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TEACHERS' WELFARE PACKAGES AS CORRELATE OF THEIR JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

L.C. Onyali (Ph.D)
Email: Ic.Onyali@unizik.edu.ng
&
V.C. Anthony
Email; vivianchinenyeanthony@gmail.com,
Department of Educational Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University, Awka, Nigeria

ABSTRACT

Teachers' welfare packages encompass various benefits and incentives provided to educators to enhance their job performance. This study examined teachers' welfare packages as correlates of their job performance in public secondary schools in Imo State. Six research questions guided the study and six hypotheses were tested. The study adopted a correlational research design. The population consisted of 5,576 in all the 308 public secondary schools in six Education Zones of the State. A sample of 373 teachers from the six education zones was selected through multi-stage sampling procedures. Teachers' Welfare Packages Questionnaire (TWPQ) and Teacher Job Performance Questionnaire (TJPQ) were used for data collection. These instruments were validated by three experts and tested for reliability. Cronbach alpha was used to establish the reliability of the TWPQ which yielded reliability indices of were .862, .891, .709, .718, .871, and .705 for the clusters of teachers' welfare packages respectively while that of teacher job performance was .830 Pearson Product Moment Correlation Coefficient using Statistical Package for Social Sciences (SPSS) version 26 was used to answer the research questions while simple regression was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that there was a high positive relationship between salary and teachers' job performance in public secondary school in Imo State. Also, there was a positive significant relationship between salary and teachers' job performance. The study recommended among others that educational stakeholders should prioritize teachers' welfare as a strategic tool for improving educational quality and performance outcomes.

Keywords: welfare package, teachers job performance, salary, professional development.

Introduction

It is evident that a country's development is primarily based on its people and its resources. However, it depends on the people only, as to what extent can the people utilize the scare resources in order to achieve

a rapid rate of innovations, growth and development. As people play the most crucial role in shaping the status of the country, education is responsible for shaping the people. Therefore, it is seen that education is the backbone of any country because it plays a crucial role in knowledge acquisition advancement, impacting of various skills, values and attitudes to shape the individual into a sound and effective citizen. Education helps to maximize creative potentials and skill of the individual for self-fulfillment and general development of the society which can only be achieved through teachers. Teachers are known to be nation builders; they play a very important role in National development. It is obvious that qualified competent and dedicated teachers are the major instrument for achieving educational goals and National development. Teachers are the real agents that help in the development of various skills and competencies. They are the basic source of education for most of the people of the country, they can easily decide what they want the nation to look like and educate the masses accordingly.

Teachers play an important and crucial role in the educational system of a country, as their job performances can directly affect students learning outcomes and overall school effectiveness. Teachers who play these vital roles in shaping the workforce are not duly appreciated nor compensated for their hard works. They are being deprived of the potential welfare packages they are supposed to benefit. Teachers are faced with many difficulties which could relate to their effectiveness in the school and their classrooms. The nonavailability of welfare packages for teachers could relate to the extent to which teachers are able to perform their duties and responsibilities as educators. The lack of teacher welfare packages could seem to be among the reasons for teachers' non-performance towards teaching and learning. Tijani and Abdullahi (2021), also listed some other factors which contributes to non-effectiveness of teachers as; lack of provision of instructional materials, facilities and equipment, stagnated salaries, no promotion and nonpayment of increment arrears, poor working condition, and unconducive teaching and learning environment among others. Similarly, Giami (2023) opined that, teachers welfare packages relate to teachers' job performance, especially when the various welfare packages that would help enhance their job performance are not provided,

In public secondary schools across Imo State, there have been a growing concern regarding the quality of teaching and learning and general job commitment among teachers. These issues have often been linked to dissatisfaction with welfare packages such as, paid salaries and professional development opportunities, among others are the components this study focused on. Despite government efforts to improve education sector, many teachers are not satisfied with their condition of service. When services are not provided, it leads to low morale, absenteeism, reduced productivity and even high attrition rate. But

when teachers welfare packages are met, they are more likely to be motivated, committed and perform their jobs effectively.

However, while previous studies have explored factors influencing teachers job performance in Nigeria, there appears to be lack of empirical evidence specially examining the relationship between teachers' welfare packages and their job performance in public secondary school in Imo State. This created a gap in knowledge this study sought to fill. Therefore, the study investigates the extent to which teachers' welfare packages serves as correlate of their job performance in public secondary schools in Imo State.

