

# Welfare and Teachers' Job Performance in Public Secondary Schools in Ebonyi State, Nigeria

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This study sought to examine the influence of teachers' welfare on their job performance in public secondary schools in Ebony State, Nigeria. Using a mixed approach, the study employed descriptive co-relational design. The population for the study was 384 teachers out of which the sample size of 196 respondents was drawn. Systematic random sampling was used to select respondents. The objectives were: to determine the level of teacher welfare; level of teachers' job performance; to examine the relationship between teachers' welfare and their job performance; and the influence of welfare on teachers' job performance. Data were collected using a self-designed questionnaire whose validity and reliability were confirmed through computation of content validity index (CVI) and Cronbach Alpha test which were found to be 0.76 and 0.81 respectively. The quantitative data were analyzed using mean, Pearson's linear correlation coefficient, and multiple regression analysis. The quantitative results revealed that the level of welfare for teachers is poor and the level of teachers' job performance is moderate among others. The study concludes that, despite their reasonable job performance, employees' welfare is poorly cared for. The study recommends among others, that the government and the school administrators should improve on the welfare scheme they offer to teachers to achieve quality secondary education through a high level teacher performance.

*Keywords:* employee, welfare, job, performance

## Introduction

An indispensable necessity for an institution/organization to sustain its struggles in the direction of realizing its predesigned objectives is employees' performance. Daddie, Andrews, Iroanwusi, and Princewill (2018) reasoned that in this era of globalization, market economy, hyper competition, and rapid changing environment, the success of an organization depends on the employees' performance.

The Philosophy of Human Resource asserts that employees are the supreme important business resource that must be carefully managed in order to maximize return on investment and achieve the desired goals (Waititu et al., 2017). Organizations have to provide various benefits to ensure employees welfare is taken care of. In fact, it is almost impossible to operate an organization without offering a basic set of benefits for employees' welfare (Waititu et al., 2017). Ankita (2010) opined that organizations should understand that a healthy and stress free

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worker is a major asset to the organization and should therefore provide welfare services and programmes. Welfare is concerned with the total wellbeing of employees both at work and at home (Daddie et al., 2018). Armstrong (2004) states that employee welfare programs rest mainly on the abstract ground of social responsibility on organizations for those who work for them.

Organizations need highly performing employees in order to meet their goals to deliver the products and services they specialize in and hence achieve competitive advantage (Daddie et al., 2018). According to Gayle and Brock (2004), organizations provide welfare facilities to their employees to keep their motivation levels high. Cole (2002) classified employee welfare programmes into two categories viz. statutory and non-statutory welfare schemes. The statutory schemes are those schemes that are compulsory to provide by an organization as compliance to the laws governing employee health and safety. The non-statutory schemes differ from organization to organization and from industry to industry. The very logic behind providing welfare schemes is to increase a healthy, loyal, and productive workforce, create efficient and satisfied labour force for the organization, and promote healthy organizational relations thereby maintaining organizational peace. Armstrong and Baron (1998) base the ethos of performance on the assumption that if the performance levels of individuals can be raised somehow, better organizational performance will follow as a direct result.

With this background in mind, this study sought to investigate the influence of welfare on teacher performance in secondary schools in Ebonyi State, Nigeria.

### **Welfare**

The concept of welfare has many elements, its relations to and ideas emanating from a variety of disciplines and approaches, including economics, psychology, sociology, and philosophy, can be clearly established (Greve, 2008). In this regards, Greve (2008) defined welfare as the highest possible access to economic resources, a high level of well-being, including happiness of the citizens, a guaranteed minimum income to avoid living in poverty, and, finally, having the capabilities to ensure the individual has a good life. Mishra and Manju (2007) believed that employee welfare is a comprehensive term which refers to the various services, benefits, and facilities offered by the employer to employees with a purpose of enriching the life of employees and to keep them happy and contented. The purpose of providing such facilities is to make their work life better and also to raise their standard of living (Priti, 2009), hence improved performance. Manzini and Gwandure (2011) argue that welfare services can be used to secure the labour force by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family members.

