees of all categories.

Population

This section describes the population which were involved in the study. The target population at the time of this study stood at 3378. This comprised all workers of the University of Cape Coast. It was made up of:

1. all Senior Members - Teaching
2. all Senior Members - Non-Teaching
3. all Senior Staff and
4. all Junior Staff.

Table 1 shows the distribution of the target population and details of sample of staff selected for the study.

Table 1

Distribution of the Target Population and sample of staff for the study

Category	Population	Sample
Senior members - Teaching	404	45
Senior members - Non-Teaching	72	10
Senior staff	702	70
Junior staff	2200	250
Total	3378	375

Source of population: Salary Section, University of Cape Coast, Cape Coast 2007.

Sample and Sampling Techniques

The stratified sampling technique was used by the researcher to divide the target population into subpopulations (Strata) on the basis of supplementary information (Mitchell & Janina, 1988). Each group contained subjects with similar characteristics. The division of the population into strata or homogeneous groups was based on one or more criteria, for example, sex, age, economic status and professional status. According to Sarantakos (2004) a stratified sample is employed when there is a need to represent all groups of the target population in the sample, and when the researcher has a specifically interest in certain strata. In this sense, the method is very economical, offers accurate results and a high degree of representativeness, and is very useful.

The target population comprised all pensionable Senior Members, Teaching; Senior Members Non-Teaching, Senior Staff and Junior Staff in the employ of the University of Cape Coast. This implies that employees who were non-pensionable members and were not on either superannuation or on Social Security and National Insurance Trust (SSNIT) pension scheme were excluded from the study. Also national service personnel, part time employees as well as casual/temporary workers were not included. This category of personnel might not be able to give accurate or vivid response to questions posed to them. Moreover, they had little or no experience or exposure in the welfare system of the University.

The sampling of workers for the study followed the selection of all the role players and beneficiaries engaged directly or indirectly in the staff welfare services. For

a descriptive sample survey, it was suggested that the researcher would select 10% to 20% of the population as the sample (Ary, Jacobs & Razavieh, 1990). Therefore a sample of 10% of the population was considered enough to generate confidence in the data collected and the subsequent generalisations. A total sample of 375 respondents were projected to be selected with the following characteristics: Senior Members Teaching forty-five (45), Senior Members Non-Teaching ten (10), Senior Staff, seventy (70) and Junior Staff, two hundred and fifty (250). The representativeness of the sample size of workforce derived from the total accessible population of the selected places was determined or estimated using the sample size table of (Sarantakos, 2004; Ary, Jacobs & Razavieh, 1990).

Biographic Data

The first part of the questionnaire was designed to find out the biographic characteristics of members of staff under study. These include staff employment status, gender, working experience in the University and respondents rate of return of instrument.

Employment Status

The respondents indicated their employment status. Out of the 355 respondents sampled, 14.4% were senior members, 19.4% were senior staff while 66.2% were junior staff. The information is shown in Table 2.

Table 2**Distribution of Respondents by Employment Status**

Status	Frequency	Percentage (%)
Senior Members	51	14.4
Senior Staff	69	19.4
Junior Staff	235	66.2
Total	355	100.0

From Table 2 it is quite evident that the junior staff constitutes the greatest number of staff in the employ of the University of Cape Coast. This is followed by the senior staff and the senior members in that order. This is so because both the senior staff and the junior staff serve as support staff in all the departments, sections and units of the University. A lot of them are staffed in the service sections and units; for example, in the Municipal Services, Grounds and Gardens, Maintenance Sections, Basic Schools and the Libraries.

The senior members, on the other hand, are staffed in the academic departments, and the top Central Administration of the University. They are normally not found in the sections and units. In the health services only the medical doctors are senior members.

Gender distribution of respondents

Out of the 355 respondents, 69.9% were male employees whereas 30.1% were female employees. Table 3 presents the distribution by gender.

Table 3**Distribution of Respondents by Gender**

Gender	Senior Members		Senior Staff		Junior Staff		Total	
	No.	%	No.	%	No.	%	No.	%
Male	39	76.5	49	71.0	160	68.1	248	69.9
Female	12	23.5	20	29.0	75	31.9	107	30.1
	51	100.0	69	100.0	235	100.0	355	100.0

In Table 3, majority of male employees cuts across all the three categories of staff. This is an indication that male employees outnumber their female counterparts in the University of Cape Coast. This prevailing situation is as a result of an educational level one has to attain. In this direction males have more advantage than the females. Consequently, educational leadership is mainly in the hands of males.

Working experience of respondents

A question was asked to find out the working experience of respondents.

Table 4 presents the distribution of respondents by working experience.

Table 4**Working Experience of Respondents.**

	Senior Members		Senior Staff		Junior Staff		Total	
	No.	%	No.	%	No.	%	No.	%
1 – 5 years	4	7.9	18	26.1	36	15.3	58	16.3
6 – 10 years	12	23.5	7	10.1	45	19.2	64	18.0
11 – 15 years	5	9.8	14	20.3	79	33.6	98	27.6
16 – 20 years	9	17.6	3	4.4	5	2.1	17	4.8
21 – 25 years	15	29.4	6	8.7	5	2.1	26	7.3
26 years and above	6	11.8	21	30.4	65	27.7	92	26.0
	51	100.0	69	100.0	235	100.0	355	100.0

Table 4 indicates that 7.9% of the senior members had worked between one and five years, 23.5% had worked between 6 and 10 years while 9.8% had had between 11 and 15 years working experience. The table also reveals that 17.6% of the senior members had worked between 16 and 20 years, 29.4% had served between 21 and 25 years while 11.8% had had over 26 years working experience.

As regards the senior staff, 26.1% had between 1 and 5 years working experience, 10.1% had between 6 and 10 years working experience while 20.3% had between 11 and 15 years experience. Further, 4.4% had served between 16 – 20, 8.7% had served between 21 and 25 years while 30.4% had over 26 years working experience.

The junior staff had 15.3% of the respondents between 1 and 5 years working experience, 19.2% between 6 and 10 years and 33.6% between 11 and 15 years. Further,

4.4% and 8.7% had served between 16 and 20 years and 21 and 25 years respectively. Finally, 27% of the junior staff had had 26 years and above working experience. This information from the table is an indication that there is a wide range of experienced staff in the University. Majority (83.7%) of the respondents had served the University for six years and above while 65.5% had also served the University for over ten (10) years.

Instrument

Questionnaire constructed by the researcher was the instrument used for collecting data for this research because of its merits. Cohen and Marion (1994) observed that the questionnaire tends to be more reliable since its anonymity encourages greater honesty than interview. The questionnaire was designed by the researcher on the strengths of the related literature reviewed and the research questions raised.

The instrument sought factual information about the assessment of staff welfare services of the University of Cape Coast. A questionnaire with forty-seven (47) items grouped under three sub-headings was designed. The questionnaire was made up of close-ended, partially close-ended and open-ended questions. The items included fill-in-response model items; categorical response using the 'YES' – 'NO' responses; and ranking responses. The items were adopted after the pilot test and consultations with the supervisor and three (3) other colleague lecturers who were experts in research activities.

Pre-testing of Instrument

The questionnaire was tested on a pilot group, for internal consistency and coherence on items. The group was made up of all category of staff who were not

involved in the main study. The choice of these staff was based on the premise that they shared similar characteristics of the target population. For example, staff had similar rank, qualification and experience.

Content validity of the questionnaire was established by a panel of experts from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. The pre-test also helped in reviewing and refining the instrument for the main study. Best and Khan (1995) state that researchers need all the help they can get; suggestions from colleagues and experts in the field of enquiry may reveal ambiguities that can be removed or items that do not contribute to a questionnaire's purpose. The panel of expert may rate the instrument in terms of how effectively it samples significant aspects of its purpose, providing estimates of content validity. Thus difficult items which were pointed out by the respondents were modified. For example, item numbered 36 (Appendix A) was modified to enable staff understand them better.

Data Collection Procedure

The researcher personally administered the instruments to the staff in various faculties, departments, directorates, sections, units and halls of residence selected for the study. The staff were earlier briefed on what they would be expected to do in responding to the items. However they were assured of anonymity. Respondents were given three weeks to enable them complete the exercise.

Data Analysis Procedure

This involves statistical operations after organising the scores according to independent and dependent variables. Data collected were coded and analysed using the

Statistical Product for the Social Sciences (SPSS). Descriptive statistics were used to summarise the data pertaining to the personal characteristics of respondents. Frequency counts, percentages, means and cross tabulations were computed to describe the data.

