

## **THE EFFECT OF TEACHERS' WELFARE ON JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ONDO STATE, NIGERIA IN THE RECESSION PERIOD**

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### **ABSTRACT**

The study focused on the appraisal of staff welfare administration in public secondary schools in Ondo State during the economic recession. The study revealed the extent to which secondary school teachers' welfare is being taken care of and various social benefits provided for school teachers towards enhancing their productivity in schools. A well-structured questionnaire was used, four hypotheses were tested using chi-square and a descriptive statistical tool. The population of this study consists of 120 randomly sampled secondary school teachers as respondents from the three (3) senatorial districts of Ondo State, in which two (2) Local Government Areas are selected from each senatorial district. Four (4) schools are selected from each Local Government Area, making twenty-four (24) schools in all. Results showed a significant relationship between teachers' welfare administration and teachers' performance. There is a significant difference between the performance of well-remunerated teachers and those that are poorly remunerated. Also, there is no significant difference between the teachers' gender and their welfare administration service perception in enhancing their performance. There is a significant difference between teachers' welfare administration during the recession period and teachers' welfare administration outside the recession period. The paper recommends that there should be government reserves to take care of teachers' needs in case of a future recession, among others.

**Key words:** Teachers, Welfare, secondary schools, staff, public, recession.

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### **Introduction and Background to the Study**

The secondary school as an organization is set up with desired objectives, which can be accomplished through the combination of the teaching and non-teaching staff, the school management team, and the constituted authority of the school. For the staff to perform optimally, their welfare is of great importance. This study invariably focuses on the staff welfare and motivation of staff in public secondary schools in Ondo State. The poor welfare of public secondary school staff teachers is being perceived by some concerned education stakeholders as one of the reasons for their non-performance and nonchalant attitude towards teaching. Also, the welfare of public secondary school teachers in Ondo state is being given less attention. Its grips are to a great extent felt by the public school, which contribute significantly to the development of all sectors of the economy. When the welfare of staff is taken seriously, it gives them the incentives to put in more for better results. Thus, the study would explore the various theories that have been forward by various scholars in an attempt to explain the concept of staff welfare. Education is accorded high priority by the Ondo State Government and the people of the state, since its creation in the year 1976; Ondo state had 541 public primary schools, 74 registered private primary schools. Ondo State Government pays the salaries and allowance of the public school staff and

most of the fees of the public secondary school in line with her well-orchestrated free education policy.

### **Statement of the Problem**

Individuals have needs that they hope to fulfill, for example, well-being or security needs, social needs, and the requirements for headway in life endeavors. One of the elements of the association is to spur workers. Personnel can be inspired using cash, and these individuals are of the view that individuals work basically for cash. Anyway, a resistance see progressed by the human connection development does not see `money as the essential thing that spurs specialists. They lay extraordinary accentuation on "man as the maker."

The promoters of the development are of the view that a decent workplace and the arrangement of social offices for the specialists will be esteemed more exceedingly by the workers than money-related prizes. There is a significant issue and contention about the issue of staff welfare.

### **Objectives of the Study**

The objectives of this study are to:

find out the effects of teachers' welfare on job performances;

correlate the relationship between teachers' welfare and job performance in educational sectors with particular reference to secondary schools;

examine the relationship between teacher welfare and school productivity.

examine how teachers' welfare affects their emotions at the workplace.

examine the impact of staff welfare on both the staff and the school itself.

compare the level of teachers' welfare administration in schools during the recession and outside the recession period

### Research hypotheses

As a result of this, the following null hypotheses are generated to guide the investigation.

H<sub>01</sub>: There is no significant relationship between staff welfare administration and staff performance.

H<sub>02</sub>: There is no significant difference between the teachers' gender and their welfare administration service perception in enhancing their performance.

H<sub>03</sub>: There is no significant difference between the performance of teachers that are well remunerated and those that are poorly remunerated.

H<sub>04</sub>: There is no significant difference between teachers' welfare administration during the recession and staff welfare administration outside the recession period.

