

Influence of Teachers' Welfare Scheme on Job Performance in Selected Kwara State Secondary Schools

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Abstract - *There have been widespread complain about government's neglect of teachers' welfare in most public schools in Nigeria. This is due to many reasons amongst which include poor condition of services, delay in promotion and remuneration. This research was carried out to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. The study adopted descriptive and quantitative research methods to find out the relationship existing between the variables and drew inferences on the data collected. The hypotheses were tested at 0.05 level of significance. The data were analyzed using Analysis of Variance and Chi – Square Statistics. The findings indicated that there is significant relationship between teachers salary, promotion and students academic performance. It was also revealed that there is significant relationship between fringe benefit and classroom management. The paper concludes that if necessary attention is given to teachers' welfare, this will bring about positive development in the educational system. It was recommended that teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.*

Key Words: *Teachers, Welfare Scheme, Secondary Schools, Training, Class room, Salary.*

INTRODUCTION

The developed world has realized the invaluable contribution of education to the development of nations. The United Nations Educational Scientific and Cultural Organization's (UNESCO) recommendation on the status of teachers as far back as 1966 is an eloquent attestation to this recognition. In this regard, Ogundele [1] observed that no nation rises above the level of its education and no

educational system outgrows the quality and status of its teachers and no nation can afford to pay lip service to the education of its people. The nation which fails to realize this importance of education, does so at its own peril. This assertion attempts to correct the erroneous impression that teachers' rewards are in heaven. This is supported by section 9 No. 59 of the Federal Republic of Nigeria, National Policy on Education [2] that states: "teachers education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers".

The section also added that all teachers in our educational institutions from pre-primary to university will be trained. This has led to the elimination of uncertified teachers from classroom in Isin Local Government Area and Kwara State as a whole.

The school can change the society for better through the agency of the teachers, but the society has to first empower the teacher and enrich the climate of the school.

Oyeniyan [3] was of the opinion that education is a good enterprise and the future of the world is pivoted on its gains. Information, enlightenment, technology, transportation, which are pleasantly shrinking the whole world into a global village with regard to contact, interaction and communication are all products of education. Hence, the ultimate goal of any nation is to produce good quality education in terms of learning and character. The importance of welfare scheme on teachers' job performance is greatly being felt all over the world.

As Locke and Latham[4] theory opined that a satisfied worker will produce more and use this as a basis for relating motivation, satisfaction and job performance. The need to motivate workers is a fundamental issue in all organizations that are aimed at achieving set goals. Teachers like workers in other organizations, need the renewed energy brought by

incentive from time to time if they are to perform effectively.

The Nigerian Union of Teachers' constitution stated that the Union is a forum for the cooperation of teachers and promotion of their welfare, the interest of education versus teaching profession. Achimugu [5] study revealed that motivation played a significant role in teachers' job performance. Akor [6] and Jabuya [7] posited that significant relationship exist between motivation and teachers job performance. Adeogun [8] in his survey research on training and experience as predictors to teachers productivity in secondary schools in Nigeria discovered that training and experience had significant impact on teachers' job performance. The outcome of this research agreed with Ahiaba [9] that training and experience enhance teachers' productivity.

Luthans [10] posited that welfare schemes are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, regular promotion, ensuring job security, and establishing cordial relationship among teachers. Verspoor [11] found that teachers are the initiators, facilitators of teaching and learning activities. They act as agent of changes in any school system because of these roles they perform; they can be regarded as the heart of quality improvement strategy. He identified three factors which are regarded as criteria or parameter for measuring teachers' performance and these are: students' examination results, absenteeism, and turnover. He further stressed that the presence or absence of each or all of the criteria is a measure of level of performance of a worker.

Ijaiya [12] described teachers' performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. She determined the variables for teachers' job performance by as follows: Effective teaching measured by student academic performance in examination; Punctuality at school and class; Giving extra-lessons to the students; Class control; and Contribution to the progress of the school through participation in co-curricular activities and committee assignment as may be given by the principal.

OBJECTIVES OF THE STUDY

The purpose of this study is to examine the extent to which job performance can be linked with welfare scheme provision for teachers, in Isin Local Government Secondary Schools of Kwara State.

Specifically, this study is designed to assess the relationship between teachers salary and their students' academic performance; determine the relationship between teachers promotion and students academic performance; examine the relationship between in-service training and co-curricular activities; and assess the relationship between fringe benefit and classroom management secondary schools in Kwara State, Nigeria.

METHODS

The research design for this study is the descriptive type, which has the characteristics of accumulating facts, or data that could be mainly descriptive. In this descriptive research information are collected from the target population.