Welfare services may be provided by supplementing the income of the workers by providing services such as housing, medical assistance, canteens, and recreation facilities (Mishra & Manju, 2007). Looking at the peculiarity of railways corporation for instance, Waititu et al. (2017) measured employee welfare in terms of, occupational health, succession plans, training and development, remuneration, and employee referral scheme. While studying on insurance firms, Daddie et al. (2018) classified welfare scheme into economic welfare scheme, recreational welfare scheme, and facilitative welfare scheme. Similarly, Mazaki (2014) measured welfare in form of housing teachers, provision of meals to teachers at school, provision of medical care allowances and the school environment. Each of these classifications was made believing that the constructs would best measure the characteristics of interest in the respective study locations. Considering the situation of secondary education especially in Danko-Wasagu local government, this study measured welfare in terms of five domains: training and development; remuneration; incentives; facilitative services; and recreational services.

### Teacher Performance

The term performance has been defined differently by different scholars basing on the perspective from which they approach it. According to Summermatter and Siegel (2009), it may imply efficiency, economy, results, or return (profits) on investment. Some scholars have viewed performance as the behavioural aspect that defines the way in which organizations, teams, and individual employees get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2003). Performance is the degree to which an employee and organizational goals are met (Feng, 2010). It comprises both behaviour and outcomes (Armstrong, 2003; Feng, 2010). Behaviour comes from the worker who transforms performance from abstraction into action leading to outcome (Kalyani, 2006). Feng (2010) identified three directions from which performance can be viewed, that is, results oriented performance, conduct oriented performance, and the integration of conduct and result oriented performance. Several researchers throughout the evolution of organizational theory have focused on the best way to measure individual and organizational performance and realized that it is a dynamic concept that varies across geographical space, time, and scholarly schools of thought (Waititu et al., 2017).

Performance and its crucial dimensions change and differ over time and space depending on the relations between inputs, activity, output, and effect. Over 300 papers from 14 journals were analyzed by Summermatter and Siegel (2009), they discovered that the word performance as applied in management has several dimensions, subsumed terms, and categorizations. The categorization shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector, and individual employees. Their findings revealed that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, quality but there is not a one size that fits all definition of performance in the development of the principles and practice of management. Performance, therefore, entails a mixture of doing a job effectively and efficiently, with a minimum degree of employee-created disruptions (Decenzo & Robbins, 1998).

Katarasibwa (2006) viewed teacher performance to mean the process by which the teacher is able to realise a maximum requirements level of their job in an effort to fulfill the school objectives. Umar (2018) defined teacher performance as the overall classroom management, effective teaching, motivation to teach, school and classroom punctuality as well as good team work. He further asserted that teachers' performance is the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counselling and guidance. Umar (2018) outlined five constructs of teachers' performance: timely scheming of work; timely lesson planning; lesson delivery/actual teaching; maintenance of records of work covered; and teachers' physical presence in school. According to Abwalla (2014), teachers' performance refers to identification with, and involvement in the teaching occupation. He argued that teacher performance is considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises, and participation in co-curricular activities of the schools.

He identified four dimensions of teacher performance as follows: lesson plan preparation, assessing students, involvement in co-curricular activity, and syllables completion. Obilade (1999) sees teacher performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals whereas, Akinyemi (1993) and Okeniyi (1995) defined it as the ability of teachers to combine relevant inputs for the

enhancement of teaching and learning processes. However, Meindl (1995) argued that teachers' performance is determined by the worker's level of participation in the day to day running of the organization. Adepoju (1996) supports the argument by stating that variables of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work, and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job, and extra-curricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation, class control, and discipline of the students are the virtues that teachers should uphold effectively in general secondary schools. Mazin (2010) lists four different performance dimensions on which employees are measured: quality, quantity, dependability, and job knowledge. Basing on the school settings therefore, teacher performance was measured in terms of five domains: mastery of subject matter, lesson preparation, lesson presentation, extra-curricular activities, and students' assessment.

