
**CAN WELFARE MANAGEMENT AFFECT TEACHERS' PERFORMANCE?
EVIDENCE FROM GHANA**

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ABSTRACT: *The study examined welfare management practices that affect teachers' job performance by discussing variables such as working condition and fringe benefits. The study was guided by two research hypotheses. Descriptive survey design was adopted and the major instrument used in collecting data for the study was a questionnaire. A sample size of one hundred and sixty-five (165) teaching staff from the target population was drawn using simple random technique. Analysis of the responses revealed, inter alia, the following; (a) there was statistical significant and positive effect of working condition on teachers' job performance, and (b) fringe benefit had statistically significant and positive effect on teachers' job performance. It is recommended that school managements and the Ghana Education Service (GES) should ensure teachers enjoy family friendly policies, efficient and effective working conditions, and good and timely payments of fringe benefits.*

KEYWORDS: Fringe benefits, welfare management, working condition, job performance

INTRODUCTION

Welfare management is one of the most complex and dynamic issues in the field of human resource management. For an organisation to attain its stated objectives, there is the need to effectively manage the human resources aspect of the organisation, taken into knowledge one of the core aspects of resource management known as employee welfare management. The ability of a school to achieve its stated objectives, to a large extent, depends on the effective implementation of welfare packages in order to motivate the teachers and other employees (Odunlami & Matthew, 2014). This implies that although many factors influence performance of schools; welfare provision is vital in determining the success of schools for the reason that it is one of the bases of motivation of staff.

According to Nkata (2005), teachers play a crucial role in promoting the development of society. They are seen as advocates of social justice and citizenship (Francis & Le Roux, 2011). In schools, the teacher is solely in charge for training the child to become a good and 'active' world citizen (Chapin, 2014). Teachers regulate the quality of a country's education system, especially the degree to which the products of education meet the requirements of societal development (Turkkahraman, 2012). Therefore, teachers must perform in ways that enhance positive schooling (UNESCO, 2007). However, teachers seem not to be adequately motivated

and even the working conditions are not quite appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist.

In recent times, the academic performances of Ghanaian students have been very appalling; in certain instances, some schools have scored 100% failure in the West Africa Senior Secondary Certificate Examinations (WASSCE); some even struggle in constructing simple sentences in English Language. Most of the students who write the WASSCE are not able to pass and further to the various tertiary institutions. Some of the breakdowns of pass rate over the years are 2006, it was 12.51%; 10.58% in 2007; 12.95% in 2008; 14.58% in 2009; 26.00% in 2011; 31.19% in 2012; 19.15% in 2013 and in 2014 it was 28.10% (Paa, 2014). Despite the increase in the number of candidates in 2015, those who qualified for higher education dropped to 25% (Gavor, 2015). Both students and teachers have come under barrage of criticisms as a result of students; abysmal performance in their final examination.

The abysmal performance has squarely been blamed on the teachers who are accused of apathy and high levels of inefficiency in the discharge of duties. Unfortunately, the deplorable working conditions under which teachers break their backs to prepare the future leaders of the country have not been seriously considered by the authorities. Poor infrastructures, insufficient logistics, slackness in the upholding of ethical conducts, low salaries and inadequate reward system are characterised with the teaching profession (Akuhia, 2011). According to Akubia (2011), inadequate good welfare packages for the teachers; and teaching under unsuitable and deplorable conditions lead to negative effect on students. It is, therefore, not surprising that students continue to have bad results at their final examinations and their inability to write, speak and comprehend simple English is really.

Although important studies have been done on welfare management, only a few of them explored how school welfare in terms of working condition and fringe benefits could influence teacher performance (e.g. Levačić, 2009; Ma, & MacMillan, 1999). In 2013, the government of Ghana increased the base pay of public sector workers (teachers inclusive) by 10% (Ghana Trade, 2013) coupled with the fact that teachers are now on the Single Spine Salary Structure yet teachers do not seem to be satisfied. There has been series of strikes by the various teacher associations in support of demands for better pay, service condition, payment of allowance and many others. There is, therefore, the need to investigate whether welfare packages specifically looking at working condition and fringe benefits other than salary payments can motivate teachers to improve performance.

