



PERCEIVED INFLUENCE OF WELFARE PACKAGES ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated the perceived influence of welfare packages on teachers' job performance in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study and the study was conducted in Anambra State. The population of the study comprised 5,133 teachers in 263 public secondary schools in six education zones in Anambra State. A structured questionnaire which was validated by three experts was used to collect data for the study. The use of Cronbach Alpha Reliability method on the questionnaire yielded coefficient value of 0.79. Mean, standard deviation and t-test was used to analyze data for the study. The findings of the study revealed that remuneration and medical care influences teachers' job performance in public secondary schools in Anambra State to a very high extent. Findings also revealed that remuneration and medical care significantly influence teachers' job performance in public secondary schools in Anambra State. Based on the findings of the study, the researcher recommended that federal, state, and local governments should consider revising salary structures, providing performance-based incentives and offering competitive compensation packages. It was also recommended that federal and state ministries of education, in collaboration with other supervising agencies, should establish comprehensive medical care programmes or partnerships with healthcare providers.

Keywords: Influence, Welfare Packages, Teachers Job Performance, Secondary Schools

Introduction

Secondary education is the education that students get after successfully completing nine years of basic education. Secondary schools serve as a bridge between primary and higher education. Secondary schools can be owned by the public or by private individuals. The study focused on public

secondary schools. Public secondary schools are secondary schools that receive funding from general taxes levied by the federal, state and local government, either fully or partially (Mduma & Mkulu, 2021). These schools are under the oversight of a school board or similar administrative body and rely heavily on government funding. Consequently, any secondary school primarily financed by



public funds is classified as a public secondary school in this study. The Federal Republic of Nigeria (2013) stated that the broad aim of secondary education is to prepare individuals for meaningful life in society and for further education. The responsibility for attaining the objectives of public secondary education rests with the teachers.

Teachers ensure the completion of academic tasks. According to Nyatuka (2020), a teacher is someone who aids others in acquiring knowledge. Rajagopalan (2019) defines a teacher as an individual dedicated to formal and systematic educational engagement. Paschal and Mkulu (2020) emphasize the crucial role of teachers in enriching learners' education, fostering learning, and supporting professional development. The core responsibilities of a teacher, recognized as a professional educator, include instructing, mentoring, guiding, training, assessing, and evaluating student progress (Watti, 2018). Teachers are globally recognized for their significant contribution to nation-building and for their pivotal role in shaping the values and character of young individuals, thereby facilitating their overall development and integration into society. Owan and Agunwa (2019) attribute the failure of Nigerian secondary schools to achieve the goals set by the Federal Republic of Nigeria to poor job performance of teachers.

Teachers' job performance is defined as the amount to which they fulfil their primary obligation of teaching and adhere to professional behaviour requirements (Owan & Agunwa, 2019). Similarly, Nwite (2016)

defines job performance as instructors' commitment to their work. Nwite (2016) goes on to say that teachers' job performance encompasses a variety of factors, including their effectiveness in lesson preparation, student discipline, assessment of learning outcomes, active participation in school activities such as organising extracurricular events, and support for school administration. Teachers' job performance is measured by their efficacy in carrying out teaching and learning duties, as well as their general attitude towards the teaching profession and its accompanying activities. Teachers' job performance includes all of the tasks they conduct to produce the intended effects on their students. It refers to the level to which the teacher engages in the general operation of the school in order to achieve the school's desired objectives and goals (Nyaga 2015). In the context of this study, teachers' job performance refers to the extent to which they fulfill their expected roles and responsibilities in achieving educational objectives. Therefore, teachers' job performance is determined by their ability to effectively carry out their teaching duties and guide students' learning to enhance performance. There appears to be a poor level of teachers' job performance in Anambra State, this is evident in instances where teachers seem unmotivated, leading to tardiness and engaging in personal activities during school hours (Manafa, 2020). This situation is concerning and indicates a deficiency in management practices by school principals within their respective institutions. Afolabi, Adenegan and Adenegan (2021) argued that the failure of school administrators to adequately address



teachers' welfare issues could negatively impact teachers' job performance. They further emphasized that the welfare of teachers and its correlation with job performance are significant concerns for various educational bodies such as the Federal Ministry of Education, State Ministries of Education, as well as Federal and State Universal Education Boards, along with schools pursuing progressive agendas. This view however has not been empirically proven to be the case among teachers in public secondary schools in Anambra State. It is against this background that the researcher investigated the perceived influence of welfare packages on teachers job performance in public secondary schools in Anambra State.

