

GOVERNMENT PROVISION OF WELFARE PACKAGES AS CORRELATE OF TEACHERS' JOB PERFORMANCE AND SATISFACTION IN SENIOR SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

This study examined the relationship between the provision of welfare packages and teachers' job satisfaction and performance in Enugu State. Three research questions were formulated to guide the study and two null hypotheses. A correlation survey research design was adopted, with a population of 935 teachers across 31 secondary schools in the Enugu Education Zone. A sample of 160 teachers was drawn for the study. Three instruments were used for data collection: the Provision of Welfare Packages Questionnaire (PWPQ), the Teacher Job Satisfaction Questionnaire (TJSQ), and the Teacher Job Performance Questionnaire (TJPQ). The instruments were face validated by three experts, two in Education Administration and Planning Unit, Department of Educational Foundations and one in Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instruments, determined using Cronbach's Alpha, yielded coefficients of 0.81, 0.853, and 0.847 respectively. Pearson Product Moment Correlation was employed to answer the research questions, while hypotheses were tested at the 0.05 level of significance. The findings of the study revealed that there is a strong significant positive relationship between the provision of welfare packages and teachers' job satisfaction. It was also found that there is a moderate significant positive relationship between the provision of welfare packages and teachers' job performance. The study concludes that adequate welfare provision enhances teacher motivation, satisfaction, and effectiveness. It is recommended that government prioritize comprehensive welfare packages such as health insurance, housing allowances, and retirement benefits to improve both teacher satisfaction and performance.

Keywords: Welfare packages, teachers', job satisfaction, job performance

Introduction

The success of any educational system largely depends on the motivation, welfare, and performance of its teachers. In Nigeria, particularly in Enugu State, concerns about inadequate welfare packages for teachers have raised questions about their level of job satisfaction and overall job performance. Government provision of welfare packages is therefore a critical determinant of how effectively teachers perform their duties and how satisfied they are with their jobs. Welfare packages such as housing allowances, transport support, medical insurance, staff development opportunities, pension schemes, hazard allowances, and recreational facilities are designed to create a conducive work environment that enhances teachers' productivity and well-being (Oyetakin, Ajalode, and Alen, 2019; Ashaba, Twebaze, and Novatus, 2020). This study therefore seeks to investigate the extent to which the government's provision of welfare packages correlates with teachers' job performance and job satisfaction in senior secondary schools in Enugu State.

Welfare in organizational contexts refers to the social, physical, and intellectual facilities and policies that institutions provide to improve employees' quality of work and life. According to Van and Beijer (2015), welfare comprises strategies aimed at promoting the comfort and advancement of employees, while Anusha and Bindu (2019) describe it as an all-encompassing term that covers benefits and services offered by employers to enrich workers' lives and increase workplace satisfaction. Salau, Worlu, Osibanjo, Adeniji, Oludayo, and Falola (2018) emphasized that creating a healthy and supportive work environment is a vital success factor for employees in competitive sectors such as education. Welfare packages, when adequately provided, include modern office facilities, housing allowances, health care coverage, training opportunities, and transport allowances, all of which can directly influence teacher effectiveness and satisfaction.

Job satisfaction represents the positive emotions and sense of fulfillment that employees derive from their work. Chiradeep (2021) described job satisfaction as the overall level of contentment an employee experiences in a particular job. Jacob, Hellman, Markowitz, and Wuest (2013) argued that job satisfaction reflects the emotional state of employees concerning multiple aspects of their work, while Jeterndra and Pawan (2020) asserted that job satisfaction arises from the attitudes, beliefs, and judgments workers form about their job, such as the sense of security, recognition, and fairness in conditions of service. In the educational sector, Adeoye and Olaleye (2022) found that teachers who are satisfied with their jobs are more likely to be committed, motivated, and effective in classroom delivery. Job performance, closely related to job satisfaction, refers to the observable behaviours and outputs of employees that contribute to the achievement of organizational goals. Motowidlo and Harrison (2012) defined job performance as the value of behavioural episodes carried out by employees within a given period in relation to organizational objectives. Tatjana (2012) further explained that job performance is better assessed in terms of the level of goal attainment within an institution, while Gurpreet (2012) emphasized its measurement in terms of how well employees fulfill institutional standards and expectations. Hunter and Hunter (2019) highlighted that when employees are inadequately motivated, particularly due to poor welfare conditions, their job performance tends to decline. Okeke and Eze (2023) added that provision of adequate welfare directly enhances teacher performance by boosting morale and reducing workplace stress.