### **Statement of Problem**

The performance of secondary school teachers in discharging their duties is poor, as the desired effects of secondary education is not manifested in most of the school graduates. The poor teachers' performance could be attributed to a number of factors including teachers' incompetency, negligence of government concerning secondary education, high demand for education as a result of rapid increase in population in every part of the country, poor welfare for teachers and so on. The effects of these deteriorating conditions are threats to teachers' performance thereby affecting curriculum delivery. Thus, there is a big gap in the quality education resulting from disillusioned teachers.

### **Objective**

The objectives of the study are:

- (1) To determine the level of welfare services in secondary schools;
- (2) To examine the level of teachers' job performance in secondary schools;
- (3) To establish the relationship between welfare services and teachers' job performance;
- (4) To examine the influence of welfare on teacher performance.

### **Review of Related Literature**

This study is based on the concept that welfare would help improve teacher performance through increased knowledge of the subject matter, lesson preparation, well lesson presentation, involvement in extra-curricular activities, and reliable student assessment.

Welfare is the independent variable while teacher performance is the dependent variable. Teacher performance will be influenced by welfare measures as it acts as motivating factor to teachers who otherwise would live a difficult work life and may therefore be demoralized which would consequently lead poor job concentration, hence poor performance.

### **Theoretical Perspective of the Study**

This study was guided by the Functional Theory of Labour Welfare also called the "Efficiency Theory". This theory states that a fully mentally and physically satisfied worker is the most efficient. The theory also holds that employees will tend to be more efficient by improving their performance if the organisation takes good care

of them and that programmes for housing, education, training, family planning, and provision of balanced diet are significant for labour welfare as they increase the efficiency of employee (Waititu et al., 2017). This theory supports that welfare work serves as a means for securing, preserving, and developing the efficiency and productivity of employees. It can be understood from this theory that physical and mental stability of employees will make them more efficient in discharging their work-related tasks and that better welfare services will help to achieve this. A teacher faced with issues such as poor health conditions, food insecurity for his family, poor recreational services, and lack of training and development for career advancement will not be performing his job very well for having multi-divided attentions. This theory is useful in this study as the welfare services serve as motivating factor leading to a better job performance.

### **Related Studies**

Several studies have been carried out on the employee welfare programmes and employee performance. A study by Daddie et al. (2018) examined the effect of welfare scheme on worker performance in selected insurance firms in Port Harcourt, Nigeria and it was revealed that employee's welfare scheme provided by insurance firms has significant effect on the performance of their employees. Kariuki (2006) conducted a survey on the perception of staff welfare programmes in large manufacturing firms in Nairobi and established that majority of the firms provide employees with staff welfare programmes. Wainaina (2011) studied on the relationship between wellness programmes and employee job satisfaction at capital group limited. He established that the programmes boosted employees' satisfaction levels. Masinde (2011) studied comparative analysis on the effects of social welfare facilities on employee motivation in Pan African Papermills and Mumias Sugar Company. The study established that facilities provided are a strong motivational element that has helped retain employees in the job for a long time, boosting their productivity. Kuria (2012) studied on the effects of employee welfare programmes on job satisfaction of employees within the flower industry in Kenya; the researcher established the effects of employee welfare programmes on job satisfaction of employees in organizations within the flower industry in Kenya. The work of Waititu et al. (2017) on the effect of employee welfare programmes on employee performance in Kenya Railways Corporation indicates a positive effect. They further established that remuneration policies had strongly positively influenced employee performance at Kenya Railways Corporation. Moreover, they discovered that training has influence on employee performance at the Kenya Railways Corporation.

