

**WELFARE SERVICES PROVISION AS ADMINISTRATIVE STRATEGY FOR ENHANCING  
SECONDARY SCHOOL TEACHERS' PRODUCTIVITY IN CALABAR EDUCATION ZONE OF  
CROSS RIVER, NIGERIA**

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### **Abstract**

*The paper examined welfare services provision as administrative strategy for enhancing secondary school teachers' productivity in Calabar education zone of cross river, Nigeria. The study aimed to ascertain the relationship between provision of welfare services and teachers' productivity. Three null hypotheses were formulated to guide the study. The correlational research design was adopted. The study population is 2,746, comprising all 2700 teachers and 46 principals in 46 public secondary schools in Calabar Education Zone. Multistage sampling procedure was used to select 540 study sample from the population of teachers and principals in the education zone. An instrument titled welfare services provision and teachers productivity questionnaire (WSPTPQ) was used for data collection. The instrument was validated by two experts in Educational Measurement and evaluation, faculty of educational foundations, University of Calabar. The reliability of the instrument was established using Cronbach Alpha Analysis. The reliability coefficient value yielded 0.85 which was considered adequate for the study. The data collected were analyzed using Pearson product moment correlation statistics. Results of the analysis revealed that there is significant positive relationship between provision of housing facilities, payment of allowances, provision of medical services and teachers' productivity. The study concluded that the productivity of secondary school teachers in will be greatly enhanced if welfare services are adequately provided for teachers. It was therefore recommended that housing facilities and medical services should be provided for teachers. It was also recommended that government should endeavor to be paying teachers allowances as and when due.*

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### **Introduction**

Teachers occupy a very strategic position in the entire educational process. They are employed in schools and have diverse skills and knowledge to render various services. Teachers' roles include lesson planning, lesson delivery, classroom management, student evaluation, guidance and counseling services,

and discipline. Teachers' productivity level in these tasks determines the extent of schools' goal attainment.

Teacher productivity is the term used to describe how effective and efficient teachers are able to perform their duties. Productivity of teachers is therefore a measure of their job performance. According to Odunaga and Agila

(2000), teacher productivity is a measure of the efficiency with which the school utilizes its labour force towards the achievement of educational goals and objectives. It is the measure of how much the goals of the school as an organization is achieved through the commitment and performance of teachers.

The productivity of teachers could be measured in terms of effectiveness of teaching techniques and methods, mastery of subject matter, classroom management, record keeping, interpersonal relationship with students, students' evaluation, verbal proficiency, participation in committees and community service (Ocho, 2003). Ocho further stated that the level of productivity of the teacher at any educational level is determined by his/her abilities, motivations and technical factors such as quality and quantity of instructional materials as well as welfare services provided. This implies that to achieve high productivity among teachers, management must show concern for staff resourcefulness and the ability to provide all the necessary school resources, welfare services and their effective management.

It has long been recognized that without teachers, the educational objectives as specified in the National Policy of Education (FRN, 2004) would not be realized. Teachers are the ones that would translate educational objectives into knowledge and skill and transfer them to students in the classroom. Therefore, the major responsibility of achieving educational objectives in schools lies with the academic staff.

Welfare services are those activities, provisions and facilities made available in organizations in order to cater for the wellbeing, personal needs, happiness, health, safety and comfort of employees. These

services can be monetary compensation, housing/accommodation, medical services, advisory services, secure work environment, retirement benefits, good work conditions, periodic free work days or leaves. Monetary compensations include satisfactory salaries, leave allowances, promotion arrears, hazard allowances, overtime, and other related monetary incentives. Housing/accommodation includes' conducive housing facilities for teachers and their families while good work conditions entail the provision of conducive, spacious, ventilated, secured and well-equipped offices for teachers. medical services include the provision of free or subsidized health care services to teachers and their immediate families. Secure work environment refers to the maintenance of safe school environment free from any life threats or hazardous conditions. Leaves are work-free days granted to workers for various reasons. Leaves range from study leave, sick leave, maternity leave, leave of absence and vacations. Workers are exempted from work during leaves in order to tackle their personal problems, recuperate from sicknesses and other health challenges, embark on trainings and other capacity development programmes or to go on vacations for relaxation and recovery from work stress. Advisory services are the emotional supports and counselling given to workers on how best to maintain work life balance and avoid work stress.