Population, Sample and Sampling techniques

The population for the study comprises 10 senior secondary schools, 470 teachers including Principals, in Isin local Government Area Secondary Schools, Kwara Sate. Eight of the ten senior secondary schools were randomly selected as a sample for the study. Furthermore, 35 teachers were randomly chosen in each sampled school in the eight schools selected in the study area. There are 250 questionnaires filled and returned out of the total 280 questionnaires administered. The principals, vice principals and teachers were used as respondents because they helped to supply all the relevant information.

Research Instrument

The data for this study was collected using questionnaire instrument. The questionnaire contains three major sections A, B and C. Section A on respondents demography, contains five major items. Section B of the questionnaire focuses on the teachers' welfare scheme. This section contains 20 items measuring welfare scheme available in the school system. The staff were required to rate the twenty items on a four point scale labeled strongly disagreed, disagreed, agreed and strongly agreed. The instruments were scored 1-4. The respondents are required to tick one of the points of scale that reflects their opinion on the level of welfare scheme provided. The scoring are as follow: Strongly disagreed (1), Disagreed (2), Agreed (3) and Strongly agreed (4). Section C had 15 items which address teachers' job performance. This section like Section B used the likert four point scales.

In order to ensure the validity of the research instrument, the copies of the draft of the instrument were given to four experts in the Department of Educational Management of University of Ilorin. The final draft of the questionnaire emerged after suggested corrections by the experts were incorporated and ascertained that the items therein tested what they were meant to test before its administration.

Based on the experts' suggestions corrected copy was tested for reliability. The copies of the questionnaire were later administered twice (weeks, intervals). The reliability of coefficient of 0.825 and 7.63 at 0.05 level of significance were obtained from welfare scheme and job performance questionnaires respectively and thus the reliability of the instrument was established.

Procedure

The eight government-owned secondary schools selected for the study in Isin Local Government Area were visited and administered questionnaire with the help of the school authority through the head of departments in each schools. The questionnaires are given out and collected back immediately from the respondents. This method facilitates high rate of return and effectiveness in administering of questionnaires. Data was generated from the completed questionnaires which were subjected to analysis.

Data Analysis

The services of the staff in statistics department and university computer centre were used in analyzing the data. The raw data was coded on computer sheets. Since scores for the dependent variables, that is job performance score was ordinal; data was standardized and converted into scores, which were interval data as independent variable (welfare scheme). This

procedure enables parametric statistics to be used in testing the hypotheses formulated. Specifically, frequent counts, percentages and ranking were used as descriptive statistical measures to analyze the research questions.

Analysis of Variance and Chi Square statistics was used to test the hypotheses formulated for the study at 0.05 level of significance.

RESULTS AND DISCUSSION

In the study there was an attempt made to determine the common types of welfare schemes put in place for teachers in Kwara State secondary schools.

Table 1 above shows the responses on welfare scheme available for teachers in selected secondary schools in Isin Local Government Area of Kwara State. Salary was rated as the most with 32% responses, while in-service training was ranked least with 17% responses. Promotion and fringe benefit were also popular methods of welfare scheme in the selected schools.

This result reveals that most of the respondents believed that when they are getting their regular promotion that translates to good Government's welfare scheme for them. There are situations where Teachers are not promoted based on merit, this tends to dampen teachers' morale and make them to be less productive. It was shown from the responses that the Government does not give much emphasis on In-service training of staff; as such the teachers are getting little assistance from the government. The survey indicated that only 5 percent always attend seminars and workshops while 70 percent indicated that teachers sometimes attend seminars and workshops. Furthermore, 25 percent of the selected teachers indicated that they never attend seminars or workshops. This shows that very few teachers have opportunity to attend seminars and workshops.

Table 1. Welfare scheme put in place for teachers in Kwara State Secondary Schools

Types of Welfare Scheme	Government Provision of Welfare Scheme				Total
	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed	
Promotion	3	6	22	40	71
Salary	2	8	0	71	81
Fringe Benefits	3	4	30	18	55
In Service Training	2	3	18	20	43
Total	10	21	70	149	250

The respondents were asked if there is relationship between fringe benefits and classroom managements. A greater proportion (67%) of the respondents was of the view that fringe benefits have significant influence on classroom management. This is because fringe benefits are also part of the welfare package that makes teachers perform better on their job. The fringe benefits in form of car loan, housing loan and bush allowance paid to teachers in rural area will go a long way in motivating them to perform better on the job. The study also examines the relationship between in-service training and co-curricular activities. The result indicated that 58% of the respondents agreed that in service training has significant relationship with co curricular activities. This is because the respondents were of the view that through the interaction had with other colleagues in the course of their training they are exposed to new ideas and knowledge. This exposure can be in terms of knowledge gain from curricular and non – curricular activities.