Empirical studies have established strong connections between welfare packages, job satisfaction, and performance. Oyetakin, Ajalode, and Alen (2019) found a significant positive relationship between teachers' welfare packages and job satisfaction in secondary schools. Ashaba, Twebaze, and Novatus (2020) reported a moderate positive relationship between welfare and job performance. Mathews and Khanna (2016) indicated that effective working conditions and fringe benefits contribute to improved employee productivity, while Nduku, Mwenda, and Wachira (2015) observed that working conditions exert a direct influence on employee performance. Eluka and Okafor (2014) equally discovered that improved working conditions positively affect performance. Ayeniyo (2015) also revealed that the provision of fringe benefits enhances employee commitment, which in turn increases performance. More recently, Adeoye and Olaleye (2022) and Okeke and Eze (2023) both confirmed that when teachers receive sufficient welfare support, their motivation and productivity increase, which ultimately enhances educational outcomes.

Existing literature has consistently shown that government provision of welfare packages plays a significant role in shaping employees' job satisfaction and job performance. Scholars such as Oyetakin, Ajalode, and Alen (2019) and Ashaba, Twebaze, and Novatus (2020) established a positive correlation between welfare packages and teachers' job satisfaction and performance in secondary schools. Similarly, studies by Mathews and Khanna (2016), Nduku, Mwenda, and Wachira (2015), and Adeoye and Olaleye (2022) emphasized that conducive working conditions, welfare benefits, and supportive policies enhance employee commitment, motivation, and productivity. More recent contributions by Okeke and Eze (2023) further highlight that adequate welfare provision boosts teacher morale and reduces stress, ultimately improving teaching effectiveness. Despite these contributions, most of the studies have been conducted in broader organizational contexts or in other regions outside Enugu State. Few studies have specifically examined the dual relationship between welfare packages, job satisfaction, and performance among teachers in senior secondary schools in Enugu State. Furthermore, while some studies addressed either job satisfaction or job performance separately, limited research has examined both variables together in relation to government welfare provision. This gap provides the rationale for the present study, which seeks to investigate government provision of welfare packages as a correlate of teachers' job satisfaction and performance in senior secondary schools in Enugu State.

Statement of the Problem

Teachers are the cornerstone of educational development, and their welfare, satisfaction, and performance directly influence the quality of learning outcomes in schools. Ideally, governments are expected to provide adequate welfare packages such as housing allowances, transportation support, health insurance, staff development opportunities, pension schemes, and conducive working environments to enhance teachers' job satisfaction and performance. In this ideal situation, motivated and satisfied teachers would demonstrate high levels of performance, commitment, and innovation in classroom instruction, ultimately contributing to improved student achievement. However, the reality in many Nigerian states, including Enugu, reflects a contrasting situation. Teachers in senior secondary schools often experience irregular or inadequate welfare provisions, such as delayed salaries, insufficient allowances, poor health coverage, limited professional development opportunities, and unconducive working environments. These shortcomings contribute to declining levels of job satisfaction, demotivation, absenteeism, and reduced job performance among teachers. Furthermore, while studies have considered welfare provisions in relation to employee satisfaction and performance in broader contexts, limited research has focused specifically on the situation of teachers in senior secondary schools within Enugu State. This gap creates uncertainty about the extent to which government-provided welfare packages influence both job satisfaction and job performance of teachers in Enugu State. Most existing inquiries have either examined welfare in relation to satisfaction or welfare in relation to performance, but not the combined effect on both outcomes simultaneously. Therefore, the problem this study seeks to address is the inadequate understanding of the relationship between government provision of welfare packages and teachers' job satisfaction and job performance in senior secondary schools in Enugu State. Without such understanding, policies and interventions aimed at improving teacher welfare may not effectively address the root causes of low performance and dissatisfaction among teachers.