In various formal organizations outside education sector, workers enjoy one form of welfare service or another. In the school system where teachers are employees, provision of welfare services could bolster school operations (Onaga, 2022). When certain welfare services are provided to workers, job dissatisfaction and low productivity are minimized or completely avoided

(Banla,2012). Teachers are the soul of any educational programme and are supposed to be provided with the necessary incentives and facilities to perform their jobs (Nnaji,et al, 2023). Udom(2014) noted that workers who seldom go on leaves or vacations may experience burnout and low productivity. In a school where life and property are unsafe, fear, truancy, absenteeism and low commitment to duties by workers will become customary. On the other hand, Iwang (2017) observed that when workers are not well mentored, they are bound to make grievous mistakes that can slow productivity. it is through mentorship and other advisory services that junior employees are imparted on how to become efficient in their jobs and how best to maintain a balance between work and daily living (Onaga,2022).

In recent times, there has been growing criticism of teachers and their job performance in calabar education zone. It appears that secondary school teachers in this education zone are no longer dedicated and committed to their jobs. Nwokolo (2023) made it known that stakeholders in education has lamented that students of these schools learn very little as a result of teachers skipping of lesson periods, late coming to classes and inappropriate evaluation of students. Teachers cannot also give proper account of their students because they do not keep proper records.

It is noteworthy that from the researcher's interaction with teachers in this zone, they acknowledged that they have not put in their best in their jobs. They complained that their level of motivation is terribly low. They expressed loss of interest in their jobs and their dissatisfaction with the general work conditions. They complained of lack of conducive office spaces and classrooms, poor remuneration and general lack of welfare services in their schools.

The astronomical rise in the cost of transportation, medicines and housing has made teachers struggle to pay transport fares to their schools every work day, pay their house rents and maintain healthy living with their meagre salaries. It is also difficult for teachers to purchase good books and electronic devices such as personal computers, smart phones and other information and technology resources to aid them in subject mastery, students' evaluation and records keeping. some teachers are faced with too much workload with no provision for adequate compensation and advisory programmes on stress management. Late coming and absenteeism by teachers attracts salary deductions in some schools. These results to low morale, discouragement and leads to low productivity among teachers.

Commenting on ways of tackling problems in education system, Omani (2020 ) opined that teachers welfare should be given due attention. Yuka (2022) stated that increment and prompt payment of salaries and other allowances should be prioritized as it has the potential to boost teachers' morale towards high achievement.

The provision of medical incentives such as health insurance packages, free hospital consultations and subsidized medicines will go a long way in helping teachers maintain their health and become more productive (Noah, 2022). A healthy and satisfied worker would have positive attitude to wok (Eya 2021). Ugbo (2018 ) remarked that establishment of school clinics where school staff and students can obtain subsidized health care is a groundwork for enhancing workers productivity. Perik (2022) stated that building living quarters for teachers is a morale boosting investment. Schools can build lodges of different categories and sizes and subsidize them for teachers of different categories and ranks. This can save

teachers transport fares and the stress of coming to work from long distances thus propelling their productivity level (Taon 2009).

Provision of welfare incentives in schools will promote motivation of the teachers, reduce teacher attrition and ensure teachers satisfaction with their job and in-turn enhance high job performance Ubochi (2009). Borem (2012) stated that managers must deal with employee personal problems because failure to do that may negatively impact on the overall performance of workers. The educational system needs healthy, happy, productive teachers who are physically and mentally able to contribute maximally to the progress and success of their schools .

### **Statement of the problem**

Teachers in public secondary schools in calabar education zone has been criticized for not being productive in their schools. This is because of reports about the seeming lack of commitment in their duties. Some of the teachers are always late to school while some are usually absent from school because of high cost of transportation, far distance of their residences or ill health.