LITERATURE REVIEW

Functional theory of labour welfare

This theory is also known as efficiency theory of labour welfare. The functional theory implies that welfare facilities are provided to make the workers more efficient and productive (Mishra & Bhagat, 2007). The theory states that if an employer takes good care of his workforce, they will tend to be more efficient by improving production and that programmes for housing, education, training, provision of balanced diet and family planning measures are important for labour welfare as they increase the efficiency of workers in underdeveloped countries. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial, they will work resourcefully. Welfare provision is a means of securing, preserving and increasing the efficiency of labour (Mishra & Bhagat, 2007).

This theory is a reflection of contemporary support for labour welfare. There is an effort going on to correlate labour welfare facilities and resultant increases in the efficiency of the workers. It is argued that introduction of welfare promoting activities do pay rich dividends in terms of higher productivity. Therefore, the theory applies a commercial approach towards labour welfare activities to make it more economically viable.

Employee Welfare

According to Manzini and Gwandure (2011), historically employee welfare measures were meant to reduce absenteeism, increase efficiency and productivity. However, today employee welfare programmes have taken a broader scope and they include almost all aspects of workers' welfare and development in the organisational establishment. Rationally, the mandate of welfare measures is to generate an efficient, healthy, satisfied and productive labour force for the set up. Priti (2009) asserts that the objective of providing these facilities is to make working life a better experience and also to improve their living standard. Employee welfare is a comprehensive term, which embraces the various benefits, services and facilities offered by the management to employees with the aim of enriching the working and social life of workers and to satisfy their needs in order to enhance productivity (Mishra & Bhagat, 2007).

The International Labour Organization (ILO) largely categorises welfare measures into two; intra-mural activities, which comprise measures such as sanitation, drinking water, bathing facilities, crèches, rest rooms and canteens, facilities for prevention of fatigue, health facilities, uniform and protective clothing and shift allowances. Extra-mural facilities, on the other hand, are undertaken outside the organisation such as maternity benefits, gratuity pension, provident fund and rehabilitation, physical fitness, family planning and child welfare, education facilities, accommodation facilities, recreational activities, sports, cultural activities, transportation to and from the place of work (Mishra & Bhagat, 2007).

Employee welfare is fundamentally, an extension of the term welfare and to the larger application to labour. The term workers, labour, labourer, workman or employee are all used interchangeably to refer to the wage earning human agents in the business set up. The International Labour Organization (ILO), in its Resolution in 1947, defined employee welfare as "such services, facilities and amenities as adequate canteens, rest and recreation facilities, arrangements for travel to and from work, accommodation of workers employed at a distance from their native places and such other amenities and facilities to improve the working and living conditions". The concept of employee welfare is consequently concerned with improvement of working and living conditions of workers and well-being undertaken by employers, trade unions, and government and non-governmental agencies.

Todd as cited in Gupta (2014) defines welfare as "anything done for the comfort and improvement, intellectual and social, of the workers over and above the wages paid, which is not a necessity of the industry". The term employee welfare is very comprehensive and includes various types of activities undertaken for the economic, social, intellectual and moral benefit of the workforce community (as cited in Sarma, 1996). It implies the setting up of minimum appropriate standards and providing amenities like health, food, clothing, housing, medical assistance, education, insurance, job security, recreation and many others. Such facilities enable an employee and his/her family to lead a good work life, family life and social life (Sarma, 1996).

Working Condition

To provide high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school's ability to do so. Educational institutions that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best. Teachers' working conditions are very vital to students because they affect how much individual attention teachers give to students.

The Business Dictionary defines working condition as the situation in which an individual or staff works, including but not limited to, such things as amenities, physical environment, stress and noise levels, and degree of safety or danger. According to the International Labour Organisation (ILO), working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedule) to remuneration, as well as the physical conditions and mental demands that are present at the workplace. Working condition could therefore be said to comprise aspects such as the working hours, employment policy, workers' health issues, workplace premises and the conduct of workers at the workplace.