Research questions

1. What is the relationship between provision of welfare packages and teachers' job satisfaction
2. What is the relationship between provision of welfare packages and teachers' job performance

Hypotheses

The following hypotheses were tested at 0.05 level of significance

H₀₁: There is no significant relationship between provision of welfare packages and teachers' productivity

H₀₂: There is no significant relationship between provision of welfare packages and teachers' job satisfaction

Methods

This study employed a correlational survey research design. The design was considered appropriate because it enables the determination of the nature, direction, and strength of the relationship between two or more variables of interest. The study was carried out in Enugu State, located in the southeastern part of Nigeria within the Igbo-speaking region. The state shares boundaries with Kogi State to the north, Benue State to the northeast, Ebonyi State to the southeast, Abia State to the south, and Anambra State to the west. Enugu, the capital city, serves as the largest urban center as well as a hub of economic and cultural activities. Enugu State covers an approximate land area of 7,161 square kilometers, featuring diverse topography of hills, valleys, and plateaus. Its vegetation is a blend of savanna and tropical rainforest, while its climate is humid tropical, characterized by a rainy season (April to October) and a dry season (November to March). The state is also endowed with natural resources such as coal, limestone, and clay, which have historically contributed to its economic growth. The population of the study comprised 935 teachers in 31 public senior secondary schools within the Enugu Education Zone. A sample of 160 teachers was selected for the study. Three structured instruments were used for data collection: the Provision of Welfare Packages Questionnaire (PWPQ), the Teacher Job Satisfaction Questionnaire (TJSQ), and the Teacher Job Performance Questionnaire (TJPQ). The PWPQ was designed by the researchers using a four-point Likert scale with the options Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). The TJSQ, adapted from the Employee Job Satisfaction Scale developed by the Society for Human Resource and Management (2016), contained 26 items framed in both positive and negative forms, with the same four-point Likert response options. The TJPQ, adapted from the Job Performance Assessment Scale developed by Ramos-Villagrasa, Barrada, Fernández-del-Río, and Koopmans (2019), consisted of 29 items also structured with positive and negative statements, rated on a four-point Likert scale. The three instruments were subjected to face validation by experts, two in Education Administration and Planning Unit, Department of Educational Foundations and one in Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. A pilot test involving 20 teachers from Nsukka Education Zone, who were not part of the main study sample, was conducted to ascertain reliability. Cronbach Alpha coefficients were computed to determine internal consistency, yielding values of 0.81 for PWPQ, 0.853 for TJSQ, and 0.847 for TJPQ. These results indicated that the instruments were reliable.

Data were collected through a direct delivery and retrieval method. The researchers, assisted by two trained research assistants, administered the instruments and

retrieved them after completion. All 160 distributed questionnaires were duly completed and returned, representing a 100% response rate. Data analysis was conducted using Pearson Product Moment Correlation Coefficient to answer the research questions, while the associated p-values were used to test the null hypotheses at the 0.05 level of significance. Correlation coefficients were interpreted as weak (0.00–0.349), moderate (0.35–0.69), and strong (0.70–1.00). Null hypotheses were rejected when the calculated p-value was less than 0.05.

Results

Research Question 1: What is the relationship between provision of welfare packages and teachers' job satisfaction?

Table 1: Pearson product coefficient on the relationship between provision of welfare packages and teachers' job satisfaction

		Welfare	Satisfaction
Welfare	Pearson Correlation	1	0.75
	Sig. (2-tailed)		0.00
	N	160	160
Satisfaction	Pearson Correlation	0.75	1
	Sig. (2-tailed)	0.00	
	N	160	160

Table 1 contains the Pearson product moment coefficient for the relationship between provision of welfare packages and teachers' job satisfaction. The relationship between provision of welfare packages and teachers' job satisfaction is represented by the coefficient (r) 0.75. This indicates that provision of welfare packages has a strong positive relationship with teachers' job satisfaction. This implies that as more welfare packages are provided, teachers' job satisfaction is likely to increase to a large extent.

