

Public Secondary Schools in Otuocha Education Zone, Anambra State.

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Abstract

The study investigated the staff welfare practices adopted by principals for improved teachers' job performance in public secondary schools in Otuocha Education Zone, Anambra State. One research question guided the study. The study adopted a descriptive survey research design. The population of the study comprised 545 respondents made up of 26 principals and 519 teachers from 26 public secondary schools in the study area. A sample size of 140 respondents was selected using simple random sampling technique. The instrument used for data collection was a structured questionnaire titled "Principals' Staff Welfare Practices Questionnaire (PSWPQ)." The instrument was validated by three experts in Educational Management and Measurement and Evaluation, while the reliability of the instrument was established using Cronbach Alpha method which yielded a reliability coefficient of 0.81, indicating that the instrument was reliable. Data collected were analyzed using mean and standard deviation. The findings revealed among others that principals adopted several staff welfare practices such as encouraging teachers, involving them in decision-making and goal-setting.. Based on the findings, the study recommended among others that principals should continue to promote staff welfare through motivation, participation in school administration, and support for teachers' professional development programmes such as workshops and seminars to improve teachers' job performance.

Keywords: Staff Welfare Practices, Teachers' Job Performance

Introduction

The achievement of educational goals in secondary schools largely depends on the effectiveness and commitment of teachers in carrying out their instructional duties. Teachers' effectiveness, however, can be enhanced when school principals adopt appropriate management and welfare practices that promote job satisfaction and commitment among staff. Principals, as school administrators, are responsible for creating a conducive working environment that encourages

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teachers to perform optimally.

Staff welfare refers to the various services, benefits, incentives, and motivational practices provided by an organization or administrator to improve the well-being, satisfaction, and productivity of employees. Staff welfare refers to the various services, benefits, incentives, and motivational practices provided by an organization or administrator to improve the well-being, satisfaction, and productivity of employees. In the school system, staff welfare practices include motivation, rewards, participation in decision-making, professional development opportunities, encouragement, and improved working conditions aimed at enhancing teachers' morale and commitment to work. Effective staff welfare practices help teachers feel valued and appreciated, thereby increasing their dedication to instructional delivery and overall school effectiveness.

Staff welfare practices are the services, benefits, and facilities employers provide to improve employees' working and living conditions beyond their wages. Agrawal and Bose (2023) maintained that staff welfare is a term including various services, benefits and facilities offered to employees by the employers. The welfare measures need not be monetary but also in any kind. This includes items such as allowances, housing, transportation, medical insurance and food. Staff welfare according to them also includes monitoring of working conditions, creation of industrial harmony through infrastructure for health, industrial relations and insurance against disease, accident and unemployment for the workers and their families. Similarly, Balfour (2013), cited in Riak & Bill (2022), maintained that staff welfare refers to the efforts made by the employers to improve the working and living conditions over and above the wages paid to them. In its widest sense it comprises all matters affecting the health, safety, comfort and general

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welfare of the workmen, and includes provision for education, recreation, thrift schemes, convalescent homes. Mensah (2022) highlighted that the purpose of staff welfare measures is to develop a productive, content, and efficient staff for the benefit of the organisation.

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According to Ekpo and Eze (2015), principals' management practices such as communication, motivation, supervision, leadership, and coordination are essential in promoting teachers' job performance in secondary schools. Similarly, Ndege (2017) observed that administrative practices involve the application of managerial skills and experience in coordinating teaching and learning activities for improved educational outcomes.

Teachers' job performance refers to the extent to which teachers effectively carry out their professional responsibilities towards achieving educational objectives. It includes lesson preparation, classroom management, instructional delivery, punctuality, participation in school activities, maintenance of discipline, and interpersonal relationship with students and colleagues. Bolarinwa (2016) noted that teachers' job performance can be assessed through effective lesson presentation, classroom control, dedication to duty, and efforts towards improving students' academic achievement.

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Despite the importance of teachers in the educational system, there have been increasing cases of poor attitude to work among some teachers, such as absenteeism, lateness, poor lesson preparation, and lack of commitment to assigned duties. These challenges may be attributed to inadequate welfare practices and insufficient motivation from school administrators. Consequently, there is a need for principals to adopt effective staff welfare practices capable of improving teachers' job performance in public secondary schools.

It was against this background that the study investigated the staff welfare practices adopted by principals for improved teachers' job performance in public secondary schools in Otuocha Education Zone, Anambra State.

Problem Statement

Teachers sometimes are seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes of lesson as well as carrying out other assigned responsibilities. These are testimonies of the alarming rise of poor attitude to work which leads to poor job performance. These problems could be as a result of inadequate training practices provided for the teachers by the principals. In view of this fundamental problem, the study examined the principals' training practices and its influence on teacher's job performance in public secondary schools in Otuocha Education zone, Anambra State.