Johnson (2006) noted that working conditions can include (1) physical features such as the suitability of buildings and equipment; (2) organizational structures that influence workload, autonomy, and supervisory and collegial schedules; (3) sociological components that impact teachers' roles and status as well as experiences with students and peers; (4) political features that define teachers' power and authority; (5) cultural dimensions that structure values, traditions, and norms; (6) psychological issues that might support or diminish teachers personally; and (7) educational policies, such as those related to teacher education, curriculum, and accountability, that may boost or constrain what and how teachers can teach. Johnson concludes that remarkably few schools, particularly among those serving low-income students, deliver all or even most of the workplace conditions that teachers need to do their jobs well and stay in teaching

Ssekamwa (2001) argues that clean environment, classroom, staffroom, adequate rooms for teachers, friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in educational institutions. Other external conditions like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performances in schools. These are still lacking in institutions and most of the teachers have found it difficult to cope with such situations. Their attitudes and behaviours have also been affected as well as their performance. In similar development, Robbins and Maicibi (2003) claim that most employees prefer physical surroundings that are not dangerous and uncomfortable; favour working relatively close to home in a clean environment with modern facilities, adequate tools and equipment. According to them, in some schools, teachers are adequately furnished with enough institutional materials like laboratory equipment, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Consequently, it could be said that adequate equipment and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution.

Fringe Benefits

Cushway (1999) defines fringe benefits as additional payments beyond the basic pays. According to Longman Dictionary of Contemporary English (1999), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Fringe benefit denotes rewards received in addition to direct wages or salaries, such as company car, accommodation allowance, medical insurance, paid holidays, pension schemes, subsidized meals. Some fringe benefits are regarded part of a taxable income while some of which are tax-exempt usually given when certain conditions are met. It commonly includes health insurance, group-term life insurance coverage, educational assistance, childcare and assistance reimbursement, cafeteria policies, worker discounts, employee stock options, personal use of a company-owned vehicle and others. Whether a fringe benefit is tax-exempt depends on the type and, in some cases, the worth of the benefit. By default, all fringe benefits are taxable unless they are explicitly named as being tax-exempt.

Fringe benefits may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually they are paid to the employees. In most institutions such benefits include performance related pay, incentive pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises. In schools, the provision of fringe benefits depends on the availability of resources and the culture of the institution and this results in the views that salaries do not have additions for productivity. In senior high schools, teachers get allowances in from Parents Teachers Association (PTAs), which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress and excellent performance in school activities like debates, sports or drama.

According to Dessler (2008), fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore, school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance. However, these do not exist in most schools and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances. Kyambalesa (1998) states that managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, for teachers to fully exhibit their potentials, become more committed, responsible and accountable in various schools, attention need to be paid to their fringe benefits.

Performance

Performance refers to the outcome from any economic activity. Accordingly to Armstrong (2003), performance is the behavioural aspect that defines the way in which organizations, teams and individuals get work done. In senior high schools, teacher performance is basically on their work performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, preparing schemes of work and lesson plans.

In a school setting, the indicators of the level of teacher's performance could be:

- 1) In terms of test scores, examination results and test scores (The New Zealand Ministry of Education, 2007),

- 2) Students' ability to apply what is learnt, and the rate at which students move up the learning ladder, and the achievements of the school in equipping skills for survival (Decenzo & Robbins, 2002).
- 3) Teaching, continuous assessment of students, marking, making schemes and lesson plans and participating in co-curricular activities (Redder, 2010).
- 4) Timely scheming and lesson planning, timely setting, student testing, and marking of examinations, punctuality, attending and contributing in staff meetings, timely assessment of learners, participation in co-curriculum activities, and willingness to take on extra duties, and teaching with dedication and regularity (Nalweyiso, 2012).

Performance can be good or bad. Good performance involves being punctual at work, co-operating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). Where there are effective welfare measures in the form of working condition and fringe benefits, the degree of participation and commitment is high as well as performance. There is, therefore, correlation between welfare management and teacher performance.