Some of the teachers complain of illnesses and hospital appointments as reasons for lateness, absteesm or inability to properly prepare their lesson notes and to effectively teach students in the classroom. This lack of puntuality, periodic absenteeism and the condition of ill health results to some of the teachers not covering their subject syllabus at the end of term. Some also skip classes or spend less than the allotted time for a subject in the classroom. This has also negatively affected the ways these teachers evaluate students nor monitor their students' progress. The academic performance of students of these schools have not also been satisfactory as they have been

performing poorly. Efforts have been made by the states ministries of education and school administrators to checkmate the activities and programmes of these schools through periodic monitoring and supervision and enforcing of disciplinary measures on erring teachers, yet the problem persists. This implies that there are other factors that may be connected to teachers productivity and welfare of teachers appears to be neglected. It is against this backdrop that this study is curious to ask: To what extent does provision of welfare services relate with teachers' productivity in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?

### **Purpose of the study**

The main purpose of study was to investigate the relationship between provision of welfare services and teachers' productivity in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, this study sought to find out whether:

1. Provision of housing facilities relates to teachers' productivity.
2. Payment of allowances relates to teachers' productivity.
3. Provision of medical services relates to teachers' productivity.

### **Statement of hypotheses**

The following hypotheses were formulated for the study:

1. Provision of housing facilities has no significant relationship with teachers' productivity.
2. Payment of allowances has no significant relationship with teachers' productivity.
3. Provision of medical services has no significant relationship with teachers' productivity

## Methodology

The study adopted correlational research design. The population of the study is 2,746, comprising all 2,700 teachers and 46 principals in the 46 public secondary schools in Calabar education zone. Multi-stage sampling procedure was used for this study. At first, schools were stratified according to the 7 local government areas that make up Calabar education zone. At the second stage, simple random sampling technique was used to select 20 percent of schools in each local government area as recommended by Barudah (2019). A total of 10 schools were randomly selected. At the third stage, simple random sampling technique was used to draw 20 percent of teachers from each of the selected 10 secondary schools which gave 530. At the final stage, purposive sampling technique was used to select the 10 principals of the selected ten schools. This gave a total of 540 study sample. An instrument titled “welfare services provision and teachers productivity questionnaire” (WSPTPQ) was used for data collection. The instrument was a four point Likert scale consisting of items designed to measure the relationship between the sub variables of welfare services (which includes; housing facilities, payment of allowances, medical services) and teachers productivity.

**Table 2**

Pearson Product Moment Correlation Analysis of the relationship between Provision of housing facilities and teachers’ productivity (N=540)

Variab les	X	S	r- value
Provis ion of housing facilities	21. 93	1. 12	0.43

Each of these variables were measured using 6 items. Each item has 4 response options ranging from Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 and Strongly Disagree (SD) - 1 point. The instrument was validated by two experts in Educational Measurement and evaluation, faculty of educational foundations, University of Calabar. The reliability of the instrument was established using Cronbach Alpha Analysis. The reliability coefficient value yielded 0.85 which was considered adequate for the study. The researchers chose one week for the distribution of the questionnaire to respondents so as to have ample time to cover all the schools used for the study. The researchers retrieved the copies of questionnaire administered to respondents immediately after they were completed. All 540 questionnaire distributed were returned. The data collected were analyzed using Pearson product moment correlation statistics in order to validate the relationship between the two variables (welfare services provision and teachers’ productivity) under study.

### Results and findings

#### Hypothesis one

There is no significant relationship between provision of housing facilities and teachers’ productivity.

Teach ers’ productivity	23	21. 85	1. 3*	0.43
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\* Significant at .05, critical r = .194, df = 538

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.43 is higher than the critical r-value of .194 at .05 level

of significance with 98 degree of freedom. With the result of this analysis, the null hypothesis which stated that there is no significant relationship between provision of housing facilities and teachers' productivity was rejected. This result implies that, provision of housing facilities has a significant positive relationship with teachers' job performance. The positive  $r$  implied that the higher the provision of housing

facilities, the higher the teachers' productivity tends to be. On the other hand the lower the provision of housing facilities the lower the teachers' productivity tends to become.