### Significance of the Study

This investigation would be of tremendous help to various classifications of individuals. It will likewise go further to evacuate the uncertainty between what spurs and what does not persuade personnel in work circumstances. These study findings would be of immense benefit to Ondo State Ministry of Education, school administration, and educational administrator at the policy-making level: as such finding would intimate them on them to the need to motivate the secondary school teacher by regularly taking care of their welfare so that the teacher could perform optimally. Thus, it is hoped that the study would be of immense assistance to individuals, organizations, companies, and education authorities.

### Scope of the Study

This study, as a matter of importance, investigates the impact of teachers' welfare on their productivity, particularly in public secondary schools in Ondo State, Nigeria, in the recession period. The study is only limited to the issue of staff welfare administration and how it enhances job performance and its impacts on the school organization at large.

### Staff Welfare Administration

Welfare can be defined as the arrangement of an insignificant degree of prosperity and social help for all residents, at times alluded to as an open guide. In most created nations, government assistance is generally given by the public authority, and less significantly, noble cause casual gatherings of people, strict

gatherings, and between legislative associations. Basically, it is the well-being, joy, and fortunes of an individual or gathering. It can likewise be characterized as a legal system or social exertion intended to advance the fundamental physical and material prosperity of individuals in need that is "the assurance of freedoms to training, lodging and government assistance." The Merriam-Webster word reference characterizes welfare as an administration program for poor or jobless individuals that helps pay for their food, lodging, clinical expenses, etc.

In financial hypothesis all the more, for the most part, government assistance is apparently simply one more word for utility. As Van Praag writes in an investigation of the utility idea, a few ideas are not satisfactory or possibly surely known: "a great representation is the government assistance or utility idea" Van Praag (1993). On the other hand, put considerably easier: "government assistance is the assessment appointed by the person to pay or, all the more by and large, to the commitment to our prosperity from those labor and products that we can purchase with cash" Van Praag & Frijerts (1999). This is also the view of Tinbergen, who wrote: "welfare (considerable identical, in this article, to utility or satisfaction) is measurable" (Tinbergen, 1991).

The considerable factors surrounding staff welfare include staff assessment process, school administration, salaries (regular & irregular disbursement), allowances, and working environment. Others include school leadership style, public perception of the teaching profession, conditions of service, job security, staff development, teachers' workload, continuous transfer of teachers, and leave opportunities.

### The Nigerian School System

The Federal Republic of Nigeria comprises 36 States and the Federal Capital Territory. There are around two Federal Government Colleges in each state. These schools are subsidized and overseen straight by the Federal Government through the Ministry of Education. Instructors and staff are Federal Government workers. Instructors at the Federal Government schools have a Bachelor's certificate in education or in a specific branch of knowledge, for example, Mathematics, Physics, etc. These schools should be model schools conveying and keeping up with the thoughts of optional instruction for Nigerian understudies. Affirmation depends on merit, dictated by the National Common Entrance Examination taken by all last year grade school understudies. Educational costs and expenses are exceptionally low since subsidizing comes from the Federal Government (Digest of Educational Statistics, 2010). We have public and private secondary schools in all the states across the Nigerian federation, and the state of staff welfare differs.

### Staff Welfare Administration in Nigeria

According to Ayodele (2007), staff welfare is a term including various services, benefits, and facilities offered to the staff by the employers. The welfare measures need not be monetary in any kind/form. This includes items such as allowances, housing, transportation, medical insurance, and food. Akinsolu (2005) explains staff/employee welfare as checking of working conditions, formation of the modern agreement through the foundation for well-being, modern relations

and protection against infection, mishap, and joblessness for the workers and their families. Through such generous benefits, the employer makes life worth living for employees. Staff welfare has been commonly referred to as staff benefit or services. This distinction is that benefits are the direct monetary reward to the individual workers e.g. Pension, leave pay, and salary advance. While services invoke no direct benefits and identify monetary benefit e.g. Staff clubs, recreation facilities, and Christmas parties; others yet refer to it as fringe benefits Dada (2014). As mentioned earlier, welfare exists in all cultures, even during the slave period and in all organizations and has existed at all times except that they take different shapes and forms and attract different names.

