

## Effective Teachers Welfare Scheme in the Management of Secondary Schools a Tool for Teachers Job Effectiveness in Cross River State, Nigeria

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**Abstract:** This paper focused on effective teachers welfare scheme in the management of secondary schools a tool for teachers job effectiveness in Cross River State. Two research questions were formulated to guide the study with two null hypotheses. Descriptive survey research design was adopted for the study. Population of comprised of 604 teachers in Cross River State. The sample for the study consisted of 208 teachers from secondary schools in Cross River State. The sampling technique that was used for the study is the proportionate stratified random sampling technique. The instrument was validated by three experts. The reliability coefficient) yield 0.76 using Cronbach alpha statistics. Research questions 1-2 were answered on individual item basis using mean and standard deviation. A mean ( $\bar{x}$ ) of 2.50 was the cut off point for the study. The t-test statistic was used to test the entire null hypotheses at 0.05 level of significance. Based on data analysis, the study revealed that: payment of teachers allowance, provision of medical care to teachers and promotion of teachers as at when due leads teachers job effectiveness in the educational sector. Based on the findings, it was 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 and the absolute provision of their medical care.

**Key words:** Teachers Welfare • Management • Secondary School • Teachers Effectiveness

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### INTRODUCTION

Education being the key to national development and technological advancement of any nation has the teacher at the center. The teacher is the person whom the society delegates the function of the education of its youths. The teacher is specially trained for the job of imparting knowledge to others according to their needs. He engages in interactive behaviour with the learners for the purpose of effecting a change in the learners. The teacher does this by guiding the learners through planned activities, so that they may acquire the richest learning possible from their experiences. Teaching is not the sole job of the teacher, but represents one major aspect of the teacher's responsibility. Apart from instructional process, the teacher is also a motivator, moderator, guidance counsellor and coordinator of learning. In an ever-changing society with developments in all human endeavours, culture and value system, the teacher is the one who is at the hub of the activities, nurturing and transforming, translating, adapting, improving and

interpreting new ideas, to create social harmony. Teacher as one whose profession is, or whose talent is the ability to impart knowledge, practical skills or understanding. [1], sees the teacher as an expert in some areas of knowledge and skills, as well as agent of social change. As an agent of social change, he is at the centre of knowledge and frontiers of new findings, be it scientific, technological, social, economic and in all his dealings, his pedagogical training comes to bear. The teacher remains the producer of all other professionals visa-vis lawyers, doctors, pharmacists, engineers, social scientists, architects to mention but a few.

The wheel and hub that propels all educational goals, aims and objectives, policies and strategies for successful attainment is the teacher. The teacher is meant to be productive in the field and without being biased. In view of the teachers' responsibilities to the society and schools, the teacher should be paid promptly and properly motivated to enable him do his job satisfactorily. A happy teacher does his job to the best of his ability and

to the satisfaction of the Ministry of Education, the learners, parents, society and nation at large.

Unfortunately, teachers' welfare in Nigeria is not adequately taken care off by government and other relevant agencies. A case at hand is the enhanced Teachers Salary Structure (TSS) approved by the Federal Government since 2001, but failed in the implementation. The noncompliance to the implementation of the approved salary structure by different state governments has led to series of strike action by NUT in different states of the federation. This has resulted to low morale and low productivity in performance.

**Statement of the Problem:** The problem with the education industry appears to be three-dimensional: the teacher, the government and the effect. The wheel and hub that propels all the educational goals, aims and objectives: policies and strategies for successful attainment is the teacher. Unfortunately, the government that formulates these lofty ideals does not consider the welfare, interest and sustenance of the teachers who actualize these policies. Teachers resorts to strikes which disrupt school activities and academic calendar for too long, leading to low work output.

