

Welfare Packages and Job Performance of Secondary School Teachers in Ibeno Local Government Area of Akwa Ibom State, Nigeria

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Abstract

This study examined the relationship between welfare packages and the job performance of secondary school teachers in Ibeno Local Government Area of Akwa Ibom State, Nigeria. The study adopted a correlational research design. The population comprised 392 secondary school teachers in public secondary schools within the study area. A sample of 198 teachers was selected using a proportionate random sampling technique to ensure adequate representation across schools. Data were collected using a structured questionnaire titled “Welfare Packages and Teachers’ Job Performance Questionnaire (WPTJPQ).” The instrument was validated by experts in educational management and measurement, while reliability was established using Cronbach’s alpha method, yielding coefficient of 0.85. Data collected were analyzed using Pearson Product Moment Correlation to test the hypotheses at a 0.05 level of significance. Findings revealed that there is a significant positive relationship between housing packages and teachers’ job performance. Similarly, the study found a significant relationship between healthcare packages and job performance. Teachers who had access to adequate housing and access to quality healthcare services exhibited improved morale, reduced absenteeism, and enhanced productivity. Based on these findings, the study concluded that welfare packages play a critical role in enhancing teachers’ job performance. The study recommended among others that educational stakeholders should prioritize the provision of affordable housing schemes and comprehensive healthcare services for teachers as such welfare interventions would improve teachers’ quality of life and enhance the overall effectiveness of the education system. Additionally, periodic review of teacher welfare policies was suggested to sustain improved job performance in public secondary schools.

Keywords: Health, Housing, Job performance, Teachers, Welfare

Introduction

Education remains one of the most important instruments for national development, and teachers are central to the realization of educational goals. In every school system, teachers

translate curriculum objectives into practical classroom experiences through lesson delivery, classroom management, student assessment, mentoring, and guidance. Consequently, the quality of any educational system depends greatly on the commitment, competence, and performance of its teachers. This position aligns with the long-standing view that no education system can rise above the quality of its teachers. In recent years, concerns have increased over declining teacher morale, absenteeism, low productivity, and reduced commitment in many public secondary schools in Nigeria, often linked to poor welfare conditions and inadequate motivation. Ezeugbor and Victor (2022) argued that inadequate welfare provisions contribute significantly to poor teacher commitment, burnout, and reduced instructional effectiveness in developing countries.

Welfare packages are range of benefits and support services provided by an employer to enhance employees' wellbeing, satisfaction, and productivity. In the education sector, teacher welfare packages may include salary incentives, promotion opportunities, housing assistance, healthcare services, transport allowance, pension security, leave benefits, and professional development support (Bello and Olaoye, 2021). This study focuses specifically on housing and healthcare packages as critical components of welfare.

Housing packages include staff quarters, rent subsidies, housing loans, or accommodation allowances designed to reduce the burden of shelter costs on teachers. Healthcare packages involve medical insurance, access to hospitals, reimbursement of treatment expenses, wellness services, and other health-related support. According to the International Labour Organization (ILO, 2022), employee welfare provisions significantly influence workplace motivation, organizational commitment, and productivity across professions, including teaching. The importance of housing to employee performance has been emphasized in organizational literature. Adequate housing provides physical comfort and emotional stability reduce transportation stress. For teachers, a secure living environment may improve concentration ensure punctuality to work, lesson preparation, and commitment to school duties.

A recent correlational study by Mwangi and Mutua (2021) reported that permanent housing support had a positive relationship with teachers' performance and job satisfaction, though the strength varied across contexts. Similarly, a study conducted in Ebonyi State, Nigeria by Nwafor and Nweke (2023) found that teacher welfare significantly influenced job performance in public secondary schools, with improved welfare conditions associated with greater effectiveness and commitment. In another Nigerian study, Udom and Bassey (2022) observed that teachers who benefited from accommodation support demonstrated higher punctuality and reduced absenteeism compared to those without such support. Beyond housing provisions, healthcare support has emerged as a critical factor in sustaining teachers' physical and psychological wellbeing within the demanding nature of the teaching profession.

