

WELFARE PACKAGE AND JOB SATISFACTION AMONG TEACHERS**Ibrahim Agbeyinka**

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ABSTRACT**Keywords:***Welfare Packages**Job satisfaction**Teacher Motivation**Educational Management***Article history:***Received August 2025**Revised October 2025**Accepted October 2025*

This study investigates the relationship between welfare packages and job satisfaction among secondary school teachers in Orhionmwon Local Government Area, Edo State, Nigeria. Using an explanatory survey design, data were collected from 80 teachers across eight randomly selected schools through a structured questionnaire, and the relationships among variables were tested using the Chi-square method at a 0.05 significance level. The results reveal that welfare packages and government policies have a significant positive influence on teachers' job satisfaction, while the principal's attitude shows no significant effect. Gender differences also contribute to variations in satisfaction levels, indicating that perceptions of welfare benefits differ across groups. These findings emphasize that effective welfare programs – such as timely salary payments, promotions, and conducive work environments – are critical in enhancing teachers' motivation, retention, and performance. The study concludes that strengthening welfare structures and supportive policies is essential to fostering job satisfaction and improving the quality of education in Nigeria.

Introduction

The developed world has recognized the vital role that education plays in the development of nations; no country can afford to pay lip service to its citizens' education; no educational system outgrows the caliber and status of its teachers; and no country can afford to pay lip service to its citizens' education (Ushie, 2019). This acknowledgment is eloquently attested to by the United Nations Educational Scientific and Cultural Organization's (UNESCO) 2016 recommendation about the status of teachers. "Teachers' education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers," reads section 9 No. 59 of the Federal Republic of Nigeria's National Policy on Education (2014). Additionally, the party stated that all our teachers, from pre-primary school through university, will receive training.

Any country wants to produce high-quality education that fosters character and knowledge. The impact of welfare programs on teachers' job performance is widely recognized worldwide. According to Locke and Latham's (2014) idea, a contented employee would generate more work and utilize this as a foundation for connecting job performance, motivation, and satisfaction. Every organization that wants to achieve its goals must address the fundamental problem of motivating its employees. To perform well, teachers, like employees in other businesses,

occasionally require the revitalizing energy that comes from incentives. According to Obasan (2019), education is a worthwhile endeavor, and its benefits will determine the course of the planet in the future. According to Pinder (2019), education is the source of information, enlightenment, technology, and transportation, all of which are delightfully reducing the world to a global community about touch, engagement, and communication.

According to the constitution of the Nigerian Union of Teachers, the organization serves as a platform for teacher collaboration, welfare development, and the advancement of education over the teaching profession. According to Achimugu's (2015) research, teachers' job performance was significantly influenced by their motivation. According to Akor (2010) and Jabuya (2010), there is a substantial correlation between instructors' job performance and motivation. Welfare programs are tactics used to encourage teachers to perform better on the job, according to Luthans (2015). These take the shape of pay raises, gratuities, frequent promotions, job security, and building friendly connections between educators. Teachers are the ones who start and lead teaching and learning activities, according to Mullins (2016). Because of their duties, they can be considered the core of a quality improvement approach, acting as change agents in any school system. According to Emenike (2013), teaching is still regarded as the lowest civil service occupation in Nigerian society. Additionally, some teachers are constantly agitated to satisfy their needs, which is a sign of a lack of job satisfaction, while other teachers work to satisfy their needs in life.

The state of being pleased and content at work is known as job satisfaction. According to Naveed et al. (2020), it is a positive emotional state brought on by one's attitudes, affects, and appraisals of one's work. Operationally, job satisfaction is defined as instructors being happy and satisfied with their work and demonstrating this by being committed to it. To increase productivity and instructors' longevity in the teaching profession, it is imperative to guarantee their job pleasure. According to this, achieving educational objectives requires work satisfaction. It is common for employees to leave their current position in pursuit of a more fulfilling one. Teachers who are dissatisfied with their work tend to leave for other positions that they think could better suit their needs, according to Hameed et al. (2020). Given that job happiness is a determining factor in employees' decisions to stay in the teaching profession or leave, length of service may be a useful metric for gauging instructors' job satisfaction. According to Tuwei et al. (2020), maintaining a high degree of job satisfaction among employees is essential to boosting organizational productivity.

Teachers in the state are less dedicated to their work because of their low motivation and ensuing job dissatisfaction. As a result, they lack motivation and do

not devote enough time to instructing pupils or adequately planning their classes to instill the required abilities using appropriate approaches (Bowles et al., 2020). As a result, they don't really help the school achieve its objectives. They don't take part in the initiatives that uphold the school's reputation. Students also perform poorly on exams because they fail to learn the necessary abilities. Poor output and ensuing job discontent are the results of this, and teachers' misconduct manifests itself in several ways, which is why this current study is necessary to examine the welfare package and job satisfaction among teachers.