The analysis of data was based on information collected. Frequencies, percentages and cross tabulations were employed in analysing research questions 1, 2, 3 and 4. With regard to the analysis of research question 5 means and standard deviations were used. The items in the questionnaire were assigned the weights of 5, 4, 3, 2 and 1 for strongly agree, agree, uncertain, disagree and strongly disagree respectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis and results of the study. The analysis is based on the research questions posed. The chapter then presents the discussion of findings.

The purpose of the study was to assess the staff welfare services in the Central Administration of the University of Cape Coast. As stated in chapter one (p. 19), the following research questions guided the study:

1. How has the welfare system been able to meet the needs and aspirations of the staff?
2. In what ways has the welfare system strengthened co-operation among staff?
3. To what extent is the welfare system promoting professional growth and development among staff?
4. In what ways is the welfare system promoting job satisfaction among staff?
5. What are the sources of dissatisfaction and worries among staff and which interfere with performance?

Rate of returns of questionnaire

Table 5 shows the distribution of return rate of questionnaire by respondents.

Table 5**Rate of Returns of Questionnaire by Respondents.**

Staff	Sample Size	No. of Returns	% of Returns
Senior Members	55	51	92.7
Senior Staff	70	69	98.5
Junior Staff	250	235	94.0
Total	375	355	94.6

From Table 5, a total of approximately 95% rate of returns of the instrument was achieved. This is quite remarkable in the University of Cape Coast. This was achieved with a lot of challenges. It took the researcher nine (9) weeks from 3rd September to 5th November, 2007 before questionnaires were retrieved.

Research Question 1

Research question 1 sought to explore how the welfare system of the University has been able to meet the needs and aspirations of staff. The various categories of respondents were asked to indicate their views as to whether their needs and aspirations had been met by the welfare system.

To start with, some questions were posed to explore the extent to which staff thought the mission and objectives of the welfare system had been carried out. Table 6 illustrates their responses.

Table 6

Mission and Objectives of the Welfare services

View	R e s p o n s e s								
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
Creating awareness of the welfare system	Yes	48	94.1	67	97.1	220	93.6	335	94.4
	No	3	5.9	2	2.9	15	6.4	20	5.6
	Don't know	0	0.0	0	0.0	0	0.0	0	0.0
Arranging Funerals	Yes	33	64.7	32	46.4	150	63.8	215	60.6
	No	18	35.3	33	47.8	85	36.2	136	38.3
	Don't know	0	0.0	4	5.8	0	0.0	4	1.1
Enhancing efficiency of staff	Yes	27	52.9	28	40.6	140	59.6	195	54.9
	No	24	47.1	32	46.4	80	34.0	136	38.3
	Don't know	0	0.00	9	13.0	15	6.4	24	6.8
Improving conditions of service for staff	Yes	15	29.4	33	47.8	125	53.2	173	48.7
	No	36	70.6	33	47.8	100	42.5	169	47.6
	Don't know	0	0.0	3	4.4	10	4.3	13	3.7
Improving conditions of University community	Yes	21	41.2	37	53.6	130	55.3	188	53.0
	No	30	58.8	30	43.5	90	38.3	150	42.3
	Don't know	0	0.0	2	2.9	15	6.4	17	4.7
Promoting image of the University	Yes	27	52.9	41	59.4	130	55.3	198	55.8
	No	21	41.2	23	33.3	85	36.2	129	36.3
	Don't know	3	5.9	5	7.3	20	8.5	28	7.9
Promoting well-being of staff	Yes	27	52.9	41	59.4	120	51.1	188	53.0
	No	24	47.1	24	34.8	95	40.4	143	40.3
	Don't know	0	0.0	4	5.8	20	8.5	24	6.7

From Table 6 respondents were asked to indicate their awareness or otherwise of the existence of a welfare system in the University of Cape Coast. An overwhelming majority of the respondents – 94.1% of the senior members, 97.1% of the senior staff and 93.6% of the junior staff all supported the fact that there was a welfare system in the University of Cape Coast. Dawra (2001) justifies the existence of a welfare system in organizations because of its impact on efficiency, turnover and social evils. He asserts that happily organisations have realized the importance of welfare and they are extending benefits to the employees. In the Republic of India, a Parliamentary Act (1948) provides that every organisation shall appoint a welfare officer whose duty is to act as advisor, counsellor, mediator and liaison officer between management and labour. This is a clear testimony that the existence of a welfare in any organisation cannot be ruled out.

Majority (64.7%) of the senior members said the welfare system existed to mainly arrange and organise funerals. The opinion of the senior staff was divided on this issue, as 46.4% of them said the main objective of the system mainly arranged and organised funerals while 47.8% of them said they did not think so. However majority of the junior staff (63.8%) held the view similar to the senior members that the welfare system mainly arranged and organised funerals. In all 60.6% of the respondents were of the view that the welfare system functioned mainly to arrange and organise funerals. However, 38.3% of the respondents saw other functions of the Welfare, apart from arranging and organising funerals. These were organizing send-off party for retiring staff and taking care of staff who were admitted to hospital.

In the Ghanaian society giving fitting burial to the departed is a cultural prerogative which is cherished by everyone including staff of the University. Both the

Unified Conditions of Service for Senior Staff and Unionised Staff of the Universities of Ghana (2003) make provision for coffin/shroud, housing for dependant of deceased employees and payment of final salary in the event of death. On the contrary, however, the International Labour Organisation (ILO) at its Asian Regional Conference in New Delhi (2000) on welfare, described welfare functions to include such services, facilities and amenities as may be established in or in the vicinity of undertakings to enable the persons employed in them to perform their work in healthy congenial surroundings and to provide them with amenities conducive to good health and high morale. Labour welfare therefore deals with the provisions of opportunities for the worker and his family for a good life as understood in its most comprehensive sense.

On enhancing the efficiency of staff the table reveals that 52.9% of the senior members and 59.6% of the senior staff held the view that the welfare system worked to enhance the efficiency of staff. However, 47.1% of the senior members and 46.4% of the senior staff said the welfare system did not work to enhance the efficiency of staff. This indicates that opinions of both the senior members and the senior staff were almost equally divided. Majority of the junior staff (59.6%) expressed the opinion that the system worked to enhance the efficiency of staff. Approximately 55% of the total respondents held the view that the system worked to enhance the efficiency of staff.

On one of his approaches to labour welfare, Dawra (2001) dilates on the functional theory. This theory, also known as the efficiency theory, implies that welfare facilities are provided to make the workers more efficient. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial

they will work efficiently. Welfare work is a means of securing, preserving and increasing the efficiency of labour.

As regards the welfare system helping to improve the conditions of service for staff a clear cut majority (70.6%) of the senior members did not see the welfare system helping to improve the conditions of service for staff. Opinion of the senior staff was equally divided. As the table shows, 47.8% of the senior staff saw the system improve conditions of service for staff whereas the same number held an opposing view. Concerning the junior staff, 53.2% of them said the welfare system helped to improve the conditions of service for staff. However, 42.5% of them held a different view. Of the total number of the respondents, 47.6% of them who did not share the view that the welfare system helped to improve the conditions of service for staff stated that;

1. the welfare system was mainly concerned with funerals
2. the system was only interested in deducting monies from staff's salaries
3. services rendered were limited in coverage, and
4. the welfare system was not meeting staff needs.

The philanthropic theory of labour welfare refers to the provision of good working conditions, crèches and canteens out of pity on the part of the employers who want to remove the disabilities of the workers. Robert Owen of England was a philanthropic employer who worked for the welfare of his workers (Dawra, 2001).

Concerning the welfare system helping improve the conditions of the University community, majority of the senior members (58.8%) did not see any improvement in the conditions of the University community that could be attributed to the welfare service. However, 41.2% of them did see the improvement. Opinions of both the senior staff and

junior staff were divided on this issue. Approximately 54% of the senior staff and 55% of the junior staff were of the view that the system helped to improve the conditions of the University community. A sizeable number of senior staff and junior staff – 43.5% and 38.3% respectively contended that there was no improvement in the conditions of the University community. They stated that:

1. inadequate welfare standards existed
2. the system had not promoted the welfare of staff well enough to spill over to the community.

According to Dawra (2001) the social obligation of an establishment has been assuming great significance these days. The social theory implies that the establishment is morally bound to improve the conditions of society in addition to improving the condition of its employees. Labour welfare as mentioned earlier, is gradually becoming social welfare.