Some previous studies (Nduku, Mwenda & Wachira, 2015; Eluka & Okafor, 2014; Aisha, Hardjomidjojo & Yassierli, 2013; Naharuddin & Sadegi, 2013; Mathews and Khann, 2016; Fadeyi, Sofoluwe & Gbadeyan, 2015; Ayeniyo, 2015; and Gohari, Ahmadloo, Boroujeni & Hosseinipour; 2013) have demonstrated that effective and efficient working condition and fringe benefits are likely to lead to increased employee performance. For instance, using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on performance of employees. Eluka and Okafor (2014) discovered that improved working condition impacts positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefit and employee commitment which consequently leads to high performance. Walking in similar path, Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) found that there is a significant positive relationship between pay, bonus, fringe benefits, promotion, appreciation, empowerment, and delegation in one hand and employees performance on the other hand.

The above findings point out that working condition and fringe benefit have positive effect on employee performance. However, in terms of teachers, there is not enough research about the effect of working condition and fringe benefits on teachers' job performance. Thus, in this study the following hypotheses are suggested:

H1: Working condition has positive significant effect on teachers' job performance.

H2: Fringe benefit has positive significant effect on teachers' job performance.

STUDY METHODS

The study was a cross-sectional in nature and employed quantitative research approach with a descriptive survey design. Questionnaire was used to collect data from primary source. Using a simple random sampling technique, 165 teachers were selected from three senior high schools in the Sunyani Municipality, Ghana. Before embarking on actual data collection, a day was set to visit first and hold discussions with the head teachers of the schools that took part in the study for them to understand the purpose of the study.

The “drop and collect survey” method was employed in distributing research questionnaires to the respective participant schools. A total of 185 questionnaires were distributed to the three schools. The questionnaires were given to contact persons in the schools who then distributed them to the respective teachers. At an agreed time, the researchers returned to the participated schools to collect the completed questionnaires from the contact persons. At the end of the data collection period, a total of 168 questionnaires were obtained, giving a response rate of 90.81%. Out of the 168 questionnaire, three were rendered non-usable due to incomplete information.

Measurement of Variables

The variables for the study are defined as follows;

Working condition – Eight indicators were used to measure working condition. They are flexible working hours; safety environment; proper ventilation; proper lighting and availability of natural light; manageable class size; availability of teaching/learning material (T/LM); support from HOD/head teacher; and part in decision making in the school.

Fringe benefits – Accommodation allowance; transportation allowance; vehicle maintenance allowance; meals at work hours; catering for dependant education; availability of soft loans; end of year welfare packages; gratuity and pension or retirement plan; health insurance; accident insurance were used as constructs for fringe benefits.

Teacher performance – This was looked at from the examination setting time; scheme of work; record of work; Student report; time management; attending meeting; co-curricular activities; and punctuality of teachers

A reliability of coefficient of 0.683, 0.71, and 0.653 were obtained for working condition, fringe benefits and job performance questionnaires respectively. Although studies have asserted that a reliability coefficient of .70 or more is considered reliable (Fraenkel & Wallen, 2000). However, for the purposes of this study, the cut off value adopted was 0.5 as suggested by Nunally (as cited in Blankson & Cheng, 2005). This, therefore, suggest that all the constructs in the study have good internal consistency reliability.

Data Analysis

Statistical Product and Service Solutions (SPSS version 22), statistical software package was used for data processing. All the two hypotheses were tested using simple regression analysis.

RESULTS AND DISCUSSION

Sample Profile

Majority of the participants (56.4%) were males while 43.6% were females. This shows that teaching at the senior high level is male dominated. Furthermore, 35.8% of the participants were between the ages of 41-50 years, 30.9% of the respondents were between 51-60 years, 27.9% of the respondents were between the ages of 31-35 years and 4.8% were between 20-30 years. This result means considering the statutory retirement age for public institution workers in Ghana, many of the respondents are still young and had long and fruitful years of service ahead of them, hence, they can contribute tremendously to national development via the education they were providing to the youth.