Literature Review

In his book "The Human Side of Enterprise," Douglas McGregor (1971) established that theory X or theory Y is more likely to rule man. Three claims form the foundation of Theory X. To achieve economic goals, management oversees allocates the company's resources to people, capital, and equipment. Additionally, about employees in a company, theory X: He proposed that people generally detest their jobs and try to avoid them. According to his theory, people generally detest their jobs and try to avoid them. Humans therefore prefer to work hard only when they are managed, guided, and threatened with punishment to motivate them to put up sufficient effort toward the accomplishment of organizational goals (Douglas McGregor, 1971). According to Douglas McGregor's opinion, the normal person lacks initiative and prefers security, which is why he does not want to take on responsibility.

Theory X is predicated on the fundamental tenet that human needs and desires are infinitely ordered in a hierarchical order. When one needs are met, another is created. From birth to death, man's demands are never satisfied. The principal or school administrator who adheres to theory X will often emphasize organizational norms and patterns, ensuring that each employer strictly adheres to the set work pattern. Douglas McGregor continued by arguing that some basic wants are satisfied because of better living and working situations.

Theory Y adopts a completely different stance, assuming that people are not as lazy as Theory X suggests. He takes initiative and is eager to learn and work when the circumstances and environment are favorable. By applying a great deal of imagination, intelligence, and creativity to solve organizational challenges and to exercise their partially utilized intellectual capacity, humans not only work but also contribute to the accomplishment of the organization's purpose. This implies that people do not need to be coerced into performing better. He can take charge and guiding people. This administrative style adheres to a democratic model of worker motivation and leadership. If the theory is applied correctly, it will assist principals and teachers in carrying out their duties in an efficient manner, which will lead to a

satisfactory level of job satisfaction. To encourage principals and teachers to carry out their duties effectively and efficiently without coercion, the education authorities should offer sufficient incentives, such as regular salary payments, allowances, pensions, and so on (Shubin, 2019).

In essence, any institution's welfare package is a personnel function. This relates to the overall business goals as stated in the organization's corporate plan. This relates to the institutions' development and personnel policies (Priti, 2019). Wages and salary policies, which are part of a welfare package, must be designed to draw in, keep, and inspire workers at all levels. The reason for this tendency is that the company keeps its workers and can fully utilize each one's skills as possible (Adeogun, 2016). Nonetheless, the welfare packages offered by various institutions and organizations are designed to encourage staff members and inspire educators to meet learning objectives (Lee et al., 2019).

According to Bayasgalan (2020), the idea of job satisfaction is a combination of the different attitudes that a teacher has and displays toward his working environment. Muogbo (2020) asserts that "a combination of psychological, physiological, and environmental circumstances derives satisfaction." In this context, contentment and satisfaction are interchangeable. It is caused by the lack of welfare benefits. Pergamit et al. (2018) state that a sense of fulfillment and inclusion in the system occurs when each person's wants and expectations are satisfied. But expectations and needs never, if ever, align. "A person may be satisfied with one aspect of his job and dissatisfied with another," according to Creswell (2015). As a result, there are different levels of satisfaction with the welfare package; it is impossible to achieve maximal satisfaction. A study on the impact of welfare packages on teacher job satisfaction was carried out by Ademiluyi (2020). He claimed that teachers with greater welfare package levels had higher job satisfaction than those with lower welfare package levels in one of the four hypotheses that were developed and tested.

In October 1984, the Federal Government established the National Joint Negotiating Council for Teachers in response to a statewide strike by the Nigerian Union of Teachers (NUT). Twenty government officials, nine representatives of the Local Education Authorities, ten members of voluntary organizations, and nine members of the Nigerian Union of Teachers (NUT) comprised the Council, which was presided over by Justice J.A. Adeferasin (Ahiaba, 2012). The purpose of the study was to give recommendations while considering the conditions, pay, and grading of teachers. But because the scales were too high and unrelated to the nation's economic resources, the government rejected the Council's recommendations and instead adopted a compensation scale that was suitably lower. (De-souza, 2018) (Attah et al., 2020).