H₀₁: There is no significant relationship between provision of welfare packages and teachers' job satisfaction

From the results in the table one above, the correlation coefficient of 0.75 is significant at 0.00. The significance value of 0.00 is less than the 0.05 level of significance benchmark at which the hypothesis is being tested. Therefore, the null hypothesis, which stated there is no significant relationship between provision of welfare packages and teachers' job satisfaction, is rejected. Provision of welfare packages therefore has a significant relationship with teachers' job satisfaction.

Research Question 2: What is the relationship between provision of welfare packages and teachers' job performance?

Table 2: Pearson product coefficient for the relationship between provision of welfare packages and teachers' job performance

		Welfare	Performance
Welfare	Pearson Correlation	1	0.62
	Sig. (2-tailed)		0.01
	N	160	160
Performance	Pearson Correlation	0.62	1

Sig. (2-tailed)	0.01
N	160

Table 2 contains the Pearson product moment coefficient for the relationship between provision of welfare packages and teachers' job performance. The relationship between provision of welfare packages and teachers' job performance is represented by the coefficient (r) 0.62. This indicates that provision of welfare packages has a moderate positive relationship with teachers' job performance. This implies that as more welfare packages are provided, teachers' job performance is likely to increase to a moderate extent.

H₀₂: There is no significant relationship between provision of welfare packages and teachers' job performance

From the results in the table 2 above, the correlation coefficient of 0.62 is significant at 0.01. The significance value of 0.01 is less than the 0.05 level of significance benchmark at which the hypothesis is being tested. Therefore, the null hypothesis, which stated there is no significant relationship between provision of welfare packages and teachers' job performance, is rejected. Provision of welfare packages therefore has a significant relationship with teachers' job performance.

Discussion

The findings of the study revealed that there was a strong and significant positive relationship between the provision of welfare packages and teachers' job satisfaction. This implies that welfare packages such as health insurance, housing allowances, transportation support, and retirement benefits play an essential role in enhancing teachers' satisfaction. When teachers feel that their welfare is prioritized, they are more likely to experience a sense of value, security, and motivation in their professional roles. The provision of welfare benefits reduces financial stress and enhances psychological well-being, which allows teachers to concentrate more effectively on their teaching responsibilities. The stability and recognition that welfare provisions create also strengthen morale and foster greater commitment to their work. The finding of this study is in consonance with the study of Oyetakin, Ajalode and Alen (2019), who found a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It is also in line with the study of Eluka and Okafor (2014), who discovered that improved working conditions have a positive effect on employees' satisfaction.

The findings of the study revealed that there was a moderate and significant positive relationship between the provision of welfare packages and teachers' job performance. This shows that although welfare provisions enhance performance, the strength of this relationship is not as pronounced as with job satisfaction. Job performance is often influenced by several other factors such as the availability of teaching resources, opportunities for training, and school leadership. Nevertheless, welfare packages still contribute significantly to performance by reducing absenteeism, increasing retention, and enhancing teachers' motivation. Teachers whose welfare needs are adequately met are more likely to exhibit efficiency, consistency, and productivity in their instructional duties. This finding is in consonance with the study of Ashaba, Twebaze and Novatus (2020), who reported a moderate positive relationship between teachers' welfare and job performance. It is also consistent with the study of Mathews and Khann (2016), which indicated that effective working conditions and fringe benefits are likely to increase performance levels. Similarly, the study agrees with Ayeniyo (2015), who established that

welfare-related benefits promote employee commitment, which consequently leads to higher levels of performance.