On respondents' educational level, majority of the teachers (89.7%) have had first degree, 9.7% of the respondents have had post-graduate certificates, and none of them had HND/Diploma certificate. This implies that the selected senior high schools are equipped with qualified teachers who are legally and professionally qualified to handle classroom instruction.

H1: The Effect of Working Condition on Teachers' Job Performance

In hypothesis one, it was postulated that when teachers working conditions are improved, it will enhance their performance positively. A simple linear regression analysis was used to predict the effect of working condition on teachers' job performance. The prediction was carried out building on the effect of working condition (independent factor). In addition, the coefficient for independent variable generated from the analysis was subjected to a t-test in order to test the significant level of the variable. The study came up with a model summary, the ANOVA for the effect size and coefficients of the variables as indicated in the tables below: Table 1- *Model Summary*^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.939 ^a	.882	.862	.10543	1.680

a. Predictors: (Constant): Working Condition

b. Dependent Variable: Teachers' Job Performance

From table 1, the regression analysis indicates that the model correlation coefficient was 0.882, which indicates that the model predicts 88.2% of the variations in the independent variable while the remaining 11.8% are being explained by other variables not included in the model. The model was significant considering the coefficient of determination value of 0.939 and the model was fit for the analysis as indicated by the Durbin-Watson statistic value of 1.680, which is in the range of 1 and 2.5.

Table 2- *ANOVA*^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.497	1	.497	44.682	.001 ^b
	Residual	.067	6	.011		
	Total	.563	7			

a. Dependent Variable: Teachers' Job Performance

b. Predictors: (Constant), Working Condition

The ANOVA in table 2 indicates that the analysis was also adequate. The effect size of the variables was shown to be 0.5 that contributed by the residual mean sum of squares. The sig value of the F-stat of 44.682 is $0.001 < 0.05$, thus, the variation in the dependent variable can be explained by the linear regression model.

Table 3- *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.189	.359		3.313	.016		
	Working Conditions	.720	.108	.939	6.684	.001	1.000	1.000

a. Dependent Variable: Teachers' Job Performance

The result in Table 3 indicates that there is a statistical significant and positive effect of working condition on teachers' job performance ($\beta=0.939$, $p<0.05$), implying that all other things being equal, an improvement in working condition will result in 93.9% increase in teachers' job performance. This shows that an increase in working condition is linked to teachers' job

performance. This confirms a prior prediction of positive relationship between working conditions and job performance. Also, the effect of working condition is indicated by the t-test value of 6.684 which means that the effect of working conditions surpass that of the error by over 2 times. The variance inflation factors (VIF) indicate the magnitude of inflation in the standard errors associated with a particular *beta* weight that is due to multicollinearity. The VIF is only 1.00 (well below the rule of thumb of 4 or 10), which shows that there is no presence of multicollinearity.

Therefore, the hypothesis that working condition has positive significant effect on teachers' job performance is accepted. The finding is in line with Nduku et al. (2015) who asserted that working conditions have a positive effect on performance of employees. Also, in their empirical study, Mathews & Khann (2016) stated that in order to maintain employees' productivity, administrative office managers should organise the environment based on ergonomically sound workshop in which all of the environmental aspects can be appropriate for employee. Aisha et al., (2013) asserted that working conditions, incentives and motivation had a statistical significant effect on employee performance. Similarly, Eluka and Okafor (2014) discovered that improved working conditions impact positively on employees' performance.

H2: The Effect of Fringe Benefits on Teachers' Job Performance

In hypothesis two, it was proposed that the availability of fringe could improve teachers' performance. Simple linear regression model was also used to predict the effect of fringe benefit in the study. The prediction was carried out building on the effect of independent factor (fringe benefits). In addition, the coefficient for independent variable generated from the model was subjected to a t-test, in order to test the significant levels of the variable. The study came up with a model summary, the ANOVA for the effect size and coefficients of the variables as indicated in the tables below:

Table 4- *Model Summary^b of the Effect of Fringe Benefits on Teachers' Job Performance*

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.879 ^a	.773	.735	.14591	2.184

a. Predictors: (Constant), Fringe Benefits

b. Dependent Variable: Teachers' Job Performance

From table 4, the regression analysis indicates that the model correlation coefficient was 0.773, which indicates, that the model predicts 77.3% of the variations in the independent variable while 22.7% are being explained by other variables outside the model. The model was significant considering the coefficient of determination value of 0.879 and the model was fit for the analysis as indicated by the Durbin-Watson statistic value of 2.184 which is in the range of 1.5 and 2.5.