**Hypothesis two**

There is no significant relationship between payment of allowances and teachers' productivity

**Table 3:** Pearson Product Moment Correlation Analysis of the relationship between payment of allowances and Teachers' productivity (N=540)

Variables	X	SD	t-value
Payment of allowances	21.07	1.89	0.87*
Teachers' productivity	21.23	1.85	

\* Significant at .05, critical  $r = .194$ ,  $df = 538$

The result of the analysis as presented in Table 3 revealed that the calculated  $r$ -value of 0.87 is higher than the critical  $r$ -value of .194 at .05 level of significance with 98 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between payment of allowances and teachers' productivity was rejected. This result indicated that, payment of allowances has a significant positive relationship with teachers' productivity. The positive  $r$  implied

that the more regular allowances of teachers are paid, the higher the teachers' productivity tends to be. On the other hand, the less regular their allowances are paid the lower the teachers' productivity tends to become.

**Hypothesis three**

There is no significant relationship between provision of medical services and teachers' productivity

**Table 4**

Pearson Product Moment Correlation Analysis of the relationship between Provision of medical services and productivity (N=540)

Variables	X	SD	r-value
Provision of medical services	20.47	2.19	0.62*
Teachers' productivity	21.23	1.85	

\* Significant at .05, critical  $r = .194$ ,  $df = 538$

The result of the analysis as presented in Table 4 revealed that the calculated  $r$ -value of 0.62 is higher than the critical  $r$ -value of .194 at

.05 level of significance with 98 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive

relationship between Provision of medical services and teachers' productivity was rejected. This result implied that provision of medical services has significant relationship with teachers' productivity. The positive  $r$  indicated that the higher the provision of medical services the higher teachers' productivity tend to be. On the other hand, the lower the Provision of medical services the lower teachers' productivity tends to become.

### **Discussion findings**

The result of the first hypothesis revealed that there is a significant positive relationship between housing facilities and teachers' productivity. This result implies that the higher the provision of housing facilities for teachers, the higher the teachers' productivity will become but On the other hand the lower the provision of housing facilities the lower the teachers' productivity. Providing teachers with accommodation within the school will save teachers from lateness to school and avoidable absenteeism that might result from transportation glitches. The close proximity will also help them save money to meet other needs. it will also serve as morale boosters to that will motivate teachers to put perform at optimum. This result is in line with Perik (2020) who stated that building living quarters for teachers is a morale boosting investment. This result is also in consonance with Taon (2009) who noted that accommodation for teachers can save teachers transport fares and the stress of coming to work from a long distance thus propelling their productivity level.

The result of the second hypothesis showed that payment of allowances has a significant positive relationship with teachers' productivity. this implies that the more prompt and regular allowances are payed teachers, the higher teachers teachers productivity will become but On the other hand, the delay and the lower the

payment of allowances to teachers, the lower teachers' productivity. Allowances paid to teachers will help them in the purchase of books and devices that will enable them carry out their jobs optimally. This result is in line with Yuka (2022) who stated that increment and prompt payment of salaries and other allowances should be prioritized as it has the potential to boost teachers morale towards high achievement.

The third hypothesis revealed that provision of health facilities has significant positive relationship with teachers' productivity. This This finding is in line with Noah (2022) who noted that The provision of medical incentives such as health insurance packages, free hospital consultations and subsidized medicines will go a long way in helping teachers maintain their health and become more productive. This finding is also in tandem with. Ugbo (2018 ) who remarked that establishment of school clinics where school staff and students can obtain subsidized health care is a groundwork for enhancing workers productivity. This finding also corroborates Ubochi (2009) who stated that provision of welfare incentives in schools will promote motivation of the teachers, reduce teacher attrition and ensure teachers satisfaction with their job and in-turn enhance high job performance

### **Conclusion**

Based on the findings of this study, it is concluded that:

- Provision of housing facilities have significant relationship with teachers' productivity.
- Payment of allowances have significant relationship with teachers' productivity.
- Provision of medical services have significant relationship with teachers' productivity.

## Recommendations

On the basis of the findings of this study, the following recommendations were made:

- Housing facilities should be provided for teachers in or around the school premises to mitigate lateness and absenteeism of teachers and also enable teachers to put in extra hours in school.
- The government should endeavor to pay allowances to teachers.
- Medical services should be subsidized or made free for teachers.

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