Purpose of the Study

The purpose of the study was to investigate the staff welfare practices adopted by principals for improved teachers' job performance in Secondary Schools in Otuocha education zone, Anambra State.

Research Question

The following research question guided the study:

1. What are the staff welfare practices adopted by principals for improved teachers' job performance in public secondary schools in Otuocha education zone, Anambra State?

Method

Descriptive survey research design was adopted for this study. The study was carried out in Otuocha education zone, Anambra State. The population of the study consisted of 545 respondents made up of 26 principals and 519 teachers in the 26 public secondary schools in Otuocha education zone, Anambra State. The sample size of this study was made up of 140 respondents, selected through a simple random sampling technique.

A structured questionnaire developed by the researcher was the instrument used for data collection. The instrument was validated by experts and the reliability determined using Cronbach alpha method and it yielded an index of 0.81 and the instrument was considered reliable. The researcher with the help of three research assistants administered 140 copies of the questionnaire to the respondents. Mean and standard deviation were used to answer the research question.

What are the staff welfare practices adopted by principals for improved teacher’s job performance in public Secondary Schools in Otuocha education zone, Anambra State?

Table 1:

Mean ratings of staff welfare practices adopted by principals for improved teachers’ job performance in public secondary schools in Otuocha Zone, Anambra State.

S/N	Principals’ Staff Welfare Practices		Remark
1.	Principal’s recommendation for upward review of teachers’ salary package.	3.00	Agreed
2.	Principal’s use of word of encouragement.	3.22	Agreed
3.	Opportunity for teachers to participate in goal setting of the school.	3.64	Agreed
4.	Principal’s use of Rewards for Teachers	2.65	Agreed
5.	Opportunity for teachers to participate in decision making process of the school	3.01	Agreed
	Grand Mean	3.10	Agreed

The result presented in Table 1 revealed that teachers agreed that principals adopted various staff welfare practices for improved job performance in public secondary schools in Otuocha Education Zone, Anambra State. This is evident from the mean scores of all the items which were above the criterion mean of 2.50.

Discussion of Findings

The findings of the study revealed that principals adopted staff welfare practices such as recommending salary improvements, encouraging teachers, involving teachers in school goal setting and decision-making, and rewarding teachers to improve teachers' job performance in public secondary schools in Otuocha Education Zone, Anambra State.

The finding that principals use words of encouragement to motivate teachers agrees with the view of Ekpo and Eze (2015), who maintained that motivation and effective communication are important managerial practices that enhance teachers' commitment and productivity. Encouragement from principals helps teachers develop positive attitudes towards their duties and increases their willingness to contribute effectively to school goals.

The study also found that principals involve teachers in school goal setting and decision-making processes. This finding supports the opinion of Igoni (2020), who stated that principals' administrative practices should encourage teachers' participation in school activities to promote effective instructional delivery. When teachers are involved in decision-making, they develop a sense of belonging and commitment, which positively influences their performance.

Furthermore, the finding revealed that principals recommend salary improvements and reward teachers for their efforts. This finding is in line with motivational theories which emphasize that employees perform better when their welfare needs are adequately addressed. Reward systems and improved welfare packages serve as incentives that encourage teachers to be more dedicated

and committed to their professional responsibilities.

Generally, the findings imply that effective staff welfare practices by principals contribute significantly to improved teachers' job performance. Teachers who are motivated, recognized, and involved in school administration are more likely to exhibit commitment, punctuality, and effectiveness in teaching and learning activities.

Conclusion

The study concluded that principals' staff welfare practices play a significant role in improving teachers' job performance in public secondary schools in Otuocha Education Zone, Anambra State. Welfare practices such as encouragement, participation in decision-making, involvement in school goal setting, rewards, and recommendation for improved salary packages positively influence teachers' commitment and effectiveness in carrying out their professional duties. Therefore, school principals should continue to adopt and strengthen staff welfare practices that promote teachers' motivation, satisfaction, and productivity for effective teaching and learning outcomes in secondary schools.

Recommendations

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

1. Principals should continuously encourage teachers through motivational strategies such as verbal appreciation, recognition of hard work, and provision of incentives to enhance teachers'

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commitment and job performance.

2. School principals should involve teachers in decision-making processes and school goal-setting activities to promote a sense of belonging, cooperation, and dedication among teachers.
3. Government and school administrators should improve teachers' welfare packages, including salary reviews and other fringe benefits, to increase teachers' morale and effectiveness in carrying out their duties.
4. Principals should establish effective reward systems for outstanding teachers as a means of motivating them towards improved performance and productivity.
5. Principals should encourage and sponsor teachers to attend professional development programmes such as workshops, seminars, conferences, and in-service training to improve their instructional competence and job performance.
6. The Ministry of Education should organize regular monitoring and supervision of schools to ensure that principals effectively implement staff welfare practices capable of enhancing teachers' productivity in secondary schools.

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