Table 5- *ANOVA^a of the Effect of Fringe Benefits on Teachers' Job Performance*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.436	1	.436	20.463	.004 ^b
	Residual	.128	6	.021		
	Total	.563	7			

A. Dependent Variable: Teachers' Job Performance

B. Predictors: (Constant),Fringe Benefits

The ANOVA in Table 5 indicated that the analysis was also adequate. The effect size of the variables was shown to be over 89 that contributed by the residual mean sum of squares. The sig value of the F-stat of 20.463 is $0.004 < 0.05$, thus, the variation in the dependent variable can be explained by the linear regression model.

Table 6- *Coefficients^a of the Effect of Fringe Benefits on Teachers' Job Performance*

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-1.873	1.205		-1.554	.171		
1 Fringe Benefits	1.536	.340	.879	4.524	.004	1.000	1.000

a. Dependent Variable: Teachers' Job Performance

The result from the regression analysis in Table 6 shows that the predicted parameter in relation to the independent variable was statistically significant ($P < 0.05$). It can also be seen that fringe benefit is positive and statistically significant to teachers' job performance ($\beta = 0.879$, $P < 0.05$). This implies that all other things being equal, for each unit increase in fringe benefits there is up to 0.879 unit increase in the teachers' job performance. Also, the effect of fringe benefits is indicated by the t-test value of 4.524 which means that the effect of fringe benefits surpass that of the error by over 4 times. The VIF is only 1.00 (well below the rule of thumb of 4 or 10) which shows that there is no presence of multicollinearity.

Therefore, the hypothesis that fringe benefits have significant effect on teachers' job performance is accepted. This finding is in line with studies by Fadeyi et al (2015); and Gohari et al., (2013) who all found that there was significant relationship between fringe benefits. The result is not only consistent with empirical evidences but also theoretical reviews. It supports the functional theory of labour welfare. The theory states that if an employer takes good care of his workforce, they will tend to be more efficient by improving production and that programmes for housing, education, provision of balance diet, and family planning measures are important for labour welfare as they increase the efficiency of workers in underdeveloped countries.

CONCLUSIONS AND RECOMMENDATIONS

With respect to research hypothesis one, it is concluded that effective working condition such as flexible working hours; safety environment; proper ventilation; proper lighting and availability of natural light; manageable class size; availability of teaching/learning material (T/LM); support from HOD/head teacher; and part in decision making in the school leads to improved teacher performance.

Pertaining to research hypothesis two, it is concluded that the provision of fringe benefits such as accommodation allowance; transportation allowance; vehicle maintenance allowance; meals at work hours; catering for dependant education; availability of soft loans; end of year welfare packages; gratuity and pension or retirement plan; health insurance; accident insurance entice teacher to perform better.

It is, therefore, recommended that if government expects to have good results from the senior high schools final examinations (West Africa Secondary School Examination) then critical attention need to be paid to provision of efficient and effective working condition, good and timely payments of fringe benefits due teachers. The Ghana Education Service (GES) should ensure teachers enjoy family friendly policies.

This study has revealed new insights into teacher welfare management research in several ways. The study has contributed to a deeper understanding of the relationship between working condition, fringe benefits, and teacher performance in the Ghanaian education sector. Again, the current study extends the conceptual work and laboratory studies on teacher welfare management by examining the effect of working condition and fringe benefits on teacher performance. Although majority of previous studies have identified salary as a major contributor of teacher performance, this study considered working condition and fringe benefits as key determinants of teacher performance.

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