Majority of the senior members (52.9%) senior staff, (59.4%) and junior staff (55.3%) stated that the welfare services promoted the image of the University as an organization. Quite an appreciable number of the respondents – 41.2% of the senior members, 33,3% of the senior staff and 36.2% of the junior staff did not believe the welfare services promoted the image of the University. In the words of Dawra (2001) the welfare activities are provided to create a good impression on the minds of the workers and the public, particularly the latter. Clean and safe working conditions, a good canteen, crèches and other amenities make a good impression on the workers, visitors and public. Some employers proudly take their visitors round the plant to show how well they have organised their welfare activities. A further argument in favour of welfare is that a

reputation for showing concern helps improve the local image of the establishment as a good employer and thus assists in recruitment.

With regard to the views expressed by respondents on whether the well-being of the staff of the University of Cape Coast is being promoted by the welfare system, opinion of the senior members were divided as 52.9% of them answered 'yes' while 47.7% of them answered 'no'. Majority of the senior staff (59.4%) and the junior staff (51.1%) said 'yes' while significant numbers of the senior staff (34.8%) and the junior staff (40.4%) said 'no'. This trend is an indication that the well-being of the staff falls short of expectation. Herzberg and Snyderman (1989) opine that functions associated with the well-being aspect of labour are concerned with the conditions of work and the amenities such as provision of canteens, crèches, housing, transport, medical, education, recreational and cultural facilities and health and safety provisions. The Division of the Human Resource in the Central Administration of the University must be fully conversant with the provisions of the Labour Act and other labour laws of the country in order that their provisions might be fully implemented for the benefit of employees.

The majority beneficiaries of this function are the junior staff. They are the active performers of the welfare activities on campus because they constitute the majority of the welfare staff. The system helps to improve conditions of service for the senior and junior staff; particularly the junior staff. They (the junior staff) have a bargaining certificate appointing their union executive as the appropriate representative to conduct negotiations on behalf of their members (Labour Act, 2003). The welfare system is not directly connected with the conditions of services of the senior members. Promotion of the well-being of staff may be enhanced through these negotiations. The welfare system

seems to be promoting the image of the University by dealing with the publics through the fleet of vehicles paraded during funerals. Finally, in promoting the image of the University, more services should be rendered to the living staff and the community rather than managing a welfare of the dead.

In summarising whether the mission and objectives of the welfare services have been carried out, the following points emerged. Awareness has been created that there exists a welfare system in the University of Cape Coast and that the main function of the system is the arrangement of funerals.

In terms of whether their needs and aspirations had been met by the welfare system, varied responses were given. These have been presented in Tables 7a and 7b.

Table 7a**Respondents' view on whether the Welfare System meets their Needs and Aspirations**

View	R e s p o n s e s								
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
The adequacy of the welfare services	Yes	12	23.5	27	39.1	105	44.7	144	40.6
	No	39	76.5	38	55.1	105	44.7	182	51.2
	Don't know	0	0.0	4	5.8	25	10.6	29	8.2
The satisfaction of the welfare services	Yes	30	58.8	32	46.4	105	44.7	167	47.0
	No	21	41.2	33	47.8	100	42.5	154	43.4
	Don't know	0	0.0	4	5.8	30	12.8	34	9.6
The attraction of high-grade staff	Yes	24	47.1	24	34.8	105	44.7	153	43.1
	No	24	47.1	37	53.6	110	46.8	171	48.2
	Don't know	3	5.8	8	11.6	20	8.5	31	8.7
The retention of high-grade staff	Yes	21	41.2	28	40.6	110	46.8	159	44.8
	No	27	52.9	35	50.7	110	46.8	172	48.4
	Don't know	3	5.9	6	8.7	15	6.4	24	6.8
The provision of healthcare	Yes	36	70.6	52	75.4	170	72.3	258	72.7
	No	15	29.4	17	24.6	65	27.7	97	27.3
	Don't know	0	0.0	0	0.0	0	0.0	0	0.0

From Table 7a, majority of the senior members (76.5%) and senior staff (55.1%) stated that the welfare services in the University were not adequate. The opinion of the junior staff was divided. Whereas 44.7% stated that welfare services were adequate the

same percentage (44.7%) did not share that view. This is a clear indication that welfare services in the University are inadequate. Yoder and Heneman (1979) sum up the importance of the adequacy of welfare services as ensuring respect for the human beings by providing various services and welfare facilities to the staff. To identify and satisfy the needs of individuals by offering various monetary and non-monetary rewards. Herzberg and Snyderman (1989) say primary functions of any organisation, whether religious, political or industrial, should be to implement the needs for man to enjoy a meaningful existence.

Again, in response to whether staff were satisfied with the welfare services majority (58.8%) of the senior members who had earlier stated that the services were not adequate said they were satisfied with the welfare services. The opinions of both the senior staff and the junior staff were however divided. The same number (44.7%) answered yes and no. A sizeable percentage (47.8) of the senior staff and 42.5% of the junior staff were not satisfied with the welfare services in the University. They attested to the fact that resources to run the welfare services were inadequate. Wilson (1986) in supporting this view, states that an important function of human resource management is that of increasing the amount of welfare satisfaction derived from employment. This consideration has an influence on the attitudes, feelings and efficiency of workers. According to him it has also been discovered that the way in which policies are determined may have even more of an impact on attitudes and actions of workers than the benefits they provide.

Opinions were divided among the senior members on the attraction of high-grade staff into the University by the welfare services. Majority (53.6%) of the senior staff and

an important number (46.8%) of the junior staff said the welfare services were not helping to attract more high-grade staff into the University. One reason assigned for the disapproval of the statement was that there were inadequate incentives to attract high-grade staff into the University. Secondly, they were of the view that a higher number of such high-grade personnel should have been attracted into the University than the present number. Wilson (1986) once again states that a purpose behind welfare provisions is to attract high-grade young people into an organisation.

Also on the welfare system helping to retain high-grade staff into the University, majority (52.9%) of the senior members and an appreciable number (50.7%) of the senior staff stated that the welfare system did not. This they explained that the high-grade staff were leaving because available welfare package was unattractive. They explained further that the retention of high-grade staff into the University did not consist in the availability of the welfare services provided or otherwise but the prestige of working in the University was their preference. Another argument in favour of employee welfare is that the facilities help motivate and retain employees (Herzberg & Snyderman, 1989). Most welfare facilities are hygiene factors which, according to Herzberg create dissatisfaction if not provided.

In reacting to the health care services in the University, it was noted that over 70% of each category of the respondents were satisfied with the health care delivery of the University. Moorthy (as cited in Dawra, 2001), in his monumental work on labour welfare identified some activities under workers health services. These are health centres, dispensary, ambulance, emergency aid and medical examination for workers. The rest are health education, health research and family planning services.

Table 7b**Respondents' view on whether the Welfare System meets job performance – related needs and aspirations.**

View		R e s p o n s e s							
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
Awareness of conditions	Yes	21	41.2	29	42.0	120	51.1	170	47.9
	No	27	52.9	35	50.7	100	42.5	162	45.6
	Don't know	3	5.9	3	7.3	15	6.4	23	6.5
Workers provided with protective clothing	Yes	30	58.8	37	53.6	125	53.2	192	54.1
	No	12	23.6	26	37.7	100	42.5	138	38.9
	Don't know	9	17.6	6	8.7	10	4.3	25	7.0
Workers enjoy recreational facilities	Yes	21	41.2	26	37.7	85	36.2	132	37.2
	No	24	47.1	31	44.9	100	42.5	155	43.6
	Don't know	6	11.7	12	17.4	50	21.3	68	19.2
Staff enjoy caring attitude	Yes	30	58.8	42	60.9	115	49.0	187	52.7
	No	12	23.6	13	18.8	40	17.0	65	18.3
	Don't know	9	17.6	14	20.3	80	34.0	103	29.0
Workers given deserved responsibility	Yes	39	76.4	51	73.9	165	70.2	255	71.8
	No	6	11.8	11	16.0	45	19.1	62	17.5
	Don't know	6	11.8	7	10.1	25	10.7	38	10.7

From Table 7b, in expressing their opinion about whether respondents were aware of the conditions of service or agreements on work procedures, majority of the senior members (52.9%) and an appreciable number (50.7%) of the senior staff contended that they were not aware of such issue. However a significant number (51.1%) of the junior staff said they were aware. This explains the fact that the junior staff had a bargaining certificate by which the leadership negotiated with their employers and which from time to time they were briefed on their conditions of service. The senior members do not have a bargaining certificate. Clegg (1998) states that the importance of keeping employees informed about general matters affecting their work-role is that it contributes to increased understanding of management's actions, reduces misunderstandings arising from day to day activities and improves trust between employers and employees.