Statement of the Problem

Secondary education is crucial to a country's growth, serving as a key connection between basic and university education. Secondary education's efficacy is strongly reliant on teachers' passion and skill, since they play an important role in preparing students for practical and meaningful lives in Nigeria. Despite its significance, it appears that the welfare of teachers in Anambra State's public secondary schools has been ignored. The researcher's findings suggest concerning circumstances at various public secondary schools in Anambra State. Many of these schools lack basic infrastructure, such as classroom roofs and sufficient lighting. Such poor working conditions not only jeopardize the physical well-being of teachers but also impede the delivery of quality education. The glaring deficiency in infrastructure raises serious concerns about the overall welfare of

teachers in the State. A substandard working environment can lead to decreased morale, job satisfaction and commitment among teachers. This, in turn, can have adverse effects on students' learning experiences, hindering their academic progress and overall growth. Consequently, there is an urgent need to investigate and address the current state of teachers' welfare in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate the influence of welfare packages on teachers' job performance in public secondary schools in Anambra State. Specifically, the study:

1. Examined the extent remuneration influence teachers' job performance in public secondary schools in Anambra State.
2. Investigated the extent medical care influence teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does remuneration influence teachers' job performance in public secondary schools in Anambra State?
2. To what extent does medical care influence teachers' job performance in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:



1. Remuneration does not significantly influence teachers' job performance in public secondary schools in Anambra State.
2. Medical care does not significantly influence teachers' job performance in public secondary schools in Anambra State.

Welfare Packages

Welfare refers to benefits, facilities, or programme aimed at promoting the well-being and happiness of employees in the workplace. Welfare packages comprise rewards, benefits, or compensations beyond wages or salaries, provided to employees to enhance their well-being at some cost to the employer. Poi (2020) described welfare packages as the provision of various services, facilities, and amenities to improve employees' living standards. Muruu, Were, and Abok (2016) emphasized that employee welfare packages include additional activities such as housing, transportation, recreational facilities, medical care, gyms, cultural facilities, and health clubs. Providing welfare packages fosters healthy and satisfied employees in the public sector. Kiyengi (2017) measured welfare through housing for teachers, provision of meals at school, medical care allowances, and the overall school environment. Essentially, all welfare schemes aim to enhance the working and living conditions of employees, thereby creating efficient, effective, and healthy organizations. In the context of this study, welfare packages are defined as a comprehensive set of benefits, incentives, and support provided by government and public school administrators to enhance the

well-being, satisfaction, and overall quality of life of teachers. These packages may include various elements aimed at improving both professional and personal aspects of teachers' lives.

Teachers' Job Performance

Performance can be understood as the act of completing or carrying out a specific task (Onaolapo, Olajiga & Onaolapo, 2019). It can also refer to the ability to skillfully blend appropriate behaviors to achieve organizational goals and objectives. Teachers' job performance encompasses the actions taken by teachers in schools to achieve educational goals (Hwang, Barlett, Greben, & Hand, 2017). Owan and Agunwa (2019) defined teachers' job performance as the extent to which teachers fulfill their primary duty of teaching and conduct themselves professionally. Teachers' job performance reflects the outcomes achieved by teachers in exchange for the time and effort invested in education (Ijov et al., 2016). Thus, teachers' job performance is defined as their commitment to their profession. Aliyu and Palwasha, as cited in Onaolapo et al., define job performance as how effectively workers integrate and utilize resources to achieve specific organizational results. Nwite (2016) asserted that teachers' job performance encompasses various activities, including lesson preparation, student discipline, evaluation of learning outcomes, active participation in school activities such as planning extracurricular events, and assisting school administrators. Therefore, teachers' job performance is based on their ability to fulfill their teaching



duties and guide students' learning to improve performance.

Theoretical Framework

Human Relations Theory

The concept of Human Relations Theory was introduced by Mary Parker Follett in 1940. This theory emphasizes the importance of the human element in achieving organizational objectives. It suggests that when the well-being of employees is taken into account, they are more likely to perform better. The theory highlights that boosting employee motivation and morale can lead to increased productivity. Follett and others argued that employees should be viewed as human beings rather than mere machines, and that their individual differences and relationships within the workplace should be acknowledged. This perspective led to a focus on studying the physiological and psychological aspects of the work environment. The Human Relations Theory suggests that while financial rewards are important motivators, other factors such as the quality of the work environment, both physically and psychologically, can also significantly impact motivation. Follett's Human Relations Theory (1940) provides a foundational framework for understanding how attention to employees' welfare and working conditions can influence their job performance. It elucidates the relationship between social interactions, employee welfare, personnel management, and how financial rewards can enhance productivity, particularly among teachers.

