



**MANAGEMENT OF WELFARE SERVICES AND
TEACHERS' JOB PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS OF OGOJA EDUCATION
ZONE OF CROSS RIVER STATE, NIGERIA**

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Onion: AJU Journal of Multidisciplinary Studies
Volume 1, Issue 2 - 2024

Published by Arthur Jarvis University Press

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MANAGEMENT OF WELFARE SERVICES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF OGOJA EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA*

Oluwagbemi Jacob Toyin (Ph.D) & Agabi Ferdinand (Ph.D)

This study examines the relationship between the management of welfare services and teachers' job performance in public secondary schools of Ogoja education zone of Cross River State, Nigeria. The correlational research design was adopted for this study, with a sample of 82 principals drawn from 82 secondary schools. The statistical tool employed for data analysis was the Pearson Product Moment Correlation Coefficient at 0.05 significance level with 80 degrees of freedom. The result of the study revealed that there is a positive significant relationship between the management of welfare services and teachers' job performance in public secondary schools of Ogoja education zone of Cross River State, Nigeria. It was recommended among others that school administrators and their supporting staff should adequately and properly manage school hazards to ensure effective teaching and learning for the accomplishment of school goals.

KEYWORDS: Teachers' welfare, job performance, secondary schools, housing facilities and medical facilities

INTRODUCTION

Teachers occupy a unique position in any educational system. The progress and quality of education are more or less dependent on the performance of the teachers in the upper basic schools in Nigeria. Teachers in any educational institution are reserved with statutory responsibilities of lesson planning, lesson delivery, classroom management, student evaluation, guidance and counselling services and discipline (Abugieye, 2019). A teacher is someone who underwent a long period of specialized training and is regarded as a moral instructor, moral educator and a moral model for his students (Adeosun, 2022).

He is someone who teaches or imparts knowledge and skill, and guides the pupil, student or learner through worthwhile experiences resulting in positive knowledge, attitude or behavioural change in the learner. The teacher is the most important factor in any education system. The teacher is the key figure in the educational programme; the custodian of whatever ideal and value the society expects her children to learn in school. Teachers occupy an essential area in curriculum implementation. That is why it is said that the standard of any educational system does not grow above the knowledge of its teacher. The researchers have observed in recent times that teachers in public secondary schools in Ogoja Education Zone do not perform their duties satisfactorily as expected of them. The quality of services rendered by teachers in the school system today is dreary, mostly because many unqualified teachers are employed in the system. Some teachers are incompetent in lesson preparation and instructional delivery, and some lack mastery of their subject matter and classroom management skills, some display unprofessional behaviours that are inconsistent with teachers' service ethics, as reflected in the Nigerian teachers' code of conduct.

A happy teacher is a happy worker and a happy worker performs effectively. The teaching job has been characterized by lots of factors that hinder job performance and effectiveness, as large numbers of teachers are seen switching to other jobs. Some teachers complain of hindrances such as maladministration, inadequate finances, poor working conditions, and unfavourable leadership styles employed by school administrators that hinder teachers' job performance. Poor job performance and unprofessional behaviours of teachers hinder the attainment of secondary education goals. The provision of essential welfare services may potentially motivate teachers to enhance their job performance.

Staff welfare services are essential to retain and sustain them in service. These were developed during the early period of industrial development. Efforts towards workers' welfare were made largely by social workers, philanthropists and other religious leaders, mostly on humanitarian grounds. Before the introduction of welfare services, the conditions of workers were miserable. Exploitation of workers, long hours of work, bad sanitation, and absence of safety measures were the regular features of factory life. Mwandihi et al. (2021) submitted that welfare in organizations exists when employees are happy on the job, what they do, how they are treated, their interrelationship with other employees, the feelings of satisfaction and happiness arising from the work and the work environment (Armstrong, 2012).