From the table a substantial proportion of the senior members (58.8%), senior staff (53.6%) and junior staff (53.2%) indicated that certain categories of staff in the Works and Maintenance and Grounds and Gardens sections were provided with boots while drivers and security personnel were supplied with official uniforms. This finding is in support of a provision in the Labour Act (2003) of the Republic of Ghana (page 10) which enjoins all employers to take all practical steps to ensure that the worker is free from the risk of personal injury or damage to his or her health. On the other hand, for significant numbers (37.7%) of the senior staff and 42.5% of the junior staff to state that staff were not provided with protective clothing such as helmets, gloves, goggles, boots and aprons where necessary is an indication that protection of staff in this direction is inadequate and ineffective. Joel (1993) posits that employees must be provided with

protective equipment and occasionally tested for hearing impairment when noise levels exceed 85 decibels for more than eight hours.

In another development, 47.1% of the senior staff and 42.5% of the junior staff stated that they did not enjoy recreational facilities such as indoor games, clubs, celebrations, rest rooms, and athletic gymnasias. They gave the following reasons that:

1. Resources for such facilities were not available.
2. They were yet to see such facilities put in place.
3. Recreational facilities were somehow limited to students.

For a sizeable number (43.6%) of the total respondents to hold the view that recreational facilities were not available while 19.2% of them indicated that they did not know of any such recreational facilities is a clear testimony that staff in the University did not enjoy recreational facilities. This finding is at variance with the welfare aspect of the scope of Human Resource Management summed up by Herzberg and Snyderman (1989) that the welfare aspect is concerned with creating congenial working conditions and providing amenities such as canteens, personal problems of workers and recreation.

Majority of both the senior members (58.8%) and senior staff (60.9%) said the University took a caring attitude towards staff. However, 49% of the junior staff expressed the view that the University did not take a caring attitude towards staff. The junior staff who held an opposing view explained that the authorities only paid lip service in taking a caring attitude towards staff. Johnson (1994) states that values and attitudes to work vary a great deal. According to him an open caring, sharing atmosphere will tend to give the scope to develop their skills and abilities. Organizations with such an atmosphere are more likely to have employees who identify with management objectives.

Majority (76.4%) of the senior members, 73.9% of the senior staff and 70.2% of the junior staff expressed the view that staff were given responsibility where it was deserved. This is an indication that a high percentage of the staff were satisfied that they were given deserved responsibility. This view is consistent with that expressed by Johnson (1994) when he contends that any human resource manager can reward the members of his or her team by giving recognition of the extra effort and by giving responsibility where it is deserved and wanted. In spite of this assertion 28.2% of the respondents who held a contrary view affirmed that such responsibility was based on “whom you know” connections. This means that favouritism rather than the norm was shown.

Research Question 2

In what ways has the welfare system strengthened co-operation among staff?

Summary of findings relating to the ways in which the welfare system has strengthened co-operation among staff is shown in Tables 8a and 8b.

Table 8a**The Influence of Welfare System on Cooperation among Staff.**

View	R e s p o n s e s								
	Senior Members		Senior Staff		Junior Staff		Total		
	No.	%	No.	%	No.	%	No.	%	
Welfare system being able to unify staff	Yes	24	47.1	38	55.1	138	57.4	197	55.5
	No	24	47.1	24	34.8	75	31.9	123	34.6
	Don't know	3	5.8	7	10.1	25	10.6	35	9.9
Heads share decision-making with employees	Yes	33	64.7	48	69.6	120	51.1	201	56.6
	No	15	29.4	15	21.7	100	42.5	130	36.6
	Don't know	3	5.9	6	8.7	15	6.4	24	6.8
Staff representatives exchange views and ideas with administration	Yes	45	88.2	51	73.9	125	53.2	221	62.3
	No	6	11.8	11	16.0	90	38.3	107	30.1
	Don't know	0	0.0	7	10.1	20	8.5	27	7.6
There is cooperation between administration and staff.	Yes	42	82.4	52	75.4	150	63.8	244	68.8
	No	9	17.6	12	17.4	70	29.8	91	25.6
	Don't know	0	0.0	5	7.2	15	6.4	20	5.6

From Table 8a, opinions of the senior members were divided on the welfare system's ability to unify the employees of the University. The same number (47.1%) indicated yes and no. Majority (55.1%) of the senior staff and junior staff (57.4%) held the view that the welfare system had been able to unify employees. It was noted that both the senior

and junior staff had unified and unionized conditions of service respectively for their members (Universities of Ghana, 2003). They were unified by their union activities through which the leadership held meetings with them to discuss issues affecting their well being. The senior members did not have such a codified conditions of service. University Teachers Association of Ghana (UTAG) and Ghana Association of Universities Administrators (GAUA) can best be described as pressure or interest groups who persuade the government to do or not to do something. However, a significant number of the senior staff (34.8%) and 31.9% of the junior staff held a contrary view. They stated that there was no mechanism for unity. Moreover the system was fraught with antagonism, nepotism and apathy which hindered unity.

In a related development, 64.7% of the senior members and 69.6% of the senior staff stated that heads of department, section and unit shared decision-making with employees. This revelation was not surprising as their colleagues (Senior staff and Senior members) were the heads of department, section and unit and therefore decision making was expected to be smooth-sailing. On the other hand, 48.9% of the junior staff declared that heads of department, section and unit never shared decision-making with employees. This, to them, was not a healthy sign to strengthen cooperation among staff. They stated that all directives came from above. Robson (1982) stresses that managers tend to see employee relations in terms of a number of activities which include sharing decision making with employees.

Majority of the senior members (88.2%) and senior staff (73.9%) and a higher number (53.2%) of the junior staff also affirmed that staff representatives exchanged views and ideas with the University administration. This shows that majority of the

respondents were of the view that staff representatives exchanged views and ideas with the University administration. A sizeable percentage (46.8%) of the junior staff held a contrary view and raised a concern that there is no platform for such an exercise unless workers were pressing for something. It has been well established that individual employees tend to see employee relations in terms of the opportunity to improve their conditions of employment, voice any grievances and exchange views and ideas with management (Robson, 1982).

Finally all the respondents senior members, (82.4%) senior staff (75.4%) and junior staff (63.8%) in their majority affirmed that there was cooperation between the University administration and staff representatives. This showed that staff of the University accepted the fact that there was cooperation between the University administration and staff representatives. Cascio (2002) states that labour management cooperation can work if management is willing to share information with workers and if both sides trust each other. According to him cooperation offers a pragmatic approach to problems that threaten the survival of organizations, the job and income security of their employees and the institutional future of their unions.

Table 8b**The Influence of Welfare System on Cordial Human Relations**

View		R e s p o n s e s							
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
Problems of staff considered equally irrespective of status	Yes	27	52.9	35	50.7	115	48.9	177	49.9
	No	24	47.1	30	43.5	105	44.7	159	44.8
	Don't know	0	0.0	4	5.8	16	6.4	19	5.3
Easy to talk to a departmental or sectional head	Yes	42	82.4	46	66.6	140	59.6	228	64.2
	No	9	17.6	20	29.0	75	31.9	104	29.3
	Don't know	0	0.0	3	4.4	20	8.5	23	6.5
Staff briefed or educated on their rights and privileges	Yes	21	41.2	37	53.6	120	51.1	178	50.1
	No	30	58.8	29	42.0	115	48.9	174	49.0
	Don't know	0	0.0	3	4.4	0.0	0.0	3	0.9
Workers are counselled on personal and family problems	Yes	30	58.8	55	79.7	155	66.0	240	67.6
	No	21	41.2	13	18.8	75	31.9	109	30.7
	Don't know	0	0.0	1	1.5	5	2.1	6	1.7

From Table 8b, further opinions were divided among all respondents concerning the University's ability to consider seriously and equally the problem of each staff irrespective of one's status. Almost equal number of each category of respondents stated yes and no. An important number (50.1%) of the staff who said the University did not

consider seriously and equally the problem of each staff irrespective of one's status gave the following reasons:

1. Senior members enjoyed fleets of vehicles when members were bereaved
2. Nepotism and favouritism were playing against the issue.
3. High-grade staff enjoyed the most and best facilities which included housing and official vehicles.
4. Junior staff suffered the most.

Cole (1999) reports that equality at work is basically about fair treatment for the individual. Equal opportunity in particular is about enabling individuals to have fair access to job opportunities, promotion, training and other employee services.