Ikenyiri and Ihua-maduenyi (2011) examined teachers' assessment of needs effectiveness in Omoku-Rivers State, Nigeria. They found out that enhancement of rent allowance (Housing) strongly predicted teacher effectiveness in Rivers state primary schools. A study to investigate teachers' assessment of needs satisfiers as motivation for teachers' effectiveness by Ikenyiri and Ihua-Maduenyi (2011) in Omoku-rivers states, Nigeria, found out that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. Similar studies have been conducted to establish the effect of school health care provision on teacher performance, as the provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Konu, Lintonen, & Rimpela, 2002). For example, Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health, and achievement motivation in Xi'an, China. The findings revealed that: sustained commitment had a negative effect on work performance; emotional commitment had a positive effect on work performance; work stress was found to have a positive effect on work performance while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health.

Also, Ikenyiri and Ihua-Maduenyi (2011) revealed that provision of medical and entertainment allowance were a great contributor to teachers' effectiveness in class in primary schools. Kadzamira (2006) analyzed teacher motivation and incentives in Malawi and found out that teachers pay at both primary and secondary school level was inadequate to meet minimum basic needs for food, transport, and clothing. He recommended hardship allowances for teachers working in the remote hard to reach rural schools. The work of Nairuba (2011) on the effect of motivational practices on teachers' performance among secondary schools in Jinja, Uganda, discovered that fringe benefits like allowances, recognition, promotion, and praise depended on availability of funds and management's perception and they had an effect on teachers' performance. To explore the factors that impact negatively on teacher motivation as regards the implementation of what they learn at continuing professional development programmes in Malawi, a study by Selemani-meke (2013) indicated that poor allowances that teachers receive during continuing professional development training have contributed to lack of motivation of teachers to effectively implement at classroom level what they learn at continuing professional development training.

The reviewed studies reveal that limited studies have examined the effect of employee welfare programmes on teachers' performance. This constitutes a knowledge gap justifying the need for further study. This study therefore sought to fill this research gap by examining the influence of welfare on teacher performance in secondary schools in Ebonyi State.

### **Methodology**

This study employed a descriptive co-relational survey design. The population for the study comprised all teachers from all the 16 senior secondary schools in Ebonyi State. According to Zonal Education office, Zuru (2019), there are 384 teachers in these schools, out of which 196 were selected as sample for the study using Slovene's formula (185 responses retrieved). Two self-designed instruments were used for data collection. These were Employee Welfare Questionnaire (EWQ) and Teacher Job Performance Questionnaire (TJPQ). To test the validity of the instruments, they were given to six experts in the areas of Educational Management and Educational Measurement and Evaluation from Enugu State University of Science and Technology. The results of these experts' observation were subjected to content validity index computation which revealed 0.81 and 0.75 for EWQ and TJPQ respectively. Reliability test was done using test re-test method. In this, the instruments were administered to few respondents outside the study area. After a period of two weeks, the instruments were re-administered. The results of the two tests yielded 0.71 and 0.79 coefficients for EWQ and TJPQ, respectively after being subjected to Pearson product-moment correlation statistic. Frequency counts, percentage distribution, mean, and Pearson's linear correlation coefficient were used to analyse the data.

### **Results**

#### **Level of Teachers' Welfare**

Table 1 shows that the independent variables in the study were five constructs that define teacher welfare namely: remuneration, training and development, incentives, facilitative services, and recreational services. The table presents the mean scores of the agreement level of teachers' welfare basing on the five domains by respondents. As shown in the table, the mean scores for the five aspects of employee welfare extended from 2.34 to 2.79. The highest perception level of agreement was facilitative services (mean = 2.79), followed by training and development (mean score = 2.77). This is followed by incentive (mean score = 2.52), followed by recreational

services (mean = 2.52) and then, remuneration (mean score = 2.34). The overall mean obtained by employee welfare is 2.57, which on the scale used corresponded to “fairly disagree” and hence a poor overall rating of the respondents on employee welfare. Therefore, based on Table 1, it can be concluded that secondary schools, in actual situation, had a poor level of welfare to teachers in Ebonyi State.