Thus, the administration of welfare services includes those activities or services that are geared towards the well-being, personal needs, prosperity, happiness, health and safety, comfort, and improvement of employees in an organization. These services can be in the form of monetary payments, housing/accommodation assistance, medical services, payment of allowances, secured work environment, retirement benefits, monitoring of working conditions, and creation of organizational harmony through infrastructure for health, insurance against disease, accident and unemployment for the workers and their families. These services if properly administered might enhance the morale and motivation of the employees, reduce teacher attrition, ensure the employees' satisfaction with the job and job environment and in turn enhance high job performance. Akpakwu (2012) emphasized that the management and the educational system need to address employees' personal issues, as these concerns impact both the stability and the professional growth of the staff and the organizations. . The educational system needs healthy, happy, productive teachers on the job who are physically and mentally able to contribute maximally to the work of the educational organization.

The extent of the inadequate job performance of teachers in public secondary schools in Ogoja Education Zone in terms of poor lesson preparation, inadequate instructional delivery, lack of classroom management skills and poor mastery of the subject matter gives a great concern for redress. Though efforts have been made by the Federal and State Ministries of Education and school managers to checkmate the activities and curb these excesses through periodic internal and external monitoring and supervision of teachers in the private schools by the state supervisory team, the state ministry of education, enforcing of institutional discipline, establishing of some teacher welfare programs like the national pension scheme, payment of some allowances like the science allowance for science teachers, yet the problem persists. It is against this backdrop that the researcher is poised to examine the relationship between management of welfare services and teachers' job performance in public secondary schools of Ogoja Education Zone of Cross River State Nigeria.

The researchers observed with dismay in recent times that teachers' job performance in public secondary schools in Ogoja Education Zone is unsatisfactory.

Some of these teachers due to incompetence, lack mastery of the subject matter, exhibit poor classroom management skills, possess poor lesson delivery skills and display unprofessional behaviours that are contrary to the Nigerian teachers' service ethics. It is also observed that some fail to monitor their students' school work progress, some engage in illegal collection of stipends from students and parents to augment their pay and sort their financial issues, and others are poor in lesson preparation/planning (which often result in shabby lesson notes) and hostility towards colleagues and students. These often result to poor teacher job performance, poor student academic performance, examination malpractice, decrease in academic standards, and subsequently high rate of teacher/student turnover. Though efforts have been made by the federal and state ministries of education and school administrators to checkmate the activities and programmes of these schools and to curtail some of these institutional excesses through periodic monitoring and supervision, enforcing of discipline on erring teachers, establishing of some teacher wellbeing programmes like promotion of teachers who are due for it, payment of salaries though observed that is irregular payment of meagre retirement benefits yet the problem persist. It is against this backdrop that the research is curious and asked: How does management of welfare services relate to teachers' job performance in public secondary schools of Ogoja Education Zone of Cross River State, Nigeria?

Purpose of the study

The main purpose of this study was to investigate the relationship between welfare services on teachers' job performance in private secondary schools in Ogoja Education Zone of Cross River State, Nigeria. Specifically, this study investigated the relationship between:

1. Provision of medical services and teachers' job performance
2. Payment of allowances and teachers' job performance
3. Provision of housing facilities and teachers' job performance

Research questions

The following research questions were raised to guide the study:

1. How does the provision of medical services relate to teachers' job performance?
2. How does payment of allowances relate to teachers' job performance?
3. Does the provision of housing facilities relate to teachers' job performance?

Statement of hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between provision of medical services and teachers' job performance
2. Payment of allowances does not significantly relate to teachers' job performance
3. There is no significant relationship between provision of housing facilities and teachers' job performance

METHODOLOGY

The research design adopted for this study was the correlational design. The purpose of using this design is to find out the relationship between management of welfare services and teachers' job performance. The sample of this study comprised eighty-two school administrators drawn using census sampling technique from the 82 public secondary schools of Ogoja Education Zone of Cross River State. The instrument designed for the collection of data was the structured questionnaire. The instrument used for data collection for the study was the researchers-made instrument titled "Management of Welfare Services and Teachers' Job Performance Questionnaire (MWSTJPQ) designed on a four-point Likert scale format. The instrument was validated by two experts in Test, Measurement and Evaluation department. After the trial test, the reliability of the instrument was determined using the Cronbach Alpha method to obtain the reliability coefficient."