Healthcare support is equally essential because healthy teachers are more productive and less likely to be absent from work. Teaching is widely recognized as a demanding profession involving emotional labour, workload pressure, classroom discipline challenges, and occupational stress. A systematic review conducted by Hascher and Waber (2021) found that stress, burnout, and poor health conditions negatively affect teacher effectiveness and classroom climate. Similarly, Collie (2022) noted that teachers experiencing poor physical and mental wellbeing often demonstrate lower instructional quality, reduced classroom engagement, and diminished professional commitment. When teachers have access to quality healthcare services, regular check-ups, and affordable treatment, they are more likely to maintain physical and mental wellbeing, resulting in higher productivity and better instructional delivery. In support of this assertion, Adeyemi and Olukola (2023) reported that access to healthcare support significantly improved teachers' morale and attendance in public secondary schools in Southwestern Nigeria. The ultimate goal of providing adequate welfare packages is to enhance employees' effectiveness and productivity in the workplace.

In the educational sector, the extent to which teachers perform their professional duties efficiently is often influenced by the level of motivation, support, and welfare satisfaction they receive from their employers. Job performance defines the degree to which teachers effectively carry out assigned professional responsibilities. It includes punctuality, lesson planning, classroom instruction, record keeping, student evaluation, discipline management, participation in school activities, and commitment to institutional goals. Teachers with higher motivation and welfare satisfaction are generally more willing to exert extra effort and maintain professional standards. Empirical evidence from Anambra State revealed that welfare packages were perceived to positively influence teachers' job performance in public secondary schools (Okeke and Ezeugbor, 2021). Likewise, Owan and Agunwa (2020) found that teachers who perceived their welfare positively demonstrated stronger commitment to instructional duties and better classroom management practices. Therefore, there is a need for empirical investigation into how housing and healthcare welfare packages influence teachers' job performance in public secondary schools in Ibeno Local Government Area of Akwa Ibom State.

Statement of the Problem

Teachers occupy a strategic position in the achievement of educational goals because their level of commitment and effectiveness directly influence students' learning outcomes and the overall quality of schooling. In secondary schools, teachers are expected to prepare lessons adequately, deliver instruction effectively, manage classrooms, assess learners, and provide guidance that supports academic and moral development. However, in many public secondary schools in Nigeria, concerns have continued to emerge regarding declining teacher morale, irregular attendance, lateness to duty, reduced commitment, low productivity, and poor

instructional delivery. These challenges have often been associated with inadequate welfare provisions available to teachers.

Some teachers are believed to contend with difficulties relating to accommodation, long commuting distances, rising house rents, limited staff housing opportunities, and inadequate access to quality healthcare services. If this situation is left unaddressed, the consequences may be severe for the education system in the area. Persistent poor welfare conditions may lead to declining teacher motivation, increased absenteeism, poor lesson preparation, weak classroom management, low student academic achievement, teacher turnover, and shortage of qualified personnel willing to serve in the area. In the long run, students may receive substandard education, thereby affecting human capital development and the socio-economic progress of the community.

Although several studies have examined teacher motivation, salary structure, promotion, and general welfare packages in different parts of Nigeria, limited empirical attention has been given to specific welfare dimensions such as **housing** and **healthcare packages** as predictors of teachers' job performance, particularly in Ibeno Local Government Area of Akwa Ibom State. Existing findings from other locations may not adequately explain the peculiar realities of Ibeno, where geographical spread, cost of living, and access to social amenities may shape teachers' welfare experiences differently. It is against this backdrop that this study seeks to investigate the relationship between welfare packages (housing and healthcare packages) and job performance of secondary school teachers in Ibeno Local Government Area, Akwa Ibom State.

Purpose of the Study

The main objective of this study was to examine the relationship between welfare packages and job performance of secondary school teachers in Ibeno Local Government Area. The study specifically sought to:

1. determine the relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area.
2. examine the relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area.