[2] opines that teaching profession is highly neglected in the society at large due to poor welfare scheme. This contributed to the neglect of the best brains in the profession, leaving room for different kind of persons parading themselves as teachers in the field. Little attention seems to paid to critical issues such as incessant professional development of practicing teachers, the dignity and welfare of the teachers. These have led to a great down fall in educational standards, upsurge in vices among students, incompetent manpower in the various sectors of the nation and loss of international respect and recognition for our graduates, Therefore, the problem of this research work is to determine whether effective teachers welfare scheme in the management of secondary schools can lead to teachers job performance.

**Purpose of the Study:** The general purpose of this study is to determine effective teachers welfare scheme in the management of secondary schools a tool for teachers effectiveness in Cross State. Specifically, this study sought to examine:

- Find out the impact of teachers payment of allowances in sustaining teachers effectiveness in Cross State.

- Examine the influence medical care provision for teachers in sustaining teachers effectiveness in Cross State.

**Research Questions:** The following research questions were formulated to guide the study:

- What are the influence of teachers payment of allowances in sustaining teachers effectiveness in Cross State?
- What are the influence medical care provision for teachers in sustaining teachers effectiveness in Cross State?

**Hypotheses:** The following null hypotheses were formulated to guide the study and were tested at 0.05 alpha level:

HO<sub>1</sub>: There is no significant differences in the mean rating of male and female teachers on the influence of teachers payment of allowances in sustaining teachers effectiveness in Cross State.

HO<sub>2</sub>: There is no significant differences in the mean rating of male and female teachers on the influence medical care provision for teachers in sustaining teachers effectiveness in Cross State.

**Methodology:** The descriptive survey research design was adopted for this study. [3] who states that descriptive survey research is concerned with describing, recording, analyzing and interpreting conditions that exist. This design is also in accordance with [4-6] who states that descriptive survey design is concerned with finding, describing and interpreting what is, with the condition or relationship that exists, practices that prevail, belief and points of view or attitudes that are helpful, processes that are going on or trends that are developing. The study was carried out in Cross State [7]. The people are predominantly peasant farmers and commercial businessmen and women. They arc also interested in western education.

The population of the study consisted of all the 604 teachers in Cross River State. The breakdown has 300 female teachers and 304 male teachers. The sample for the study consisted of 250 teachers from secondary schools in Cross River State. The sampling technique that was used for the study is the proportionate stratified random sampling technique. Proportionate stratified random sampling is a type of probability sampling technique which ensures greater representation of the sample size relative to the population and the associated sampling

error is correspondingly reduced [8]. The instrument was validated by three experts. Two from educational foundations department and one expert from measurement and evaluation option of Science Department in Ebonyi State University Abakaliki. The reliability coefficient yield 0.76 using Cronbach alpha statistics. Research questions 1-2 were answered on individual item basis using mean and standard deviation. A mean (x) of 2.50 was the cut off point for the study [9]. The t-test statistic was used to test the entire null hypotheses at 0.05 level of significance.

**RESULTS**

The results of data analysis presented on Table 1 revealed that the respondents accepted that Provision of allowances positively influence teachers preparation of schemes of work, provision of duly allowances promotes teachers lessons preparation, duty allowance enhances teachers participation in co-curricular activities, overtime allowance positively influences teachers participation in counseling and guiding pupils, provision of allowances influences teachers' preparation of record of work covered, allowances positively influence teachers' attendance of staff meetings, provision of allowances motivates teachers to assess pupils regularly, provision of allowances improves teachers' actual teaching and provision of allowances enhances teachers' management of pupils' discipline with the mean scores of 2.51, 2.54, 2.55, 2.62, 2.75, 2.71, 2.71, 2.62, 2.79 and 2.78. The grand mean score of all items in Table 1 is 2.65 with standard deviation score 0.81. The grand mean of 2.65 is greater than mean score 2.50 set as mean score for decision making, thus, payment of teachers allowance influence teachers job performance which in turn to sustain teachers effectiveness in Cross State.