The study also revealed that it was generally easy when an employee wanted to talk to a departmental or sectional head. This is a positive sign that there is free-flow of communication between heads and their subordinates – a mutual interchange of ideas, feelings and opinions in the University. Thus in organizations provision need to be made for upward as well as downward communication (Clegg, 1998). An important number (35.8%) of the respondents stated that it was not generally easy when an employee wanted to talk to a departmental or sectional head. They affirmed that

1. most of the time the heads were not found in their offices
2. most of them were not approachable
3. administratively one had to see their secretaries before being attended to.

As to whether staff were briefed or educated on their rights and privileges opinions of all the respondents were divided. Whereas 50.1% of them stated that staff were briefed,

49.9% of them said they were not briefed or educated on their rights and privileges. For almost 50% of the respondents to indicate that staff were not briefed or educated on their rights and privileges was a clear manifestation that an appreciable number of staff do not know their rights and privileges because they have not been exposed or introduced to them. Thus much vital information which borders on their rights and privileges was concealed from them. Respondents who held a contrary view stated that

1. staff were yet to see copies of conditions of service
2. no fora had been organized for either briefing or orientation
3. the welfare system hardly educated staff
4. the University always thought of the senior members first
5. rights and privileges of staff were trampled upon by the authorities.

The Labour Act of Ghana (2003) enjoins the employers to uphold the rights of workers including the right to furnish the workers with a copy of the worker's contract of employment and to receive information relevant to his or her work (p. 10 – 11).

When asked to indicate whether workers were counselled on personal and family problems in order to adjust to their work environment, majority of all the respondents said workers were counselled on personal and family problems. An appreciable number (30.7%) of the respondents stated that they were not counselled on personal and family problems. This shows that majority (67.6%) of staff were counselled on personal and family problems. Dawra (2001) in classifying welfare activities specifically assigned the welfare officer's duties to include counselling workers on personal and family problem; adjusting to their work environment and understanding their rights and privileges. In

assigning reasons to support their view the majority (67.6%) respondents insisted that the Counselling Centre of the University takes care of counselling workers on personal and family problems but most workers do not patronise the services of the Centre. However, minority (32.4%) view has been upheld by Armstrong (1984) when he reiterates that concerning domestic problems, while most personnel welfare workers do not like getting too closely involved with employees' personal lives, they may be able to give advice about caring agencies who might be able to assist a family couple going through a difficult period.

Research Question 3

To what extent is the welfare system promoting professional growth and development among staff?

Responses with regard to the views expressed by staff on the extent to which the welfare system was promoting professional growth and development is presented in Table 9.

Table 9

The Extent to Which the Welfare System is Promoting Professional Growth and Development among Staff.

View		R e s p o n s e s							
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
Developing human resource by training and retraining of staff	Yes	48	94.1	56	81.2	170	72.3	274	77.2
	No	3	5.9	9	13.0	65	27.7	77	21.7
	Don't Know	0	0.0	4	5.8	0	0.0	4	1.1
Staff encouraged to develop talent and abilities	Yes	45	88.2	57	82.6	160	68.0	262	73.8
	No	6	11.8	11	16.0	65	27.7	82	23.1
	Don't Know	0	0.0	1	1.4	10	4.3	11	3.1
Current method of appraisal for assessment of staff should continue.	Yes	48	94.1	59	85.5	190	80.9	297	83.7
	No	3	5.9	7	10.1	45	19.1	55	15.5
	Don't Know	0	0.0	3	4.4	0	0.0	3	0.8

Training and development of employees is quite significant for their efficient performance and growth. As to whether the University was developing the human resources by way of training and retraining of staff the table reveals that majority of the respondents held that view. In all a higher percentage (77.2%) of the total respondents claimed the University was developing the human resources. This view supports a

provision in the Labour Act (2003) of Ghana which directs all employers to develop the human resources by way of training and retraining of workers. A considerable number (32.8%) of the respondents who were mainly senior staff and junior staff expressed an opposing view on the issue by explaining that it was not easy for an employee to receive further training because of the following reasons:

1. One had to struggle in order to get study leave.
2. Incentives for study leave were woefully inadequate.
3. There were a lot of restrictions and unnecessary regulations.

These challenges which hinder human resource development must be addressed so that we are encouraged to generate maximum development of human resources within the organisation by offering opportunities for advancement to employees through training and education (Yoder & Heneman, 1989). Training and development are essential for maintaining global competitiveness. Training and development programmes help maintain high levels of productivity and flexibility (Ledvinka & Scarpello, 1991).

It was further noted that staff of the University were encouraged to develop their talents and abilities. In this direction majority of all respondents (73.8%) stated that they were encouraged to develop their talents and abilities. However, 26.2% of the staff indicated that staff were not encouraged to develop their talents and abilities. They observed that the University only encouraged staff to pursue higher education which was difficult to attain because of constraints. This was detrimental to middle level education. Johnson (1994) opines that given the chance, most employees want to develop their talents and abilities. He asserts that job enrichment comes into play here and this may not be possible without an associated training programme. Also such a programme

should not be taken lightly. Without the support of management at all levels, attempts at job enrichment would be in jeopardy. According to Johnson the kind of jobs which lend themselves to job enrichment are areas where:

1. job satisfaction is low
2. maintenance factors are costly
3. changes would not be expensive
4. lack of motivation is affecting performance.

He offers some guidelines for enrichment programme which include the following

1. give the person a set of tasks which form a complete job – a job that provides a sense of purpose
 2. increase responsibility – consider giving responsibility for the quantity and/or the quality of the work produced
 3. reduce supervision and control, so as to give more scope for individual initiative
 4. provide feedback on performance
 5. introduce new and more complex tasks by delegation
 6. give specialised tasks and encourage the person to become expert in the job
- (p.38).

The University has a method of appraisal system for the assessment of staff. In responding to the continuation of the current method of appraisal system for the assessment of staff an overwhelming majority of all the categories of staff (83.7%) maintained that the current system should continue. In all 83.7% of the respondents who said the current system should continue gave the following reasons:

1. It helped both management and staff to assess themselves.
2. It helped identify hardworking staff.
3. It helped staff to know their strengths and weaknesses.

Dawra (2001) in supporting this states that assessment of effectiveness must be periodic. Feedback, thus obtained must act as the basis for initiating remedial actions where desired results have not been obtained.

Research Question 4

To what extent is the welfare system promoting job satisfaction among staff?

Summary of responses from staff on the extent to which the welfare system is promoting job satisfaction among staff is presented in Table 10.

Table 10**The extent to which the welfare system is promoting job satisfaction among staff**

View		R e s p o n s e s							
		Senior Members		Senior Staff		Junior Staff		Total	
		No.	%	No.	%	No.	%	No.	%
Given recognition for extra efforts by heads	Yes	36	70.6	52	75.4	140	59.6	228	64.2
	No	12	23.5	13	18.8	85	36.1	110	31.0
	Don't know	3	5.9	4	5.8	10	4.3	17	4.8
Welfare services help motivate Staff	Yes	39	76.5	38	55.1	135	57.4	212	59.7
	No	12	23.5	23	33.3	90	38.3	125	35.2
	Don't know	0	0.0	8	11.6	10	4.3	18	5.1
Heads are generous in praise of staff achievements	Yes	42	82.4	58	84.1	175	74.4	275	77.5
	No	6	11.7	7	10.1	50	21.3	63	17.7
	Don't know	3	5.9	4	5.8	10	4.3	17	4.8
Appointments and promotions based on merit	Yes	42	82.4	47	68.1	145	61.7	234	65.9
	No	3	5.9	14	20.3	75	31.9	92	25.9
	Don't know	6	11.7	8	11.6	15	6.4	29	8.2
Employment conditions can be rated as satisfactory.	Yes	42	82.4	45	65.2	165	70.2	252	71.0
	No	9	17.6	24	34.8	70	29.8	103	29.0
	Don't know	0	0.0	0	0.0	0	0.0	0	0.0

In reacting to being given recognition for extra efforts by heads of department, section or unit, majority of the respondents stated that such recognition was given to staff. According to the table, an appreciable number (35.8%) of the respondents however

indicated that they were not given such recognition. Their explanation was that the welfare system did not see any need for extra allowance for extra work. It must be borne in mind that recognition of extra efforts by heads does not necessarily consist in monetary gains alone. Any human resource manager can reward the members of his or her team by giving thanks for their efforts and assistance. Many other rewards may be within the head's power to bestow. They may range from buying a team member a drink to putting up someone's name for promotion (Johnson, 1994).