Research Questions

The following research questions guided the study:

1. What is the relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area?

2. What is the relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area.
2. There is no significant relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area.

Methodology

This study adopted the correlational research design. The design was considered appropriate because it seeks to determine the degree and direction of relationship existing between two or more variables without manipulating them. According to Nworgu (2015), correlational design is suitable when a researcher intends to establish the extent of association among variables as they naturally occur. Since this study examined the relationship between welfare packages (housing and healthcare packages) and job performance of secondary school teachers, the design was considered most appropriate.

The study was carried out in Ibeno Local Government Area. Ibeno Local Government Area is one of the Local Government Areas in Akwa Ibom South Senatorial District bordered by Eket and Esit Eket to the North, Onna and Eastern Obolo to the West, Mbo to the East and the Atlantic Ocean to the South. The area is known for its dispersed settlements and growing socio-economic activities. The area has several public secondary schools staffed by teachers under the state education system.

The population of the study comprised 392 teachers in three secondary schools in Ibeno Local Government Area (Local Education Committee, 2026). A sample of 198 teachers was drawn from the population using Taro Yamane Formula for determination of sample size. The sample was selected from the population using proportionate sampling technique to ensure that every teacher had an equal chance of being selected.

Data for the study were collected using a researcher-developed questionnaire titled “Welfare Packages and Teachers’ Job Performance Questionnaire (WPTJPQ). The instrument was structured on a four-point modified Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire contained sections on housing package, healthcare package, and teachers’ job performance. To ensure validity, the instrument was subjected to **face validation** by three experts in Educational Management, Measurement and Evaluation, and Guidance and counselling department all from the University of Uyo, Uyo. Their observations regarding clarity, relevance, and adequacy of items were used to revise the instrument before final

administration. The reliability of the instrument was determined through a trail test conducted among teachers in the study area but with similar characteristics. Data obtained were analyzed using the Cronbach Alpha reliability method, which yielded coefficient of 0.85 which was considered adequate for internal consistency reliability.

The completed copies of the questionnaire were administered personally by the researcher with the help of trained research assistants and retrieved after completion. Data collected were analyzed using Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The decision rule for the hypotheses was that where the calculated **p-value** was less than or equal to 0.05, the null hypothesis was rejected, indicating a significant relationship. Where the p-value was greater than 0.05, the null hypothesis was accepted, indicating no significant relationship between the variables studied.

Results

Research Question 1: What is the relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area?

Table 1: Correlation between housing package and job performance of secondary school teachers in Ibeno LGA

Variables	N	df	r-value	Remarks
Housing Welfare Package	198	197	0.83	Positive and Strong Relationship
Job Performance				

Source: Field Survey, 2026

Table 1 shows the relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area. Furthermore, the table showed the r-value of 0.83 which implies that there is a positive and very strong /relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area.

Research Question 2: What is the relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area?

Table 2: Correlation between healthcare package and job performance of secondary school teachers in Ibeno LGA

Variables	N	Df	r-value	Remarks
Healthcare Welfare Package	198	197	0.63	Positive and Strong Relationship
Job Performance				

Source: Field Survey, 2026

Table 2 shows the relationship between healthcare welfare package and job performance of secondary school teachers in Ibeno Local Government Area. Furthermore, the table showed the r-value of 0.63 which implies that there is a positive and strong relationship between healthcare welfare package and job performance of secondary school teachers in Ibeno Local Government Area.

Hypothesis 1: There is no significant relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area.

Table 3: PPMC Analysis showing significant relationship between housing package and job performance of secondary school teachers in Ibeno LGA

Variables	N	Df	r-value	p-value	Remarks
Housing Welfare Package	198	197	0.83	.000	Significant
Job Performance					

Significant at $p < .05$

Source: Field Survey, 2026

Table 3 showed the probability value of .000 is less than the significance level of .05. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area.