The results of data analysis presented on Table 2 revealed that the respondents accepted that Provision of first aid to teachers in the school environment, provision of school sick bay for all teachers, school always collaborates with the nearest dispensary in providing medical care to teachers influence teachers performance, provision of medical care enhances teachers' lesson preparations, medical care leads to teachers preparation of lesson plans, provision of medical care influences teacher's participation in co-curricular activities, Provision of medical care to teachers makes them to counsel and guide pupils at school, medical care for teachers leads to their actual teaching, provision of medical care makes teachers to attend staff meeting and provision of medical care to teachers leads to their regular assessment of the pupils with the mean scores of 2.95, 2.86, 2.81, 2.83, 2.85, 2.92, 2.96, 2.89 and 2.92 respectively. The grand mean score of all items in Table 2 is 2.87 with standard deviation score 0.81. The grand mean of 2.87 is greater than mean score 2.50 set as mean score for decision making, thus, this shows that the respondents accepted that provision of medical care to teachers influence their job performance.

Ho<sub>1</sub>; There is no significant differences in the mean rating of male and female teachers the influence of teachers payment of allowances in sustaining teachers effectiveness in Cross State. Data collected from item 1-10 in the research instrument were used to test this hypothesis 1. Summary of results of data analysis are presented on Table 1:

From the results of data analysis presented on Table 3, it could be observed that male teachers recorded the high mean score of 2.66 than the mean score 2,65 for

Table 1: Influence of Teachers Payment of Allowances in Sustaining Teachers Effectiveness in Cross State

S/N	ITEM	N	Mean	SD	Decision
1	Provision of allowances positively influence teachers preparation of schemes of work	208	2.51	0.91	Accept
2	Provision of duty allowances promotes teachers lessons preparation	208	2.54	0.83	Accept
3	Duty allowance enhances teachers participation in co- curricular activities	208	2.55	0.85	Accept
4	Overtime allowance positively influences teachers participation in counseling and guiding pupils	208	2.60	0.83	Accept
5	Allowances positively influence teachers' attendance of staff meetings.	208	2.75	0.81	Accept
6	Provision of allowances influences teachers' preparation of record of work covered	208	2.71	0.76	Accept
7	Provision of allowances motivates teachers to assess pupils regularly.	208	2.71	0.80	Accept
8	Provision of allowances improves teachers' actual teaching	208	2.62	0.77	Accept
9	Provision of allowances minimize teacher absenteeism	208	2.29	0.74	Accept
10	Provision of allowances enhances teachers' management of pupils' discipline	208	2.78	0.83	Accept
Grand Mean			2.65	0.81	Accept

Table 2: Cluster Two; Influence Medical Care Provision for Teachers in sustaining teachers effectiveness in Cross State

S/N	ITEM	N	Mean	SD	Decision
1	Provision of first aid to teachers in the school environment	208	2.95	0.81	Accept
2	Provision of school sick bay for all teachers	208	2.86	0.80	Accept
3	school always collaborates with the nearest dispensary in providing medical care to teachers influence teachers performance	208	2.81	0.86	Accept
4	Provision of medical care enhances Teachers' lesson preparations.	208	2.75	0.82	Accept
5	Medical care leads to teachers preparation of lesson plans	208	2.83	0.77	Accept
6	Provision of medical care influences teacher's participation in co-curricular activities	208	2.85	0.79	Accept
7	Provision of medical care to teachers makes them to counsel and guide pupils at school	208	2.92	0.81	Accept
8	Medical care for teachers leads to their actual teaching.	208	2.96	0.76	Accept
9	Provision of medical care makes teachers to attend staff meeting.	208	2.89	0.84	Accept
10	Provision of medical care to teachers leads to their regular assessment of the pupils	208	2.92	0.83	Accept
Grand Mean			2.87	0.81	Accept

Table 3: T-test Analysis on the influence of teachers payment of allowances in sustaining Teachers effectiveness in Cross State