Table 1

*Mean on Teachers' Welfare*

| Teachers' welfare mean interpretation |      |          |
|---------------------------------------|------|----------|
| Remuneration                          | 2.34 | Low      |
| Training and Development              | 2.77 | Moderate |
| Incentives                            | 2.52 | Low      |
| Facilitative Services                 | 2.79 | Moderate |
| Recreational Services                 | 2.45 | Low      |
| Overall mean = 2.57                   |      |          |

**Level of Employee Performance**

The dependent variable was divided into five aspects namely: mastery of subject matter, lesson preparation, lesson presentation, extra-curricular activities, and student assessment. The items were scaled using the five-point Likert scale ranging from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5, which is the best case scenario (strongly agree). Table 2 illustrates that for mastery of subject matter, the mean obtained is 3.56, which on the scale used corresponded to “agree” and hence a good overall self-rating of the respondents on mastery of subject matter; lesson preparation has the mean of 3.49, which on the scale used corresponded to “agree” and hence a good self-rating of the respondents on lesson preparation; for lesson presentation, the mean score of 3.64 was obtained, which on the scale used corresponded to “agree” and hence a good self-rating of the respondents on lesson presentation; yet for extra-curricular activities, the table indicates mean score of 2.45, which on the scale used corresponded to “disagree” and hence a good self-rating of the respondents on extra-curricular activities; and lastly, student assessment obtained the mean of 3.54, indicating a good self-rating of the respondents on student assessment. The overall mean obtained by employee performance was 3.34, which on the scale used corresponded to “partially agree” and hence a moderate overall self-rating of the respondents on employee performance. From Table 2 therefore, it can be concluded that teachers, in actual situation, had a moderate level of job performance.

Table 2

*Mean on the Employee Performance*

| Students level              | Mean | Interpretation |
|-----------------------------|------|----------------|
| Mastery of subject matter   | 3.56 | High           |
| Lesson preparation          | 3.49 | High           |
| Lesson presentation         | 3.64 | High           |
| Extra-curricular activities | 2.45 | Low            |
| Students' assessment        | 3.54 | High           |
| Overall mean = 3.34         |      |                |

In order to test the relationship between each of the five constructs of employee welfare and job performance, Pearson's linear correlation coefficient was used at a 0.01 significant level and 2-tailed. Table 3 presents the results of the correlation. As shown in the table, there exists a significant positive relationship between

remuneration and teachers' job performance at  $r$  value 0.545 ( $p < 0.01$ ). Also, training and development and teachers' job performance revealed a significant positive relationship at  $r$  value 0.624 ( $p = 0.001$ ). Similarly, Pearson's  $r$  value of 0.465 indicates a significant relationship between incentives and teachers' job performance with a  $p$  value of 0.000. Moreover, relationship between facilitative services and teachers' job performance with a  $p$  value of 0.007 revealed a significant correlation of 0.601. Furthermore, teacher performance is significantly and positively correlated with recreational services ( $r = 0.315$ ;  $p = 0.001$ ). However, the association of recreational services with teachers' job performance is the weakest relationship. The null hypothesis is therefore rejected, and it is concluded that there is a significant positive relationship between employee welfare and job performance in secondary schools in Danko-Wasagu local government. This implies that increase in employee welfare will increase their job performance.

Table 3

*Correlation Between the Five Aspects of Welfare and Teachers' Job Performance*

| Variables                                  | Pearson's $r$ | $p$ -value (0.01) | Interpretation |
|--|---------------|-------------------|----------------|
| Teachers' job performance and remuneration | 0.545         | 0.000             | Significant    |
| Training and development                   | 0.624         | 0.001             | Significant    |
| Incentives                                 | 0.465         | 0.000             | Significant    |
| Facilitative services                      | 0.601         | 0.007             | Significant    |
| Recreational services                      | 0.315         | 0.001             | Significant    |