The data collected were analysed using Pearson product correlation analysis at 0.05 significance level with 80 degree of freedom. Results and discussion of findings

Hypothesis one

There is no significant relationship between the provision of medical services and teachers' job performance. The independent variable in this hypothesis is provision of medical services; while the dependent variable is teachers' job performance. To test this hypothesis, the provision of medical services and teachers' job performance was correlated using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 1.

TABLE 1
Pearson Product Moment Correlation Analysis of the relationship provision of medi services and teachers' job performance (N=82)

Variables	$\bar{x}$	SD	r-value	Critical val.
Provision of medical services	22.03	2.61	0.613*	.159
Teachers' job performance	22.68	1.58		

* Significant at .05, critical r= 0.159, df. = 80

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 0.613 was higher than the critical r-value of 0.159 at a .05 level of significance with 80 degree of freedom. With this result, the null hypothesis which stated that there was no significant relationship between the provision of medical services and teachers' job performance was rejected. This result implied that, provision of medical services has a significant positive relationship with teachers' job performance. The positive r implied that the higher provision of medical services, the higher the teachers' job performance tends to be. On the other hand, the lower provision of medical services the lower the teachers' job performance tends to be. The results of this study align with those of Konu et al. (2022), who discovered that offering medical services to teachers is crucial for their physical and mental well-being, which in turn influences their teaching effectiveness. In line with this agreement, Mgbodile (2018) stated that medical services in schools should be given a top consideration.

Since it is one of the primary function of a school head. The administration of the school should ensure the provision of medical facilities to address the health needs of teachers. Inyang and Akpama (2022) also agreed that it is the responsibility of the school management to ensure good physical and mental health of the teachers at such they should be concerned with the teacher's health by ensuring that medical check-ups are offered at subsidized rates, health/medical clinics be established and the clinics should be stocked with equipment and well equipped facilities with good medical personnel and payment of medical allowances to teachers to motivate and enhance their job performance. Janice (2020) also revealed that stress affects teacher's well-being and state of health, this state of health in turn influences job satisfaction and performance. He suggested that organizations should create a healthy work environment with adequate health/medical services to aid teachers, maintain a balanced physical and mental health curb depression, distress and enhance job satisfaction.

Hypothesis two

There is no significant relationship between payment of allowances and teachers' job performance. The independent variable in this hypothesis is the payment of allowances; while the dependent variable is teachers' job performance. To test this hypothesis, payment of allowances was correlated with teachers' job performance using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation Analysis of the relationship between payment of allowances and teachers' job performance (N=82)

Variables	$\bar{x}$	SD	r-value	Critical val.
Payment of allowances	19.93	2.78	0.735*	.159
Teachers' job performance	22.68	1.58		

* Significant at .05, critical r= 0.159, df = 80

The result of the analysis as presented in Table 2 revealed that the calculated r -value of 0.735 was higher than the critical r -value of 0.159 at .05 level of significance with 80 degrees of freedom. With this result, the null hypothesis which stated that there was no significant relationship between payment of allowances and teachers' job performance was rejected. This result indicated that, payment of allowances has a significant positive relationship with teachers' job performance. The positive " r " implied that the higher the payment of allowances is; the higher teachers' job performance tends to be. On the other hand, the lower payment of allowances the lower teachers' job performance tends to be. The finding is in line with the view of Udofia and Atim (2022) who revealed that salaries and allowances has a significant influence on teacher's attitude to work and results in unwholesome attitudes in examinations. Gilman (2021) also revealed that monetary and non-monetary incentives, allowances, remuneration packages, timely promotion were major determinants of teachers' job satisfaction and solicited that proper care and attention be given to address issues regarding payment of salaries, allowances, working conditions and timely promotions to promote teacher's mental and physical attachment to the work and work environment. Muguongo et al. (2021) also established that allowances, basic pay and work environment affects teachers' job satisfaction to a great extent as teachers were highly dissatisfied with all aspects of compensation that they receive and recommended that the government reviews the teachers' compensation to commensurate the services rendered. Kamoh, et al. (2022). Also highlighted several factors impacting the teaching profession in Nigeria, such as irregular salary payments, low wages, inadequate allowances and poor working conditions. They revealed that inadequate payment of allowances diminishes teachers' morale, reduces their job performance, and increases teacher turn-over. Babagana and Babagana (2022) also reported that teachers' remuneration, allowances, wages and salary have a strong positive relationship with teachers' performance as such recommended that the government initiate programs to ensure that teachers' salaries, wages and allowances are adequately and regularly paid, to enable staff pay individual attention and work assiduously towards the realization of the schools' goals. Thus, payment of some basic allowances is necessary to enhance teachers' job performance as the absence of it leads to poor job performance.