**Forms of Welfare Programmes for Secondary School teachers and the Recession Period**

According to Van Praag (2003) article on staff welfare, the types of benefits produced for staff are numerous and differ from one workplace to another. It can be divided into five (5) categories: added leisure and income, personal identification and participation, employment security, health protection, and old age and retirement.

The recession period is the period of global economic meltdown experienced by the nation. All states of the federation really felt this great impact. The country Nigeria has entered into recession almost three times within the last decade. Recession is not always a palatable period for both workers and non-workers. Salary earners do feel a great impact especially when they have delayed salary payment or non-payment of salary.

**Research Design and Methodology**

The population of this study consists of 120 randomly sampled secondary school teachers. Respondents from the three (3) senatorial districts of Ondo State in which two (2) Local Government Areas are selected from each senatorial district, out of which four (4) schools are chosen from each Local Government Area making a total number of twenty-four (24) schools in all. The population for the study comprised respondents. The objective of these surveys was to test the ease of using the questionnaire. Also, to assist in understanding the concerns of the people who were being questioned and how they might interpret particular questions.

The instrument used for this study is a Likert-scale set of questionnaires titled "Appraisal of Staff Welfare Administration in Nigerian Secondary Schools (ASWANSS) Questionnaire" drawn for teachers in those selected schools to access the teachers' perception about their welfare administration in their schools. The teachers were made to tick either "SA-Strongly Agree", "A-Agree", "Neutral", "SD-Strongly Disagree," or "D-Disagree" to write their own opinion on the questions passed on them. Questionnaires were used to collect primary data for the study. This allowed the researcher to get the responses of the teachers and staff on the appraisal of staff welfare administration in their schools. Also, participant observations were adopted in collecting data, allowing the researcher to critically investigate the assessment of staff welfare administration in public secondary schools. The questionnaires were distributed by stratified random

sampling method. The data collected were tabulated and analyzed by using statistical graphs and charts, while the hypotheses were analyzed using the chi-square method. Again, descriptive statistics were used to analyze the data for this study. The results were presented in the form of tables, percentages, frequency, diagrams, and charts where appropriate. The hypotheses set for the study were treated using the chi-square at a 5% significant level.

**Hypothesis Testing, Results Analysis, and Discussion**

Chi-square was used to test four hypotheses at a 5% significant level posed for this research. This process was done through the statistical package for social science (SPSS).

**H<sub>0</sub>1:** There is no significant relationship between staff welfare administration and staff performance.

This hypothesis was tested using questions 1-3 of the questionnaire, as displayed in the table below

**Table 1a: Observed values for Hypothesis H<sub>0</sub>1**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	Total
1.	Teachers in schools with good welfare administration perform very well	23	97	120
2.	Absolute and good motivation enhance teachers' performance	25	95	120
3.	Staff welfare administration aids teachers' performance in schools	11	109	120
	<b>Total</b>	59	301	360

**Table 1b: Expected value**

ITEM	EXPECTED X <sub>1</sub>	EXPECTED X <sub>2</sub>	TOTAL
1.	19.67	100.33	120
2.	19.67	100.33	120
3.	19.67	100.33	120
GRAND TOTAL	59.01	300.99	360

$$E = \frac{\text{Row total} \times \text{Column total}}{\text{Grand total}} \text{ and}$$

X<sub>1</sub> = Strongly Disagree + Disagree and X<sub>2</sub> = Strongly Agree + Agree

**Table 1c: Relationship between staff welfare administration and staff performance**

O	E	(O - E)	(O - E) <sup>2</sup>	$\frac{(O-E)^2}{E}$
23	19.67	3.33	11.0889	0.563747
97	100.33	-3.33	11.0889	0.110524
100	19.67	5.33	28.4089	1.444276
20	100.33	-5.33	28.4089	0.283155
75	19.67	-8.67	75.1689	3.8215
45	100.33	8.67	75.1689	0.749217
TOTAL				6.972 = $\sum \frac{(O-E)^2}{E}$

The statistical analysis in table 1 reveals that the calculated chi-square value of 6.972 is greater than the calculated chi-square value of 5.99 with a 0.05 level of significance and two degrees of freedom. This result shows a significant relationship between staff welfare administration and staff performance. Which implies the null hypothesis is therefore rejected.