Expressing their opinion about welfare services as motivational factor for staff, majority (76.5%) of the senior members were of the view that welfare services helped motivate staff. The views of the senior and junior staff were divided as 44.9% of the senior staff and 42.6% of the junior staff held the view that the welfare services did not help motivate staff. They claimed little was done to motivate staff. The theories of Herzberg and Snyderman (1989) have led workers in this field to believe that the factors which motivate are not necessarily the same as those which demotivate. The so-called maintenance factors, which include salary and good working conditions, have to be present, but don't in themselves result in greater satisfaction. On the other hand, most people respond positively to factors such as the opportunity for self-development and recognition of achievement.

Herzberg and Snyderman showed that job interest, achievement, recognition, responsibility and advancement were the main motivators. Maslow (1984) suggested that people have greater needs than simply survival and security. Lawler's (1989) expectancy theory refers to the expectations of an employee and the cycle of cause and effect between motivation, effort, performance and reward. If the reward does not provide the

motivation, the motivation does not lead to effort, the effort does not result in the required performance, and so the reward will not be earned.

In a related issue staff were to react to a situation whether heads were generous in praise of their achievements. As a result, overwhelming majority of all respondents stated that heads were generous in praise of staff achievements. Some of the reasons staff assigned for heads being generous in praise of their achievements include the following:

1. Heads commended staff when work was well done but counselled when otherwise.
2. Heads wrote to congratulate staff on their promotion.
3. Heads did not hesitate in praising staff for their achievements.

There are different rewards that might motivate an employee to achieve higher job performance; these include extra vacation time, verbal compliments from supervisor, better job title and promotion to a better job (Kanfer, 1990).

In response to an item concerning appointments and promotions in the University, 82.4% of the senior members, 68.1% of the senior staff and 61.7% of the junior staff affirmed that appointments and promotions in the University were based on merit and laid down procedure. On the other hand, a noteworthy number (34.1%) of the respondents held an opposing view that appointments and promotions in the University were based on merit and laid down procedure. Some of the reasons they offered include:

1. Appointments and promotions were sometimes based on 'whom you know'.
2. Promotion of staff was based on attaining higher education/certificate. Advisory, Conciliation and Arbitration Service (ACAS) (1995) reports that in Britain employment legislations have been enacted to and enforced to eliminate unfair

discrimination against individuals at work on the grounds of their sex, status and religion. The Acts cover aspects of employment such as recruitment, working conditions, job evaluation and promotion procedures.

Finally respondents were asked to rate the general employment conditions of the University as either satisfactory or unsatisfactory. In this direction majority (71%) of the respondents rated the general employment conditions of the University as satisfactory whereas 29% of them rated unsatisfactory. This is in line with the International Labour Organisation's (ILO) (1990) mandate in promoting decent living standards, satisfactory conditions of work and pay and adequate employment opportunities. However, the fact that 29% of the respondents rated the general employment conditions as unsatisfactory suggests that there is more room for improvement. For the general employment conditions to be effective the University administration has to intensify all efforts to provide the necessary structures and assistance to better the lives of the staff.

Research Question 5

What are the sources of dissatisfaction and worries among staff and which interfere with performance?

This research question employed the number of responses, mean and standard deviation in the analysis. The mean score represents the numerical average for a set of responses. The standard deviation represents the distribution of the responses around the mean. It indicates the degree of consistency among the staff's responses. The standard deviation in conjunction with the mean provides a better understanding of the data being used in the analysis.

A 10-item Likert-type sub-questionnaire was administered to find out the attitude of respondents towards dissatisfaction and worries among staff and which interfered with performance. Each item had a five-point scale – Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. These were used in the analysis.

After ranking the items from the means of the rating of the items, all the items fell into five categories. Two (2) were ranked Strongly Agree; one (1) ranked Agree; Two (2) ranked Uncertain; Three (3) ranked Disagree and Two (2) Strongly Disagree. See Table 12. The data reveals that a sizeable number of respondents disagreed to the respective statements in question. The mean ratings also show that Disagree and Strongly Disagree were ranked higher than Agree.

The Mean Scores are rated:

3.47	-	3.67	Strongly Agree
3.26	-	3.46	Agree
3.05	-	3.25	Uncertain
2.84	-	3.04	Disagree
2.62	-	2.83	Strongly Disagree.

Tables 11a and 11b present the summary of the views of the respondents with regard to the dissatisfaction and worries among staff.

Table 11a

Dissatisfaction and worries among staff associated with direct benefits.

VIEW	R	E	S	P	O	N	S	E	S
	SA	A	U	D	SD	MEAN	ST.D	INTER- PRETA- TION	
There is equal pay for equal work	36 (10.1)	104 (29.3)	65 (18.3)	79 (22.3)	71 (20.0)	2.87	1.308	Disagree	
Benefits are paid promptly.	27 (7.6)	143 (40.3)	44 (12.4)	96 (27.0)	45 (12.7)	3.03	1.220	Disagree	
Donation (money) given by the University to the surviving spouse on the death of an employee is adequate.	26 (7.3)	86 (24.2)	121 (34.1)	73 (20.6)	49 (13.8)	2.91	1.135	Disagree	
The length of time given to surviving spouse to occupy the University premises/ estate on the death of an employee is sufficient.	7 (2.0)	86 (24.2)	147 (41.4)	50 (14.1)	65 (18.3)	2.77	1.071	Strongly Disagree	
Welfare services help minimize social vices.	27 (7.6)	70 (19.7)	66 (18.6)	125 (35.2)	67 (18.9)	2.62	1.212	Strongly Disagree	

SA - Strongly Agree, A - Agree, U - Uncertain

D - Disagree, SD - Strongly Disagree

Responding to the item which stated that there is equal pay for equal work in the University, the table reveals that respondents disagreed to the statement. A sizeable number (39.4%) of the respondents agreed while a higher percentage (42.3%) disagreed. Eighteen percent of the respondents were however not certain. Major documents of the University (Administrative Manual, 2003; Statutes, 2003; Universities of Ghana, 2003) have established equivalences for various category of staff who are paid the same or equally. The findings reveal that some employees of the University are dissatisfied with their emoluments. They think some staff earn better salaries than others but this has been found to be untrue. This calls for periodic briefing of staff on conditions of service or agreement on work procedures so that such a prejudice could be erased from the sentiment of the staff concerned. The Labour Act of the Republic of Ghana (2003) enumerates the rights of a worker to include the right to receive equal pay for equal work without distinction of any kind. It would therefore be quite unfortunate for such an august institution as the University of Cape Coast to contravene this Act.

Similarly (40%) of the respondents disagreed to the statement that benefits such as compensation, overtime and leave allowances were paid promptly to employees. However quite an appreciable number (47.9%) of the respondents agreed to the statement. The procedures and regulations for the financial administration of the University are spelt out in the Financial and Stores Regulations (2005). However should it become absolutely necessary for staff to have such claims, application to that effect should be made to the Registrar through the head of department, section and unit stating reasons for the claim and the amount involved. (UCC Administrative Manual, 2003). In effect such claims should go through the accounting procedures of the University but

while such claims pass through the accounting system sometimes delays emerge. This is interpreted to mean that benefits are not paid promptly by a higher percentage of the respondents.

In reacting to the view that the amount of money (donations) given by the University to the surviving spouse on the death of an employee was adequate, the table reveals that respondents disagreed. A good number (31.5%) of the respondents who held a positive view explained that the amount of money (donation) given to the spouse by the University was only an additional benefit the spouse enjoyed. The University has already made certain provisions if quantified in monetary terms would be more than adequate.

This supports a provision in the Unified Conditions of Service for Senior Staff and Unionised Staff of the Universities of Ghana (2003) which states that on the death of an employee the University shall provide a coffin/shroud or cash equivalent and transport to convey the dead body to the place of burial. It goes on to state that the spouse and children, if any, shall be provided with appropriate transport to convey them to their home town in Ghana or be paid an appropriate transport allowance in lieu. In addition eight (8) months' salary shall be paid to spouse and or children.

In a related issue, 32.4% of respondents disagreed to the statement that the length of time or period given to surviving spouse to occupy the University premises/estate on the death of an employee was sufficient. Twenty six percent (26.2%) of the respondents however agreed to the statement. Universities of Ghana (2003) dilates on housing for dependant of deceased employees thus; in the event of death, the spouse and/or dependant of a deceased member of staff shall be allowed to live in the house or other hiring accommodation provided by the University which the deceased was occupying at

the time of his death for up to a period of six (6) months and the normal rent due for the occupation of the house/living accommodation by the spouse and/or dependant shall be recovered from any benefits due to the deceased.