Empirical Studies

Zikanga, Anumaka, Tamale, and Mugizi (2022) conducted a study to explore the correlation between remuneration and job performance among teachers in government-aided secondary schools in Western Uganda. Remuneration factors examined included basic pay, income security schemes, and bonuses and allowances. The job performance of teachers was assessed based on criteria such as classroom teaching, student management, discipline, regularity, and interpersonal relations. Employing a cross-sectional research design with a quantitative approach, the study surveyed a sample of 333 teachers using a questionnaire. Descriptive analysis indicated that teachers exhibited high levels of job performance, while remuneration was rated as moderate. Inferential analysis revealed that income security schemes had a positive and significant impact on teachers' job performance. However, basic pay showed a positive but statistically insignificant effect on job performance, while bonuses and allowances had a negative and insignificant influence. The study concluded that inadequate remuneration, particularly when basic pay is low and bonuses and allowances are lacking, hampers teachers' job performance. Conversely, the presence of income security schemes was found to enhance teachers' performance. As a result, the study recommended that stakeholders involved in school management, such as the government, headteachers, and Boards of Governors, devise strategies to improve teachers' remuneration. Suggestions included



providing bonuses for exemplary performance, offering allowances for additional duties, and enhancing pension plans and social welfare benefits to incentivize higher job performance among teachers.

Afolabi, Adenegan, and Adenegan (2021) conducted a study to evaluate the administration of staff welfare in public secondary schools in Ondo State during an economic recession. The research aimed to assess the level of attention given to the welfare of secondary school teachers and the various social benefits provided to enhance their productivity. A well-structured questionnaire was employed, and four hypotheses were tested using chi-square and descriptive statistical tools. The study population comprised 120 randomly selected secondary school teachers as respondents from the three senatorial districts of Ondo State. From each senatorial district, two Local Government Areas were selected, with four schools chosen from each Local Government Area, totaling twenty-four schools overall. The findings indicated a significant relationship between teachers' welfare administration and their performance. There was also a noteworthy disparity in the performance levels of well-remunerated teachers compared to those who were poorly remunerated. However, no significant difference was found between teachers' gender and their perception of welfare administration in enhancing their performance. Additionally, a significant difference was observed between teachers' welfare administration during the recession period and outside the recession period. Based on the results, the researchers

recommended the establishment of government reserves to cater to teachers' needs in the event of future recessions, among other suggestions aimed at improving teachers' welfare.

Ashaba, Twebaze, and Novatus (2022) conducted a study to examine the impact of teachers' welfare on their job effectiveness in secondary schools within Mbarara City, Uganda, utilizing a descriptive cross-sectional survey design. The research was carried out among the 25 secondary schools in Mbarara City, which collectively employed 750 teachers and had 25 Headteachers. Following Galvan's recommendation (2013) of a desirable 50% sample, 12 schools were selected out of the total 25, amounting to 360 teachers. Systematic random sampling was then employed to choose 260 teachers, out of whom 256 responded. Additionally, 10 out of the 12 selected Headteachers participated in the study. Moreover, the sample included one Education Office representative and one City Inspector of schools. The data were analyzed using descriptive statistics and Pearson correlations. The study revealed a moderate level of teachers' welfare across various indicators, including housing, performance allowances, medical care services, school environment, meals, transport allowances, training and development opportunities, classroom environment, and government policy on teachers. Similarly, teachers' job effectiveness was perceived to be moderate. Furthermore, the research found a moderate positive correlation between teachers' welfare and job effectiveness. Based on the findings, the study recommended the regular and timely provision of teachers' salaries and



allowances. It also suggested providing meals, housing, and other facilities to teachers as incentives to encourage them to work diligently.

Method

The descriptive research design was adopted for the study. According to Nworgu (2015), descriptive survey research is the design which aims at collecting data and describing in a systematic manner, the characteristics, features or facts about a given population. The population of the study comprised 5,133 teachers in 263 public secondary schools in six Education Zones in Anambra State. A total of 513 teachers were drawn through simple random sampling technique for the study. The sample size comprised 10% of teachers. The choice of 10 was in line with the recommendations of Nworgu (2015) who stated that 10 to 80 percent of any given population is adequate for the research work. Two structured instruments were used for data collection. The first questionnaire was titled "Questionnaire on Teachers Welfare Packages (QTWP). The instrument is made up of two sections: A and B. Section A elicited information on the personal data of the respondents while section B is divided into two clusters. Cluster B1 contains 6 items on teachers remuneration B2 contains 6 items on medical care. The items were placed on 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The range of scores were weighted as 4, 3, 2 and 1 respectively.