**Research Hypothesis 2**

**H<sub>0</sub>2:** There is no significant difference between the teachers' gender and their welfare administration service perception in enhancing their performance.

This hypothesis was tested using questions 4, 5, and 6 from the questionnaire as stipulated in the table below.

**Table 2a: Observed values for Hypothesis H<sub>0</sub>2**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	Total
1.	Proper welfare administration should be concentrated more on the male staff in public secondary school	86	34	120
2.	Proper welfare administration should be concentrated more on the female staff in public secondary school	95	25	120
3.	Proper welfare administration should be evenly distributed on all staff in public secondary school	99	21	120
	<b>Total</b>	280	80	360

**Table 2b: Expected values for Hypothesis H<sub>0</sub>2**

ITEM	EXPECTED X <sub>1</sub>	EXPECTED X <sub>2</sub>	TOTAL
1.	93.33	26.67	120
2.	93.33	26.67	120
3.	93.33	26.67	120
GRAND TOTAL	279.99	80.01	360

**Table 2c: Relationship between the teachers' gender and their welfare administration service perception**

O	E	(O - E)	(O - E) <sup>2</sup>	$\frac{(O-E)^2}{E}$
86	93.33	-7.33	53.7289	0.575687
34	26.67	7.33	53.7289	2.014582
95	93.33	1.67	2.7889	0.029882
25	26.67	-1.67	2.7889	0.104571
99	93.33	5.67	32.1489	0.344465
21	26.67	-5.67	32.1489	1.205433
TOTAL				4.275 $=\sum \frac{(O-E)^2}{E}$

**Table 3a: Observed values for Hypothesis H<sub>0</sub>3**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	Total
1.	Teachers that are well remunerated perform better than those poorly remunerated	30	90	120
2.	Regular salary has nothing to do with teachers' performance	68	52	120
3.	Teachers enjoy other fringe benefits besides their salary to boost their performance on the job	22	98	120
	<b>Total</b>	120	240	360

The statistical analysis in table 2c reveals that the calculated chi-square value of 4.275 is lower than the chi-square table value of 5.991 with a 0.05 level of significance and two degrees of freedom. This shows no significant difference between the teachers' gender and their welfare administration service perception in

enhancing their performance. This null hypothesis is accepted.

**Research Hypothesis 3**

H<sub>0</sub>3: There is no significant difference between teachers' performance that are well remunerated and those that are poorly remunerated.

This hypothesis was tested using questions 7, 8, and 9 from the questionnaire as stipulated in the table below.

**Table 3b: Expected values for Hypothesis H<sub>0</sub>3**

ITEM	EXPECTED X <sub>1</sub>	EXPECTED X <sub>2</sub>	TOTAL
1.	40	80	120
2.	40	80	120
3.	40	80	120
GRAND TOTAL	120	240	360

**Table 3c: Relationship between the performance of teachers that are well remunerated and those that are poorly remunerated**

O	E	(O - E)	(O - E) <sup>2</sup>	$\frac{(O-E)^2}{E}$
30	40	-10	100	2.5
90	80	10	100	1.25
68	40	28	784	19.6
52	80	-28	784	9.8
22	40	-18	324	8.1
98	80	18	324	4.05
TOTAL				45.30 $=\sum \frac{(O-E)^2}{E}$

The statistical analysis in table 3c reveals that the calculated chi-square value of 45.3 is far greater than the chi-square table value of 5.991 with a 0.05 level of significance and two degrees of freedom. This shows that there is a significant difference between the performance of teachers that are well remunerated and those that are poorly remunerated. This null hypothesis H<sub>0</sub>3 is rejected.

**Table 4a: Observed values for Hypothesis H<sub>0</sub>5**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	Total
1.	Teachers receive salaries regularly and commensurably during the recession period	28	92	120
2.	Regular incentives and palliatives are given to teachers to aid their performance during the recession period	18	102	120
3.	Staff welfare administration took better dimension in the school after the recession period	76	44	120
	<b>Total</b>	122	238	360

**Research Hypothesis 4**

H<sub>0</sub>4: There is no significant difference between staff welfare administration during the recession and staff welfare administration outside the recession period. This hypothesis was tested using questions 17, 18, and 19 from the questionnaire as stipulated in the table below.