Educational Implications of the Study

The study has shown that welfare packages strongly influence teachers' job satisfaction and moderately affect their job performance. This implies that adequate welfare provision, such as housing allowances, health insurance, and retirement benefits is essential for motivating teachers and fostering commitment to their work. For school administrators, welfare should be seen as a necessary management strategy rather than a privilege. The findings also imply that teacher performance, though shaped by other factors like training and resources, improves when welfare needs are met. This highlights the importance of government and policymakers integrating welfare policies into educational reforms. By ensuring teachers' welfare, absenteeism can be reduced, retention improved, and overall productivity enhanced. In sum, the study underscores that sustained attention to teacher welfare is a strategic investment in both teacher effectiveness and the overall quality of education in secondary schools.

Contribution to Knowledge

This study has contributed to knowledge in several important ways. First, it has provided empirical evidence on the relationship between welfare packages, teachers' job satisfaction, and job performance within the context of senior secondary schools in Enugu State. Although previous studies have examined welfare and performance in other regions, this research situates the discussion in the Nigerian educational system, where socio-economic realities often present unique challenges. By doing so, the study enriches the body of literature on teacher welfare in a developing context. Second, the study has advanced understanding by showing that welfare packages exert a stronger influence on teachers' job satisfaction than on their job performance. This distinction is significant because it highlights that satisfaction and performance, though closely related, are distinct outcomes influenced in different ways. This finding adds depth to the theoretical discourse on motivation and workplace outcomes, thereby extending existing knowledge in organizational and educational research.

In addition, the study has practical and policy relevance. It emphasizes the importance of welfare packages as a strategic tool for enhancing teacher satisfaction and, indirectly, their performance. For policymakers and educational planners, the findings underscore the need to prioritize welfare provisions in education sector reforms. Similarly, for school administrators, the study provides practical insights into how welfare can serve as a motivational lever to improve teacher morale, reduce absenteeism, and promote retention. Furthermore, the study contributes methodologically by employing three validated instruments, the Provision of Welfare Packages Questionnaire, the Teacher Job Satisfaction Questionnaire, and the Teacher Job Performance Questionnaire. These tools, which were carefully validated and tested for reliability, can be adapted and applied by other researchers investigating welfare, satisfaction, and performance in different contexts. Generally, the study deepens theoretical, empirical, and practical knowledge by demonstrating that welfare packages are not only essential for improving teachers' satisfaction but also serve as a catalyst for better performance and organizational effectiveness.

Conclusion

The study examined the relationship between the provision of welfare packages and teachers' job satisfaction and performance in senior secondary schools in Enugu State. The findings of the study revealed that welfare packages have a strong and significant positive relationship with teachers' job satisfaction. This indicates that when welfare provisions such as housing allowances, health insurance, and retirement benefits are adequately provided, teachers feel valued and secure, which enhances their overall satisfaction with their work. The findings of the study further revealed that welfare packages have a moderate and significant positive relationship with teachers' job performance. Although performance is influenced by several other factors, the provision of welfare packages contributes meaningfully to improving teachers' efficiency, motivation, and productivity. Collectively, these findings underscore the critical role of welfare provisions in strengthening teachers' commitment, stability, and effectiveness in the school system.

Recommendations

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

1. Government should prioritize welfare provisions for teachers by ensuring the regular and consistent provision of housing allowances, health insurance, transportation support, and pension schemes. This will enhance teachers' job satisfaction and create a sense of value and security.
2. School administrators should complement government efforts by providing a supportive working environment and ensuring that available welfare resources are fairly distributed among teachers to boost their morale and efficiency.
3. Professional development opportunities should be integrated into welfare packages to not only improve teachers' satisfaction but also directly enhance their job performance through continuous training and capacity building.
4. Policymakers should review and update welfare policies periodically to reflect the current economic realities, ensuring that welfare benefits remain relevant, competitive, and capable of meeting teachers' needs.
5. Monitoring and evaluation mechanisms should be established to assess the impact of welfare packages on teachers' job satisfaction and performance, thereby enabling evidence-based adjustments to welfare programs.

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