Salary as among teachers' welfare packages have a significant impact on teachers' job performance and the overall satisfaction of the teacher, thereby influencing their motivation on the job. When teachers are not duly compensated for the effort they put into educating the students, they will not be happy and this can affect their job performance. Giami (2023) stated that teachers' dissatisfaction and decreased motivation to work is caused when they are inadequately remunerated. This pushes the teachers to seek additional job outside teaching to be able to meet up with their financial needs, this thereby reduces their focus on teaching. Again, when teachers' salaries or bonuses are delayed, it leads to financial stress that may affect their teaching performance.

On the area of professional development, most of the professional teachers may not have received any other form of training after the initial pre-service training. Uche and Enukoha (2014) posited that teaching is a profession, therefore all who desire to work as teachers should be well groomed in the art of teaching. Adding to these, when schools face financial strains, professional development programmes may be cut off, leaving teachers without the opportunity to improve or update their skills, which may negatively affect their productivity and performance on the job. Henceforth, there is need for improvement in training and support for teachers by providing them scholarship opportunities. It is imperative to invest in the training and support of teachers in Nigeria to address the current challenges facing teacher education. Comprehensive scholarship training programs should be implemented to equip teachers with the necessary skills and knowledge to deliver quality education to students. Additionally, teachers need ongoing support and professional development opportunities to enhance their teaching practices and keep up to date with the latest educational trends and most times it is difficult for them to fund themselves. Provision of scholarship programmes can save them cost of acquiring knowledge, skills to help in their job performance. In addition, these entire variables put together are strong indicators of teachers' welfare packages that may relate to teachers' job performance.

On the aspect of teachers' job performance, Chikwado and Chinyeaka (2021) highlighted that, a lot of people;

especially parents, students, government and even teachers themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools today. They further stated that in Anambra State, the government has made essential moves to improve teachers' job performance through measures that includes, increased and regular payment of salaries, provision of car loans, regular promotions and yet there is no evidence on teachers' job performance. Although, it is believed to be attributed to several factors that impact their job performance, Literatures abound to the fact that teachers are the most neglected workforce despite the enormous tasks performed by the teachers for the overall advancement of the socio-economic well-being of the society and the nation at large.

Research Questions

To guild this study, the following research questions were answered;

1. What is the relationship between salary and teachers' job performance in public secondary schools in Imo State?
2. What is the relationship between professional development and teachers' job performance in public secondary schools in Imo State?

Hypotheses

The following null hypotheses were tested at 0.05% level of significance.

1. There will be no significant relationship between salary and teachers' job performance in public secondary schools in Imo State.
2. There will be no significant relationship between professional development and teachers' job performance in public secondary schools in Imo State

Methods

The study adopted a correlational research design. The population consisted of 5,576 in all the 308 public secondary schools in all six Education Zones of the State in 2024/2025 academic session. A sample of 373 teachers from the six education zones was selected through multi-stage sampling procedure. Teachers' Welfare Packages Questionnaire (TWPQ) and Teacher Job Performance Questionnaire (TJPQ) were used for data collection. These instruments were validated by three experts and tested for reliability. Cronbach alpha was used to establish the reliability of the TWPQ which yielded reliability indices of were .862, .891, .709, .718, .871, and .705 for the clusters of teachers' welfare packages respectively while that of teacher job performance was .830 Pearson Product Moment Correlation Coefficient using Statistical Package for Social Sciences (SPSS) version 26 was used to answer the research questions while simple regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question One: What is the relationship between salary and teachers' job performance in public secondary schools in Imo State?

Table 1: Relationship between Salary and Teachers' Job Performance in Imo State

Variables	N	Salary	Teachers' Job Performance	Remark
Salary	373	1	0.810	Very High Positive Correlation
Teachers' Job Performance	373	0.810	1	

Table 1 reveals that the correlation coefficient (r) between salary and teachers' job performance is 0.810. This shows that there is a very high positive relationship between salary and teachers' job performance in public secondary schools in Imo State.

Research Question Two: What is the relationship between professional development and teachers' job performance in public secondary schools in Imo State?