Hypothesis three

There is no significant relationship between the provision of housing facilities and teachers' job performance. The independent variable in this hypothesis is provision of housing facilities; while the dependent variable is teachers' job performance. To test this hypothesis, the provision of housing facilities was correlated with teachers' job performance using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

TABLE 3
Pearson Product Moment Correlation Analysis of the relationship between Provision of Housing Facilities and teachers' job performance (N=82)

Variables	$\bar{x}$	SD	r-value	Critical val.
Provision of housing facilities	22.08	1.34	0.868*	.159
Teachers' job performance	22.68	1.58		

* Significant at .05, critical r= 0.159, df = 150

The result of the analysis as presented in Table 3 revealed that the calculated r-value of 0.868 was higher than the critical r-value of 0.159 at .05 level of significance with 80 degrees of freedom. With this result, the null hypothesis which stated that there was no significant relationship between provision of housing facilities and teachers' job performance was rejected. This result implied that the provision of housing facilities has a significant relationship with teachers' job performance. The positive r indicated that the higher the provision of housing facilities the higher the teachers' job performance tends to be. On the other hand, the lower the provision of housing facilities the lower the teachers' job performance tends to be. The findings are consistent with Mpho (2013), who demonstrated a significant correlation between the availability of facilities and teachers' dissatisfaction levels. He emphasized that teacher accommodation should not be neglected, as it significantly affects their job performance. He suggested that, based on teachers' perceptions, increased availability of accommodation leads to lower levels of job dissatisfaction among teachers.

Jamila (2020) also revealed that teachers in public secondary schools in Nyamagana district were not satisfied with the level of accommodation offered as there was little or no accommodation for them as most of them live far away from school and walk long distances to school. This reduces their contact hours with their learners, resulting in lateness and absenteeism. Gerald (2021) also revealed that teachers work in poor conditions typified with inadequate housing facilities, that most of them live a long distance from the schools they teach which affects them and hinders them from fulfilling their day-to-day responsibilities. This, will result in absenteeism and lateness to work which leads to the poor job performance of teachers. Koech (2022) also revealed that 52.5 percent of teachers failed to get accommodation in the school and this has reduced contact hours with the pupils/learners. Housing/accommodation plays a vital role in a teacher's job performance, as non-availability of housing facilities results in absenteeism, lateness, and eventual poor job performance.

Conclusion

Based on the findings, it was concluded that the teachers' poor job performance in schools eminent in our society is traceable to inadequate management of welfare services. However, if staff welfare services (provision of medical services, payment of allowances and provision of housing facilities) are adequately managed, it will facilitate the teachers' job performance. Moreover, it is obvious that school administrators have the task of managing staff welfare services under the auspices of the government. The negligence of this responsibility could hamper adequate teachers' job performance. It is on the strength of the inadequate management of staff welfare services that has resulted in observed poor teachers' job performance in recent times.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. School administrators should provide quality accommodation for teachers, with proximity to schools in order to reduce lateness and absenteeism from school.

2. The government should ensure that adequate staff salaries and allowances are adequately paid, to enable staff to perform their job to accomplish school goals and objectives.
3. The government should provide standardized school health facilities, safety gadgets and safe learning environments to enhance the performance of the teachers.

NOTES

* The authors are grateful to the reviewers and the entire editorial board of the Journal for facilitating the review and publication of this paper. The efforts of Stephen Andrew (Ph.D.) are most appreciated.

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