Table 4

*Multiple Regression of Welfare and Teacher Job Performance*

|                        | B     | Unstandardized coefficients $t$ sig. std. error | Standardized coefficients beta | $t$    | Sig.  |
|------------------------|-------|---|--------------------------------|--------|-------|
| C onstant              |       |   |                                |        |       |
| Training & development | 0.793 | 0.061   | 0.652                          | 3.621  | 0.001 |
| Remuneration           | 0.673 | 0.054   | 0.510                          | 2.445  | 0.001 |
| Facilitative services  | 0.792 | 0.057   | 0.651                          | 3.621  | 0.000 |
| Incentives             | 0.062 | 0.027   | 0.173                          |        | 0.035 |
| Recreational service   | 0.243 | 0.034   | -0.093                         | -3.529 | 0.254 |

$R = 0.724$ ,  $R^2 = 0.672$ ,  $SEB = 0.332$ ,  $F = 31.167$

Table 4 presents the results of the multiple regression. As shown in the table,  $F = 31.167$  implies that all the five domains are good in explaining variation in teacher performance. Similarly, the  $R$ -square ( $R^2$ ) value 0.672 shows that all the five predictor variables explain 67.20% of the total variation. This implies that 32.8% of the joint variation was accounted for by other factors which this study does not consider. The table also indicates that three of the five domains of welfare: training & development, remuneration, and facilitative services were significant and positive predictors of teacher performance with  $\beta_1 = 0.652$ ,  $p = 0.001$ ,  $\beta_1 = 0.510$ ,  $p = 0.001$ , and  $\beta_1 = 0.651$ ,  $p = 0.000$ , respectively, while incentives predictor ( $\beta_1 = 0.173$ ,  $p = 0.003$ ) was found to have less predictive power and thus, and weakly predicts teacher performance. However, recreational services ( $\beta_1 = -0.093$ ,  $p = 0.254$ ) was found to be negatively related to teacher performance.

### Discussion

The results of this study with respect to objective one indicate that facilitative services and training and development obtained the moderate levels of agreement. For the facilitative services, it might be because of the

efforts of state government to provide accommodation for the staff from different areas and partial provision of first aid treatment in case of illness, while other facilities are left out such as provision for canteen where food and tea can be taken by teachers at a fair price or subsidized rates, rest rooms for health and efficiency of teachers and lack of provision to reimburse actual fares incurred by the teachers to undertake a tour along with his/her spouse and minor children once during a specified number of years. For training and development, the moderate level of agreement obtained might be as a result of workshops that is provided to update teachers on their teaching/administrative responsibility. However, it might be that not every teacher gets the opportunity of participating in the rare workshops organised. Remuneration obtained the lowest level of agreement. This might be as a result of low salaries paid to teachers that cannot cater for their financial obligation.

Also, improper pension programme that left retired teachers stranded is likely to make serving teachers focus more on other income activities outside the schools than their job responsibilities.

The findings on the level of teacher performance revealed that lesson presentation got the highest level of agreement. The reason for this could be that the school administrators and/or education officers from Ministry of Education regularly monitor the classroom activities of teachers. Regular visitation of classrooms will make teachers present their lesson properly and effectively. Mastery of subject matter follows with the second highest agreement level. It might be due to the availability of school libraries and other research facilities for teachers to update themselves. It could also be due to the classroom visitation by monitoring and supervision team that teachers master the subject or topics before they enter class. Student assessment also obtained a high level of agreement. Similarly, lesson preparation got high level of agreement.

This might be due to regular monitoring of teachers' adherence to scheme of work and lesson planning for every lesson by the monitoring committee. However, extra-curricular activities obtained the lowest level of agreement. This could be attributed to some of the staff being game less, failure of the school administrators to participation in extra-curricular activities mandatory to every teacher, or some teachers are engaged with other outside school activities after school hours.

The finding of the relationship between domains of welfare and teacher performance shows that the correlation coefficient is positively related. This finding is in agreement with that of Wainaina (2011) who established that wellness programmes boosted employees' satisfaction levels. It is also in line with the finding by Masinde (2011) that facilities provided are a strong motivational element that has helped retain employees in the job for a long time and boost their productivity. Similarly, it agrees with the findings by Waititu et al. (2017) that employee welfare programme is positively associated with employee performance. In short, among the five constructs of welfare, training and development had the highest level of association with teacher performance while recreational services had the lowest association with teacher performance. For the former, it is possible due to the fact that training an employee in the job related programmes will improve his performance which increases his productivity while for the later, it is possible as a result of poor promotion of informal atmosphere through the contacts and relationships built up in the recreational events.