The second was Questionnaire on Teachers Job Performance (QTJP). The questionnaire contains 10 items which sought information on indicators of teachers job performance. The items were placed on a 4-point scale of

Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The ranges of scores were weighted as 4, 3, 2 and 1 respectively. The instruments were validated by three experts. Two experts in Educational management and one expert in Measurement and Evaluation, all from Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, validated the instruments. The instruments were trial-tested using a single administration on a representative sample of 20 teachers randomly selected from public secondary schools in Enugu state. The schools were chosen for the test because they share similar characteristics with the schools in the area of study. After they had responded to the instruments, the completed copies were collated to determine the internal consistency of the items in each instrument. This was done using Cronbach Alpha.

The reliability coefficient values of 0.86 for teachers' welfare packages and 0.80 for teachers job performance were obtained. Thus, an overall coefficient value of 0.79 was obtained. The researchers administered the instruments to the respondents with the help of six research assistants. Out of the 513 copies of questionnaire administered, 444 copies were returned in good condition. This amounted to 87 percent questionnaire return rate. The loss of 69 copies of the instrument representing 13 percent questionnaire lose did not affect the analysis of data. Thus, the researcher utilized the 444 copies of questionnaire for the analysis of data for the study. To answer the research questions, the mean value was used. The standard deviation was used to check the homogeneity or disparity in the respondents mean ratings.

The decision rule was based on the real limits of numbers on the 4- point rating scale as shown below;

Response	Values	Real Limit of numbers
Very High Extent	4	3.5 – 4.00
High Extent	3	2.5 – 3.49
Low Extent	2	1.5 – 2.49
Very Low Extent	1	0.5 – 1.49

For the hypotheses, t-test was used at 0.05 level of significance. Where the p-value was less than the significant alpha level of 0.05, it means that the variable significantly affected respondents mean ratings and the hypothesis was rejected. Conversely, where the p-value was equal to or greater than the significant alpha level of 0.05, it means that the variable did not significantly influence the respondents’ mean ratings and hypothesis was accepted.

Result

Research Question 1

To what extent does remuneration influence teachers’ job performance in public secondary schools in Anambra State?

Table 1

Respondents Mean Ratings on the Influence of Remuneration on Teachers’ Job Performance (N= 444)

S/No.	Item Statement	Mean	SD	Remark
1.	Adequate remuneration can encourage professional development among teachers	3.78	0.94	VHE
2.	Competitive salaries make teaching in public secondary schools more appealing	3.70	0.76	VHE
3.	Teachers who are fairly compensated for their efforts are more likely to be committed to their work	3.82	0.88	VHE
4.	Adequate compensation can alleviate financial stress among educators reducing burnout	3.67	0.80	VHE
5.	Improved remuneration boosts morale among teachers	3.66	0.77	VHE



6.	Adequate pay can encourage teachers to experiment with innovative teaching techniques leading to a more engaging classroom experience	3.64	0.74	VHE
Cluster Mean		3.71		VHE

Data in Table 1 revealed that the respondents rated all items, 1-6 as the extent remuneration influence teachers’ job performance in public secondary schools in Awka South LGA with mean ratings ranging between 3.64 and 3.82. The standard deviation scores ranging between 0.74 to 0.94 indicate that the respondents’ opinions were close. The cluster mean of 3.71 indicate that remuneration improves teachers’ job performance in public secondary schools in Anambra State to a very high extent.

Research Question 2

To what extent does medical care influence teachers’ job performance in public secondary schools in Anambra State?

Table 2

Respondents Mean Ratings on the Influence of Medical Care on Teachers’ Job Performance (N= 444)

S/No.	Item Statement	Mean	SD	Remark
7.	Access to medical care ensures teachers maintain good health which enables them to perform their duties effectively	3.46	0.81	HE
8.	Adequate medical care can help prevent number of days teachers are absent from work due to illnesses	3.67	0.76	VHE
9.	Proper medical attention can address health concerns thereby boosting teachers' energy levels	3.74	0.86	VHE
10.	Access to mental health support through medical care can alleviate stress	3.81	0.74	VHE
11.	Providing medical care as a benefit can contribute to higher teacher retention rates	3.85	0.76	VHE
12.	Teachers who receive proper medical care feel valued by their institutions	3.70	0.84	VHE
Cluster Mean		3.71		VHE

Data in Table 2 revealed that the respondents rated all items, 7-12 as the extent medical care influence teachers’ job performance in public secondary schools in Anambra State with mean ratings ranging between 3.46 and 3.85. The standard deviation scores ranging between 0.74 to 0.94 indicate that the respondents’ opinions were close. The cluster mean of 3.71 indicate that medical care influence teachers’ job performance in public secondary schools in Anambra State to a very high extent.