Hypothesis 2: There is no significant relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area.

Table 4: PPMC Analysis showing significant relationship between healthcare package and job performance of secondary school teachers in Ibeno LGA

Variables	N	df	r-value	p-value	Remarks
Healthcare Welfare Package	198	197	0.63	.000	Significant
Job Performance					

Significant at $p < .05$

Source: Field Survey, 2026

Table 4 showed the probability value of .000 is less than the significance level of .05. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area.

Discussion of Findings

The finding of the study revealed that there is a positive, strong and significant relationship between housing package and job performance of secondary school teachers in Ibeno Local Government Area. This implies that improvement in housing welfare provisions

such as staff quarters, housing allowance, rent subsidy, housing loans and access to decent accommodation tends to correspond with improvement in teachers' job performance. In practical terms, teachers who enjoy better housing support are more likely to demonstrate punctuality, regular attendance, commitment to duty, effective lesson delivery, proper classroom management, and greater participation in school activities. The finding may be triggered by the fact that housing is a fundamental human need that directly affects physical comfort, emotional stability, and work motivation. When teachers live in decent and secure accommodation, they are less burdened by the stress of searching for housing, frequent relocation, overcrowding, or inability to pay rent. Such stability creates a favourable psychological state that enables them to concentrate on instructional responsibilities. Teachers who reside close to their schools are also more likely to arrive early, attend classes regularly, and devote more time to lesson preparation and students' academic needs.

This finding is consistent with the views of Mwangi and Mutua (2021) reported that permanent housing support had a positive relationship with teachers' performance and job satisfaction, though the strength varied across contexts. The finding also affirms the findings of Udom and Bassey (2022) observed that teachers who reported that teachers who benefited from accommodation support demonstrated higher punctuality and reduced absenteeism compared to those without such support. Thus, improving teachers' housing welfare package would in no small measure boost their morale towards commitment to effective service delivery.

The finding of the study revealed that there is a positive, strong and significant relationship between healthcare package and job performance of secondary school teachers in Ibeno Local Government Area. This indicates that as healthcare welfare provisions improve, teachers' job performance also tends to improve significantly. In essence, teachers who have access to quality healthcare services such as medical insurance, regular health check-ups, treatment reimbursement, sick leave support, and affordable hospital care are more likely to perform effectively in their professional duties. Such performance may be reflected in punctuality, regular attendance, effective lesson delivery, classroom management, commitment to students, and active participation in school activities. This finding points to the fact that good health is a critical requirement for productive work. Teaching is physically, mentally, and emotionally demanding, requiring sustained energy, concentration, voice use, patience, and classroom interaction. Teachers suffering from untreated illnesses, stress-related conditions, or poor access to medical care may experience fatigue, irritability, absenteeism, and reduced effectiveness. However, where healthcare packages are available, teachers are better able to maintain sound physical and mental wellbeing, thereby improving their productivity and commitment to duty.

The finding agrees with the findings of Hascher and Waber (2021) found that stress, burnout, and poor health conditions negatively affect teacher effectiveness and classroom

climate. Similarly, the finding aligns with the finding of Collie (2022) who noted that teachers experiencing poor physical and mental wellbeing often demonstrate lower instructional quality, reduced classroom engagement, and diminished professional commitment. Therefore, that healthcare package is an important predictor of job performance among secondary school teachers.

Conclusion

The study concluded that welfare packages play a critical role in enhancing teachers' job performance. Adequate housing and accessible healthcare services contribute significantly to teachers' well-being, which in turn positively affects their professional responsibilities and output.

Recommendations

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

- i. State government and educational stakeholders should prioritize the provision of affordable housing schemes and comprehensive healthcare services for teachers. Such welfare interventions would not only improve teachers' quality of life but also enhance the overall effectiveness of the education system.
- ii. Educational policy makers should periodically review and strengthening of teacher welfare policies were suggested to sustain improved job performance in public secondary schools.

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