In determining the variables used to measure teachers' job performance among the respondents in Isin Local Government Secondary Schools; Student academic performance was rated most with 66 respondents while co-curricular activities was ranked the least with 56 respondents. Punctuality at school and classroom management are also important teachers' job performance variables.

Table 2. Variables for teachers job performance

Job performance	f	Rank
1. Classroom management	63	3
2. Co-curricular activities	56	4
3. Punctuality at school	65	2
4. Students academic performance	66	1

Hypotheses

The results of the analysis on the relationship between teachers welfare scheme and job performance were presented in Table 3.

Table 3: The relationship between welfare scheme and teachers job performance.

Job Performance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	106.268	3	35.423	176.985	.000
Within Groups	49.236	246	0.200		
Total	155.504	249			

In the table above, F-calculated value is 176.985 with 249 degrees of freedom at 95% confidence level. From the table 3, the calculated value of 0.000 is less than the Prob value 0.05. We therefore, reject the Ho and conclude that there is significant relationship between welfare scheme and teachers job performance. The provision of welfare scheme to teachers has a great influence on their job performance. This is particularly the case in Isin Local Government where through interview with the respondents it was revealed that almost all the teachers are given promotion as at when due. This promotion consequently results in increase salary for the teachers. In respect of the hypothesis on the relationship between teachers salary and students academic performance Chi Square Statistic was used for the analysis. The result of the test revealed that teachers' salary has significant influence on students' academic performance. This is shown in Table 4.

Table 4: Chi square test on effect of Teachers' salary on Students' Academic Performance

	Value	Df	p-value
Pearson Chi - Square	378.523	9	.000
Likelihood Ratio	318.663	9	.000
Linear by Linear Association	176.804	1	.000
N of Valid Cases	250		

From table above, the calculated value ($\chi^2=0.000$) is less than the critical value = 0.05. This shows that there is significant relationship between teachers salary and students academic performance. In other word, this indicated that adequate payment of salary to teachers has a great impact on the students' academic performance in selected Secondary Schools in Isin Local Government Area of Kwara State.

The regular payment of teachers' salary motivates them to be committed to their job. This commitment also leads to better students' academic performance.

CONCLUSION AND RECOMMENDATIONS

The study has revealed that the vacuum which the teachers fill in the education of a nation cannot be ignored. As the implementers of educational programme at the class level, the achievement of the educational objectives are to a great extent dependent on whether they are well catered for or not.

The variable evidence on the relationship between salary and students academic performance indicates that the salary increase or regular payment will always

have positive impact on the teachers' high job performance. This will be reflected in the better students' academic performance, when they are paid regularly.

The inability of most teachers to further their studies through in-service training was as a result of inadequate remuneration and poor welfare packages. Teachers' promotion has not been implemented accordingly. Rather than based on merit, promotion is based on favouritism and it is also used as political weapons. Fringe benefits are not adequately provided for secondary school teachers in the state. As shown by the result, car loan and housing loan are not adequately provided. Although the state government has tried her best to pay the leave bonus up to date, this has significantly had positive effect on the classroom management. The leave bonus has been slated and paid on monthly basis with effect from January 2012.

Teachers in the study area are not given maximum opportunity to receive adequate or regular in-service training. Although, they have opportunity to attend sandwich and part time courses which is not the best because it is more expensive and time consuming. This paper therefore, concludes that if necessary attention is given to teachers' welfare, this will bring about positive development in the educational system. It is hereby recommended that teachers' welfare scheme should be of paramount focus to the educational policy makers and administrators. Government or private ownership should stop paying lip service to the issue of professionalization of teaching and implement a meaningful salary scale packages for teachers. Teachers should be actively involved in the formulation of policies and their implementation. Government should not delay but promote the teachers as it is expected to boost their morale and not feel neglected as many outside the profession always have the impression that their reward is in heaven.

All public and private schools academic calendar year should be uniformed throughout the federation so that the period of in-service training will fall within the holidays to enable teachers undergo in-service training (e.g. sandwich programme) without any hitch.

Also the education managers should try as much as possible to give opportunities to the teachers so that they can receive further training in their discipline. There should be organization of periodic conference, seminar /workshops and other staff development programmes to update the professional and academic

competence of teachers. Provision of motor cycle, car and housing loans for all categories of teachers at low interest rate should also be made to enhance their mobility and operational efficiency.

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