Hypothesis 1

Remuneration does not significantly influence teachers’ job performance in public secondary schools in Anambra State.

Table 3
Summary of t-test Analysis on the significant influence of Remuneration on Teachers Job Performance in Public Secondary Schools in Anambra State

Variables	Mean	SD	df	α	t-value	P-value	Decision
Remuneration	3.71	0.82	443	0.05	12.456	0.00	Significant
Teachers Job Performance	3.68	0.88					

Data in Table 3 showed that the p-value of 0.00 is less than 0.05 alpha level of significance. This means that remuneration significantly influence teachers’ job performance in public secondary schools in Anambra State, therefore the hypothesis was rejected.

Hypothesis 2

Medical care does not significantly influence teachers’ job performance in public secondary schools in Anambra State.

Table 4
Summary of t-test Analysis on the significant influence of Medical Care on Teachers Job Performance in Public Secondary Schools in Anambra State

Variables	Mean	SD	df	α	t-value	P-value	Decision
Medical Care	3.71	0.80	443	0.05	11.084	0.00	Significant
Teachers Job Performance	3.68	0.88					

Data in Table 4 showed that the p-value of 0.00 is less than 0.05 alpha level of significance. This means that medical care significantly influence teachers' job performance in public secondary schools in Anambra State, therefore the hypothesis was rejected.

Discussion

The finding of the study revealed that remuneration influences teachers' job performance in public secondary schools in Anambra State to a very high extent. The finding of the study may have resulted because when teachers feel fairly compensated for their efforts, it boosts their morale and encourages them to put in more effort and dedication into their work. This, in turn, enhances their job performance. Also, fair compensation alleviates financial concerns among teachers. When teachers are not burdened by financial stress, they can focus better on their teaching responsibilities, resulting in improved performance in the classroom. This finding is in agreement with Zikanga, Anumaka, Tamale and Mugizi (2022) who reported that remuneration had a positive and significant influence on teachers' job performance, basic pay had a positive but insignificant influence on teachers' job performance, and bonuses and allowances had a negative insignificant influence on teachers' job performance. Afolabi, Adenegan and Adenegan (2021) reported a significant relationship between remuneration and teachers' performance. Afolabi, Adenegan and Adenegan reported a significant difference between the performance of well-remunerated teachers and those that are poorly remunerated. This is further validated by the hypothesis which showed that remuneration significantly influence teachers' job performance in public secondary schools in Anambra State.

The finding of the study revealed that medical care influences teachers' job performance in public secondary schools in Anambra State to a very high extent. The finding of the study may have resulted because access to medical care ensures that teachers are healthier and better able to perform their duties. When teachers receive proper medical attention, they experience fewer health-related issues that might otherwise hinder their effectiveness in the classroom. Good health contributes to increased energy levels, reduced absenteeism due to illness, and an overall sense of well-being, enabling teachers to focus more on their teaching responsibilities. This finding is in agreement with Ashaba, Twebaze and Novatus (2022) who reported a moderate positive relationship between teachers' medicare and job effectiveness. Zikanga et al (2022) reported that teachers' welfare package has a significant influence on teachers' job performance. Furthermore, the finding of the study revealed that medical care significantly influence teachers' job performance in public secondary schools in Anambra State.

Conclusion

The researcher concluded based on the findings of the study that teachers' welfare packages influences teachers' job performance in public secondary schools in Anambra State. Remuneration and medical care significantly influence teachers' job performance in public secondary schools in Anambra State to a very high extent. It is therefore imperative that administrators of



public secondary schools to put in place measures for improving teachers welfare packages for improved teachers job performance.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. The federal, state, and local governments should consider revising salary structures, providing performance-based incentives and offering competitive compensation packages. This can help attract and retain talented educators while motivating them to deliver their best in classrooms.
2. The federal and state ministries of education, in collaboration with other supervising agencies, should establish comprehensive medical care programmes or partnerships with healthcare providers. These programmes should include regular health check-ups, medical insurance coverage and timely access to medical facilities, ultimately enhancing teachers' well-being and job performance by addressing health concerns.

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