**Table 4b: Expected values for Hypothesis H<sub>05</sub>**

ITEM	EXPECTED X <sub>1</sub>	EXPECTED X <sub>2</sub>	TOTAL
1.	40.67	79.33	120
2.	40.67	79.33	120
3.	40.67	79.33	120
GRAND TOTAL	122.01	237.99	360

**Table 4c: Relationship between staff welfare administration during the recession period and staff welfare administration outside the recession period**

O	E	(O - E)	(O - E) <sup>2</sup>	$\frac{(O-E)^2}{E}$
28	40.67	-12.67	160.5289	3.947108
92	79.33	12.67	160.5289	2.023559
18	40.67	-22.67	513.9289	12.63656
102	79.33	22.67	513.9289	6.478368
76	40.67	35.33	1248.209	30.69115
44	79.33	-35.33	1248.209	15.73439
TOTAL				71.51 = $\sum \frac{(O-E)^2}{E}$

The statistical analysis in table 4c reveals that the calculated chi-square value of 71.51 is far greater than the chi-square table value of 5.991 with a 0.05 level of significance and two degrees of freedom. This shows a significant difference between staff welfare administration during the recession period and staff welfare administration outside the recession period. The null hypothesis H<sub>05</sub> is hereby rejected.

### Conclusion and Recommendation

This study examined the appraisal of teachers' welfare administration in public secondary schools in Ondo State during the economic recession. The study also focused on boosting staff morale for effective teaching and learning in secondary schools, and special attention was directed to the development of the public secondary school, improving students' performance, problems associated with staff welfare administration, inadequate funding, and corruption in staff welfare administration, public secondary school teachers' promotion and various welfare packages available, provision of more welfare packages available, provision of more welfare packages by the state Government, respect and recognition for professional teachers and other incentives aimed at boosting the morale of the secondary school teachers for effective teaching and learning in Ondo State

### Conclusively, this research revealed that

- there is a significant relationship between staff welfare administration and staff performance;
- there is a significant difference between the performance of teachers that are well remunerated and those that are poorly remunerated;
- there is no significant difference between the teachers' gender and their welfare administration service perception in enhancing their performance;
- there is a significant difference between staff welfare administration during the recession period and staff welfare administration outside the recession period.

### Recommendation

We have analyzed, discussed, interpreted, and tested the hypothesis set for this research work, the following recommendations are now stated for all stakeholders:

- It should be ensured that properly administered welfare service of secondary public staff should be of paramount importance to aid the growth and development of the school. Which would, in turn, improve students' performance as the teachers are readily motivated to bring the best out of them.
- The Government should ensure that the staff is given regular training due to boost performance and opportunities to further their education. Such opportunities should include study leave with pay, sponsorship for higher training, scholarship for deserving teachers, etc.
- To further motivate staff in public secondary schools, the State Government and authorities should provide travel allowance and health insurance when and where necessary.
- Teachers' offices should be well equipped and conducive for teaching-learning activities. Teachers should be proud enough to ask their counterparts in other fields to visit them in their offices.
- Relevant insurance policies should be provided for teachers to boost their morale.
- Relevant stakeholders should ensure prompt and regular payment of salaries.
- Teachers themselves are advised to put in their best to encourage the Government to grant their yearnings and aspirations.
- Teaching should be professionalized to allow for good job recognition, and job satisfaction since only professionally qualified teachers will teach in Nigerian schools.
- There should be government reserves to care for teachers' needs in a future recession.

### CONFLICTS OF INTERESTS or AUTHORS CONTRIBUTION and AUTHORS FUNDING

There is no conflict of interest. All authors have read the work, did corrections and had their inputs. The lead author did review, corrections/editing and supervision, the corresponding author did the manuscript collation and writing after the research jointly carried out. While the third author typed the article, worked on plagiarism check and results analysis. The third author travelled for the questionnaire administration.

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