Finally when respondents were to react to the view that welfare services in the University helped minimize social vices such as stealing, gambling, prostitution and drug abuse, 54.1% of them held a negative view while 27.3% of them agreed. This implies that a greater percentage of the respondents disagreed to the statement. This is at variance with Herzberg and Snyderman (1989) when they opined that welfare may help minimize social vices such as alcoholism, gambling, prostitution and drug addiction.

Table 11b

Dissatisfaction and Worries Among Staff Associated with Job-related Issues.

VIEW	R	E	S	P	O	N	S	E	S
	SA	A	U	D	SD	MEAN	ST.D	INTER- PRETA- TION	
Employees are briefed on the general conditions of service.	34 (9.6)	155 (43.7)	71 (20.0)	47 (13.2)	48 (13.5)	3.23	1.203	Uncertain	
The relationship between the heads of department, section and unit and the staff is cordial.	26 (7.3)	233 (65.6)	65 (18.3)	15 (4.2)	16 (4.6)	3.67	0.851	Strongly Agree	
Adequate and appropriate materials, tools and equipment are supplied to staff.	22 (6.2)	185 (52.1)	54 (15.2)	58 (16.4)	36 (10.1)	3.28	1.124	Agree	
I get sufficient support from my colleagues.	53 (14.9)	204 (42.0)	68 (19.2)	57 (16.0)	58 (16.3)	3.06	1.222	Uncertain	
There is free flow of information in the University	23 (6.5)	149 (42.0)	68 (19.2)	57 (16.0)	58 (16.3)	3.06	1.222	Uncertain	

SA - Strongly Agree, A - Agree, U - Uncertain

D - Disagree, SD - Strongly Disagree

As to whether employees were briefed on the general conditions of service, opinions of the respondents were divided. A high percentage (53.3%) of the respondents agreed to the statement. These were mainly junior and senior staff. It is known that the junior staff of the University have a bargaining certificate through which negotiations and briefing on their rights and privileges were carried out periodically (Universities of Ghana 2003).

In another development a higher percentage (72.9%) of the respondents agreed that the relationship between the heads of department, section and unit and the staff was cordial. This is a healthy signal of the basic objective of the human resource which is likely to contribute to the realization of the organisational goals of which the University is no exception. This is consistent with an important objective of human resource management which enjoins the organisation to establish and maintain an adequate organisational structure of relationships among all the members of an organization by dividing tasks into functions, positions and jobs, and by defining clearly the responsibility, accountability, authority for each job and its relation with other jobs in the organisation (Yoder & Heneman, 1989).

In a similar situation a slight majority (58.3%) of the respondents agreed that adequate and appropriate materials, tools and equipment were supplied to staff. This was a good sign but since a sizeable number (26.5%) of the respondents disagreed to the statement, it is an indication that there is more room for improvement. The Labour Act of Ghana (2003) in apportioning duties to employers directs them to provide work and appropriate materials, machinery, equipment and tools to their employees.

Further, a greater percentage (57%) of the respondents agreed that they got sufficient support from their colleagues. Support from colleagues is quite crucial in any organisation and therefore for staff of an institution like the University to get such a remarkable support from each other is indeed a positive sign for further development of the human resource capacity. On the list of Peters and his colleagues (1985) on some of the more common work constraints that employees experience is insufficient support from others. To them they are features of the work environment that negatively affect job performance.

However when respondents were requested to establish the claim that there was free flow of information in the University, 48.5% of them agreed to the statement whereas 51.5% of them also disagreed. This shows that respondents were almost divided on whether there was free flow of information in the University. Johnson (1994) states that ensuring that each person in your workteam is able to perform at work in the best way possible involves a series of complex tasks which includes providing clear information about what is required. If you are to adopt an open, caring, sharing approach to your team and your work, there is a good chance others will do the same. He concludes that any supervisor can reward the members of his or her team by trying to improve social relationships by, for example, setting out work areas so that it is easy for team members to communicate.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In the previous chapter, the data collected for the study were analysed and discussed. This chapter presents the summary of the findings, draws conclusion and offers recommendations and suggestions for further research.

Summary

The purpose of the study was to assess the staff welfare system of the University of Cape Coast. The components of the welfare system include: mental and physical health, psychological view points towards employment, social status and the ability to meet the economic needs.

The study was guided by the following research questions:

1. How has the welfare system been able to meet the needs and aspirations of the staff?
2. In what ways has the welfare system strengthened co-operation among staff?
3. To what extent is the welfare system promoting professional growth and development among staff?
4. In what ways is the welfare system promoting job satisfaction among staff?
5. What are the sources of dissatisfaction and worries among staff and which interfere with performance?

The descriptive survey research design was chosen for the study. The design thus indicated whether there was any comparison to be made, the method to be used to control extraneous variable and enhance the study's interpretability, the timing and frequency of how data collection was to take place and the nature of communications with subjects. The purpose of descriptive research was to observe, describe and document aspects of a situation as it naturally occurred.

The research was carried out in the University of Cape Coast in the Central Region of the Republic of Ghana. There were seven (7) faculties/schools, forty-five (45) departments and six (6) halls of residence. There were centres, units and sections in the University all of which were staffed by employees of all categories.

The sampling of workers for the study followed the selection of all the role players and beneficiaries engaged directly or indirectly in the staff welfare services. The stratified sampling technique was used by the researcher to divide the target population into sub-population (state) on the basis of supplementary information. A total sample of 375 were projected to be selected with the following characteristics: Senior Members Teaching – forty-five (45), Senior Members Non-Teaching – ten (10), Senior Staff – seventy (70) and Junior Staff – two hundred and fifty (250).

Questionnaire constructed by the researcher was the main instrument used for collecting data for this research. The questionnaire was designed on the strengths of the related literature reviewed and the research questions raised. The instrument sought factual information about the assessment of staff welfare services of the University of Cape Coast. The questionnaire was pilot tested to help control measurement errors.

The researcher personally administered the instruments to the staff in various faculties, departments, directorates, sections, units and halls of residence. Approximately 95% rate of return of the instrument was achieved.

Data collected were coded and analysed using the Statistical Product for the Social Sciences (SPSS). Descriptive statistics were used to summarise the data pertaining to the personal characteristics of respondents. The findings were then discussed and some conclusions were drawn.

Summary of findings

The major findings that emerged from the analysis of the data collected are summarised below.

1. An overwhelming majority (94.4%) of the staff indicated their awareness that there is a welfare system in the University of Cape Coast. This awareness has been created through the arrangement and organization of funerals. The greatest beneficiaries of the welfare system have been the junior staff and their efficiency and promotion of the image of the University have been achieved through the celebration of funerals.
2. The welfare system helps to improve conditions of service for the senior and junior staff, particularly the junior staff. Promotion of the well-being of staff may be enhanced through union negotiations. The system has little to do with the senior members.
3. The welfare services in the University are not adequate and satisfactory. The level of the services provided is low to help attract and retain high-grade staff into the University. The reasons being there are inadequate incentives to attract high-grade

staff and in addition the high-grade staff are leaving because available welfare package is unattractive. The present high grade staff are attracted by the prestige of working in the University.

4. Through their bargaining certificate, junior staff are briefed from time to time on conditions of service. Some workers in the Works and Maintenance and Grounds and Gardens sections are provided with boots whiles drivers and security personnel are supplied with official uniforms. It was also found out that workers do not enjoy such recreational facilities as indoor games, clubs, celebrations, rest rooms and athletic gymnesia. They gave various reasons among others that recreational facilities are not available and existing facilities are limited to students. There was the general consensus among staff that health care for employees has generally been satisfactory.
5. Welfare system has not done enough to strengthen co-operation among staff. The University does not consider seriously and equally the problem of each staff irrespective of one's status as high-grade staff enjoy the most and best facilities. It was generally easy when an employee wanted to talk to a departmental or sectional head but a sizeable number of staff claimed most heads were not approachable. Staff were not briefed or educated on their rights and privileges and therefore did not know them. They are yet to see copies of conditions of service and no fora are organized for briefing or orientation.
6. Members of staff are counselled on personal and family problems in order to adjust to their work environment but an important number of them do not patronize the Counselling Centre. Sharing decision making with staff by heads was not encouraging. All directives came from above. There is co-operation between the

University administration and staff representatives to the extent that there is exchange of views and ideas between them.