Table 2: Relationship between Professional Development and Teachers' Job Performance in public secondary schools in Imo State

Variables	N	Professional Development	Teachers' Job Performance	Remark
Professional Development	373	1	0.723	High Positive Correlation
Teachers' Job Performance	373	0.723	1	

Table 2 shows that the correlation coefficient (r) between professional development and teachers' job performance is 0.723, indicating a high positive association between professional development and teachers' job performance in public secondary schools in Imo State.

Hypothesis One: There will be no significant relationship between salary and teachers' job performance in public secondary schools in Imo State.

Table 3: Test of Significance of Pearson Correlation between Salary and Teachers' Job Performance in **public secondary schools in Imo State**

Sources of Variation	N	R	P-value	Remark
Salary	373	0.810	0.00	Significant
Teachers' Job Performance				

Table 3 shows that the calculated value of r is 0.810 and had P-value (P .00 <0.05). Table 3 also shows that based on the P-value (.00), there is a significant relationship between salary and teachers' job performance in public secondary schools Imo State. Therefore, the null hypothesis was rejected.

Hypothesis Two: There will be no significant relationship between

professional development and teachers' job performance in public secondary schools in Imo State.

Table 4: Test of Significance of Pearson Correlation between Professional Development and Teachers' Job Performance in **public secondary schools in Imo State**

Sources of Variation	N	R	P-value	Remark
Professional Development	373	0.723	0.04	Significant
Teachers' Job Performance				

Table 4 shows that the calculated value of r is 0.723 and had P-value (P .04 <0.05). Table 4 also shows that based on the P-value (.04), there is a significant relationship between professional development and teachers' job performance in public secondary schools in Imo State. Therefore, the null hypothesis was rejected.

Discussion of the Findings

Findings from research question one in Table 1 reveal that there is a very high positive relationship between salary and teachers' job performance in Imo State. This means that as salary increased, teachers' job performance also increased, vice versa. This is in line with the findings of Okeleke (2023) who revealed a strong positive relationship between conditions of service such as salaries and teachers' job performance. The result was also in consonance with the findings of Myeya and Rupia (2022) whose result revealed a positive relationship between salaries and remunerations and teachers' job performance. Also, the findings of Zikanga, et al., (2021), Olobia (2024), and Akpelu, Meenyinikor and Ebete (2018) whose findings revealed a positive correlation between salaries, compensations and incentives and teachers' job performance. Also, findings from hypothesis 1 in Table 3 revealed a significant relationship between salary and teachers' job performance in Imo State. This is in line with the result of Meya and Rupia (2022), James (2024) and Zikanga, et al., (2021) that salary and remuneration had a significant contribution to teachers' job performance. The findings also conform to the result of James (2024) that there was a significant relationship between salary and teachers' job performance. This means that as salary increased, teachers' job performance increased significantly.

Furthermore, result from research question two in Table 2 revealed a very high positive relationship between professional development and teachers' job performance in Imo State. This is in conformity to the result of Ekaette (2021) and Ngabirano, et al., (2023) who revealed professional development programmes such as organizing conferences, seminars, workshops, refresher courses and in-service training enhance teachers' performance and competences on the job. The result of the current study also agreed with the result of

Chikwado, Agubosim and Nwuba (2021) whose study revealed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students' work. Moreover, findings from hypothesis three in Table 4 revealed that there was a significant relationship between professional development and teachers' job performance in Imo State. This also conforms to the findings of Chikwado, Agubosim and Nwuba (2021) and Ngabirano, et al., (2023). This is because, as there were organized staff development programmes such as conferences, workshops and seminars, among others, teachers tend to perform well in their jobs.

Conclusion

Based on the findings of this research, it was concluded that teachers' welfare packages such as salary and professional development relates to teachers' job performance in public secondary schools in Imo State. It was also observed that there was a very high positive significant relationship between teachers' welfare packages such as salary and professional development and teachers' job performance in public secondary schools in Imo State. This means that as an increase in these teachers' welfare packages would lead to an increase in their job performance.

Recommendations

On the basis of findings from this study, it is recommended that:

1. Educational stakeholders should prioritize teachers' welfare as a strategic tool for improving educational quality and performance outcomes. salaries should be promptly paid, and periodically review and update of welfare policies to align with current economic realities and teachers' evolving needs.
2. The professional development of teachers should be a top priority of the school administrators, they should from time to time send their teachers for in-service training such as workshops, seminars, conferences in educational matters to increase in their knowledge and skills

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