The findings of the influence of welfare on teacher performance revealed that welfare positively influenced teacher performance. This is supported by Daddie et al. (2018) that employee's welfare scheme provided by insurance firms has significant effect on the performance of their employees. This finding also agrees with that of Waititu et al. (2017) that employee welfare programmes had positive effect on employee performance in Kenya Railways Corporation. Similarly, the finding is in line with that of Kuria (2012), who established the effects of employee welfare programmes on job satisfaction of employees in organizations within the Flower Industry in

Kenya. To be specific, four aspects of welfare influenced teacher performance with predictive power of 0.672. That is, they are significant predictors of teacher performance. Training and development influenced teacher performance the most. This implies that teachers who are provided with the opportunity of furthering their education and participating in job-related workshops/conferences will have their performance improved. This finding is supported by Waititu et al. (2017) who established that training has influence on employee performance at the Kenya Railways Corporation. It is followed by facilitative services in influencing teacher performance. Provision of medical facilities, housing facilities, education facilities to teachers, etc., is considered acts of facilitative services by Daddie et al. (2018). In this line, this finding is supported by Ikenyiri and Ihua-Maduenyi (2011) that provision of medical and entertainment allowance was a great contributor to teacher effectiveness.

However, this finding disagrees with that of Fengi (2010) who found that mental health has a negative effect on work performance. The disagreement here could be due to the levels at which the two studies were conducted; the former was conducted at secondary school level while the later at tertiary level of education. The third construct that influenced teacher performance was remuneration. This is supported by Waititu et al. (2017) who established that remuneration policies had strongly positively influenced employee performance at Kenya Railways Corporation. Also, Ikenyiri and Ihua-Maduenyi (2011) support this finding where they established that prompt payment for food and clothing was statistical predictor of teacher's effectiveness. The fourth construct which positively influenced the teacher performance was incentives. This finding is in agreement with the finding of Nairuba (2011) that fringe benefits like allowances, recognition, and promotion had an effect on teachers' performance. However, recreational services had a negative influence on teacher performance.

### **Conclusion**

From the results, the study concluded that the level of secondary schools staff welfare in Ebonyi State is low. It also concluded that teachers, in actual situation, had a moderate level of job performance. Similarly, from the correlation statistics, the study concludes that there is a significant positive relationship between welfare and teacher job performance in secondary schools in Ebonyi State. That is, each of the five constructs of welfare programmes (training and development; remuneration; incentives; facilitative services; and recreational services) had a positive relationship with teacher performance in secondary schools in Ebonyi State. Furthermore, from regression analysis, the study concludes that training and development had strongly and positively influenced teacher performance in secondary schools in Ebonyi State the most, followed by facilitative service with a strong positive influence on teacher and then remuneration which also had a strong positive influence on teacher performance in secondary schools in Ebonyi State. Incentives showed a weak positive influence on employee performance while recreational services showed a weak negative influence on teacher performance in secondary schools in Ebonyi State.

### **Recommendation**

The study recommends that:

- (1) The government and the school administrators should improve on the welfare scheme they offer to teachers to achieve quality secondary education through a high level teacher performance.
- (2) Training and development programmes such as workshops/seminars/conferences should be effective and more often conducted within and outside the schools for teachers with a view to increase teachers' knowledge of subjects and pedagogies to develop creative and problem solving skills for better performance in teaching.

(3) Teachers should be made to feel satisfied at work and fully attached to the schools through receiving reasonable incentive in the form of a monetary bonus and/or other forms of reward as well as be treated with all respects they deserve.

(4) Government should improve remuneration and reward systems necessary to attract, retain, and motivate the most valued assets required to lead, manage, and serve in the educational system for a better nation.

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