7. The extent to which professional growth and development is being promoted earned positive results. Majority (77.2%) of staff held the view that human resources are being developed by way of training and retraining; members of staff are encouraged to develop their talents and abilities and that the current method of appraisal system for the assessment of staff should continue. However, a good number of staff who were mostly junior and senior staff expressed some reservations as follows:
 1. Incentives for study leave are woefully inadequate
 2. One has to struggle in order to get study leave.
8. The senior members contend that welfare services help motivate staff whereas the junior and senior staff think otherwise. Heads of department, section or unit give recognition for extra effort of staff and also generous in praise of their achievements. Appointments and promotions are generally based on merit; and also general employment conditions can be rated as satisfactory. However a sizeable number of staff expressed these sentiments:
 1. Appointments and promotions are sometimes based on whom you know.
 2. The general conditions of employment are not satisfactory.
9. Reacting to the sources of dissatisfaction and worries among staff and which interfere with performance, the following emerged: There is equal pay for equal work in the University; some employees are dissatisfied with their emoluments; they think some earned more than others; benefits such as compensation, overtime and leave allowances are paid but the accounting procedure tends to delay payment; the

amount of money (donation) given by the University to the surviving spouse on the death of an employee is adequate. The opinions of staff were divided on the view that employees are briefed on the contents/provisions of the general conditions of service; and therefore their awareness of the conditions was not certain. The length of time or period given to surviving spouse to occupy the University premises/estate on the death of an employee is sufficient. The relationship between the heads of department, section and unit and the staff is cordial. Also staff indicated that they got sufficient support from their colleagues. Adequate and appropriate materials, tools and equipment are supplied to staff. Moreover staff are not certain that there is free flow of information in the University. Finally respondents disagreed to the statement that welfare services help minimise social vices such as stealing, gambling, prostitution and drug abuse.

Conclusion

Based on the findings of the study the following conclusions could be drawn.

The objective of welfare as the total well-being of staff has not been achieved. The welfare section exists mainly to arrange and organize funerals. Welfare services are not adequate and satisfactory and therefore unable to attract and retain more high-grade staff into the University. The general employment conditions of the University are not satisfactory. Moreover welfare services have not succeeded in minimizing social vices such as stealing, gambling, prostitution and drug abuse. The services do not motivate staff. The greatest beneficiaries of the welfare are the junior staff but the system has little to do with the Senior members.

There is no clearly defined decision on welfare policy, proper organization of welfare and assessment of its effectiveness. There are no objectives sought to be achieved and range of facilities to be provided.

Recommendations

From the findings made and conclusions drawn after the analyses of the data, the following recommendations are made to enhance the administration of welfare facilities.

1. The Central Administration of the University of Cape Coast should formulate and implement a well defined welfare policy to be disseminated among staff. This will create an awareness of the existing welfare services and thereby enhance motivational level towards work.
2. The Central Administration of the University should train and employ competent and qualified staff to the welfare unit so that the functions of staff welfare administration will be performed effectively.
3. The University Administration should ensure that recruitment, selection and placement of personnel should be devoid of favouritism and nepotism. There should be fair treatment of staff in promotions, training and development.
4. Labour unions on campus should organise periodic durbars and meetings to educate their members on their rights, privileges and responsibilities. They should also educate them on conditions, schemes and terms of service.

Suggestions for further Research

This research was limited to the University of Cape Coast and may not be well generalised to cover all universities in Ghana. It is therefore suggested that similar research is conducted to cover many more universities in the country.

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UNIVERSITY OF CAPE COAST

Faculty of Education

Institute for Educational Planning and Administration

Questionnaire on Staff Welfare Services in the Central Administration of the University of Cape Coast

The purpose of this research is to study the Staff Welfare Services in the Central Administration of the University of Cape Coast. Since it is for research purpose it would be very much appreciated if you could answer the questions as objectively as you can. You would be contributing immensely to the development of effective Staff Welfare Services in the University of Cape Coast. Your anonymity is preserved. Thank you for your cooperation.

Tick [√] where alternatives/options have been provided. Supply your own answers where space has been provided.

1. Your employment status
Senior Member []
Senior Staff []
Junior Staff []
2. Your gender
Male []
Female []
3. Your working experience in the University.
1-5 years []
6-10 years []
11-15 years []
16-20 years []
21-25 years []
26 years and above []
4. Are you aware that there is a welfare system in the University of Cape Coast?
Yes [] No [] Don't know []
5. Does the welfare section mainly arrange and organize funerals?
If No, what else does it do?
Yes [] No [] Don't know []
.....
.....
6. Is the welfare system working to enhance the efficiency of staff?
Yes [] No [] Don't know []
If No, give reasons.
.....
.....

7. Does the welfare system of the University help to improve the conditions of service for staff?
Yes No Don't know
If No, give reasons.
.....
.....
8. The welfare system of the University is helping improve the conditions of the University community.
Yes No Don't know
If No, give reasons.
.....
.....
9. Do the welfare services promote the image of the University as an organization?
Yes No Don't know
If No, give reasons.
.....
.....
10. The well being of the staff of the University of Cape Coast is being promoted by the welfare system.
Yes No Don't know
If No, give reasons.
.....
.....
11. Are the welfare services in the University adequate?
Yes No Don't know
If No, give reasons.
.....
.....
12. Are the welfare services in the University satisfactory?
Yes No Don't know
If No, give reasons.
.....
.....
13. Are the welfare services helping to attract high-grade staff into the University?
Yes No Don't know
If No, give reasons.
.....
.....
14. Is the welfare system helping to retain high-grade staff into the University?
Yes No Don't know
If No, give reasons.
.....
.....

15. Health care for employees has generally been
Satisfactory Not satisfactory Don't know
If not satisfactory, please explain.....
.....
16. Are workers briefed from time to time on conditions of service or
agreements on work procedures?
Yes No Don't know
If No, give reasons.
.....
.....
17. Are workers provided with protective clothing such as helmets, gloves,
goggles, boots and aprons where necessary?
Yes No Don't know
If No, give reasons.
.....
.....
18. Do staff enjoy such recreational facilities as indoor games, clubs,
celebrations, rest rooms and athletic gymnasium?
If No, explain.
.....
.....
19. Does the University take a caring attitude towards staff?
Yes No Don't know
If No, explain.
.....
.....
20. Are workers given responsibility where it is deserved?
Yes No Don't know
If No, give reasons.
.....
.....
21. Has the welfare system been able to unify employees?
Yes No Don't know
If No, explain.
.....
.....
22. Do the heads of department, section and unit share decision-making with
employees?
Yes No Don't know
If No, explain.
.....
.....
23. Do the staff representatives exchange views and ideas with the University
administration?
Yes No Don't know

- If No, explain.
.....
.....
24. Is there cooperation between the University administration and staff representatives?
Yes No Don't know
If No, explain.
.....
.....
25. Does the University consider seriously and equally the problem of each staff irrespective of one's status?
Yes No Don't know
If No, explain.
.....
.....
26. Is it generally easy when an employee wants to talk to a departmental or sectional head?
Yes No Don't know
If No, explain.
.....
.....
27. Are workers briefed/educated on their rights and privileges?
Yes No Don't know
If No, explain.
.....
.....
28. Are workers counselled on personal and family problems in order to adjust to their work environment?
Yes No Don't know
If Yes, explain.
.....
.....
29. Is the University developing the human resources by way of training and retraining of staff?
Yes No Don't know
If No, explain.
.....
.....
30. Are members of staff encouraged to develop their talents and abilities?
Yes No Don't know
If No, explain.
.....
.....
31. Should the current method of appraisal system for the assessment of staff continue?
Yes No Don't know

- Please, explain.
-
32. Are you given recognition for extra effort by your head of department, section of unit?
Yes No Don't know
If No, explain.
.....
33. Do welfare services help motivate staff?
Yes No Don't know
If No, explain.
.....
34. Is your head generous in praise of your achievements?
Yes No Don't know
If Yes, give details.
.....
35. Are appointments and promotions in the University based on merit and laid down procedure?
Yes No Don't know
If No, explain.
.....
36. The general employment conditions of the University can be rated as
Satisfactory Not satisfactory

Please tick [√] the column which is close to your feeling on the following statements.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	Coding
37. There is equal pay for equal work in the University.						
38. Benefits such as compensation, overtime and leave allowances are paid promptly to employees						
39. The amount of money (donation) given by the University to the surviving spouse on the death of an employee is adequate.						
40. The length of time or period given to surviving spouse to occupy the University premises/estate on the death of an employee is sufficient.						
41. Welfare services help minimize social vices such as stealing, gambling, prostitution and drug abuse.						
42. Employees are briefed on the contents/provisions of the general conditions of service.						
43. The relationship between the heads of department, section and unit and the staff is cordial.						
44. Adequate and appropriate materials, tools and equipment are supplied to staff.						
45. I get sufficient support from my colleagues.						
46. There is free flow of information in the University.						

47. In what ways do you think that the staff welfare services in the University can be improved?

.....

Thank you.