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	123	2.65	0.81	106	0.66	1.63	0.05	Accepted H <sub>01</sub>
Male	85	2.66	0.80					

Table 4: T-test Analysis on the influence of medical care provision for teachers in sustaining teachers effectiveness in Cross State

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	123	3.074	0.93	206	0.66	1.72	0.05	Accepted H <sub>01</sub>
Male	85	2.996	0.933					

female teachers, the difference in these mean scores is statistically not significant at a 0.05. This is because the calculated t-value (0.66) is less than the critical value (1.63). Therefore, the null hypothesis (H<sub>01</sub>) is accepted which implies that there is no significant differences in the mean rating of male and female teachers on the influence of teachers payment of allowances in sustaining teachers effectiveness in Cross State Hoi. There is no significant difference in the mean rating of male and female teachers on the influence of medical care provision for teachers in sustaining teachers effectiveness in Cross State. Data collected from item 11-20 in the research instrument were used to test this hypothesis 2. Summary of results of data analysis are presented on Table 4:

From the results of data analysis presented on Table 4, it could be observed that female teachers recorded the high mean score of 2.89 than the mean score 2.84 for male teachers, the difference in these mean scores is statistically not significant at a 0.05. This is because the calculated t-value (0.66) is less than the critical value (1.72) [10]. Therefore, the null hypothesis (H<sub>02</sub>) is accepted which implies that there is no significant differences in the mean rating of male and female teachers on the influence of medical care provision for teachers on their job performance.

## DISCUSSION

The respondents accepted that provision of allowances positively influence teachers preparation of schemes of work, provision of duty allowances promotes teachers lessons preparation, duty allowance enhances teachers participation in co-curricular activities, overtime allowance positively influences teachers participation in counseling and guiding pupils, provision of allowances influences teachers' preparation of record of work covered, allowances positively influence teachers' attendance of staff meetings, provision of allowances motivates teachers to assess pupils regularly, provision of allowances improves teachers' actual teaching and provision of allowances enhances teachers' management of pupils' discipline [11]. The on the accepted points of view, it was revealed that payment of allowance motivated the teachers to perform their duties and in turn to influence students academic performance. The findings agree with [12] remarked that job satisfaction does not by itself improve productivity but has some direct influence on it. An early Human Relations Theorist of Vroom maintained that, job satisfaction is a moderate variable that lies between motivation and productivity [13]. However, recent studies do not support such relationship.

The results of data analysis presented on Table 2 revealed that the respondents accepted that Provision of first aid to teachers in the school environment provision of school sick bay for all teachers, school always collaborates with the nearest dispensary in providing medical care to teachers influence teachers performance [14], provision of medical care enhances teachers' lesson preparations, medical care leads to teachers preparation of lesson plans, provision of medical care influences teacher's participation in co-curricular activities, Provision of medical care to teachers makes them to counsel and guide pupils at school, medical care for teachers leads to their actual teaching, provision of medical care makes teachers to attend staff meeting and provision of medical care to teachers leads to their regular assessment of the pupils has positive influence on teachers job performance. The findings agree with the view of [15] that the best strategies for motivating teachers are when teachers welfare are properly care of, the Government and Society in particular will continue to reap from teachers' ideology, which makes them to impact technical knowledge and skills that will ensure adequate social adjustment on the part of the growing child [16].

### **CONCLUSION**

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 payment of allowance and students academic performance indicates that the payment of allowance will always have positive impact on the teachers' high job performance. This will be reflected in the better students' academic performance, when their allowances are paid. 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 being 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 medical care are not adequately provided. Although the state government has tried her best in paying regular salary as at when due, this has significantly had positive effect on the classroom management. Teachers in the study area are not given

maximum opportunity to receive medical care and 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 scheme, this will bring about positive development in the educational system as the outcome will lead good academic performance of students. Recommendations. The following recommendations were made based on the findings of the study.

- 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 and the absolute provision of their medical care.
- 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 and 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.

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