Nigerian teachers' suffering aimed to draw the attention of the various federation governments to their need for special pay scales because of the difficulties they have faced in recent years with numerous important issues that have a negative impact on their professional competence (Emerole et al., 2020). The teachers concurred that the enormous sums of money that the various federation governments spent on "education" would not be worthwhile if educators were mistreated and ignored, and that no one with a choice would want to continue in the honorable profession of teaching for even a day longer (Imoudu, 2013) (Mustapha, 2016). Several Nigerian teachers' complaints were brought to the attention of the union, including the fact that their salaries and benefits were not paid on time, forcing them to seek out other sources of income outside of their profession to make ends meet. Since then, the government has become more concerned about paying salaries on time or when they are due and has increased salaries and allowances after consulting with the unified teaching services (Agada et al., 2020).

It is crucial to remember that assistance programs are direct government initiatives. Most welfare packages are typically derived from most theories of motivation, and these policies are typically founded on reliable and previously proposed theories (Okpara et al., 2015). Welfare packages are essentially designed to aid in job happiness, motivation, and task appraisal. These real-world examples of teachers' pursuit of welfare packages and the subsequent support of these efforts by successive governments demonstrate a commitment to demonstrating the significance of welfare packages for teachers' work satisfaction (Edward et al., 2020). However, given Adams Smith's idea that "Human wants are insatiable," it is necessary to continuously reassess teacher welfare packages. This is unavoidable since human demands are constantly evolving, and there must always be an economic evaluation of government teacher welfare programs due to shifting economic trends (Agburu, 2020). By doing this, educational administrators would be able to fulfill their modern obligations regarding teacher job satisfaction and the teacher welfare package. By examining human behavior, technology, and social structure, employee relations help to address the need for change. According to Likert, who exemplifies the idea of overall change, an organization aims to implement the findings of studies on management motivation, leadership, and organizational performance; these are application rather than atomistic modification (Odeku et al., 2015) (Arham et al., 2020).

Masinde (2011) studied comparative analysis on the effects of social welfare facilities on employee motivation in Pan African Papermills and Mumias Sugar

Company. According to this study, amenities are a powerful motivator that has increased production and kept workers on the job for extended periods of time. Kuria, (2012) studied on the effects of employee welfare programmes on job satisfaction of employees within the flower industry in Kenya. The researcher determined how employee welfare programs affected workers' job satisfaction in Kenyan flower industry organizations.

The work of Waititu et al (2017) on the effect of employee welfare programmes on employee performance in Kenya Railways Corporation indicates a positive effect. They also proved that Kenya Railways Corporation employees' performance has been significantly improved by compensation strategies. Additionally, they found that staff performance at the Kenya Railways Corporation is impacted by training. A study to investigate teachers' assessment of needs satisfiers as motivation for teachers' effectiveness by Ikenyiri and Ihua - Maduenyi (2011) in Omoku, Rivers states, Nigeria, found out that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. Similar studies have been conducted to establish the effect of school health care provision on teacher performance, as the provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators.

Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in Xian, China. Work stress was shown to have a beneficial impact on work performance, while mental health was found to have a negative impact. The results showed that emotional commitment had a positive impact on job performance, while sustained commitment had a negative impact. The results also showed that achievement motivation and mental health were positively correlated.

Research Method

This study employed a Explanatory research design to examine the relationship between welfare packages and job satisfaction among teachers in the Orhionmwon Local Government Area of Edo State, Nigeria. The descriptive approach was considered appropriate because it allows for the systematic collection and analysis of data to provide an accurate picture of existing conditions without manipulating any variables. The population of the study consisted of all secondary school teachers across eight secondary schools in the Orhionmwon Local Government Area. From this population, a total of 80 teachers were selected as the study sample using a simple random sampling technique. Ten (10) teachers were randomly chosen from each of the eight schools to ensure equal representation and minimize sampling bias.

A structured questionnaire was the primary instrument used for data collection. The instrument was divided into two sections:

- Section A collected demographic data of respondents, such as gender, years of experience, and educational qualification.
- Section B contained items designed to assess teachers' perceptions of welfare packages and their corresponding level of job satisfaction.

To ensure the validity of the research instrument, the questionnaire was reviewed by an academic expert in education management, who provided constructive feedback and suggested revisions to improve clarity and relevance. After incorporating these recommendations, the instrument was deemed valid for data collection.

Data obtained from the field were analyzed using frequency distribution, percentages, and mean score analysis to describe the demographic characteristics and key variables. To test the study's hypotheses, the Chi-square (χ^2) test of independence was employed through the Statistical Package for Social Sciences (SPSS) software. This non-parametric test was selected because it effectively determines the relationship between categorical variables such as welfare package components and job satisfaction levels.

The Chi-square formula used in this study is expressed as:

$$\chi^2 = \frac{\sum (o-e)^2}{e}$$

Where χ^2 = chi square
 o = observed frequency
 e = expected frequency

The degree of freedom (df) was determined using the formula:

$$df = (r-1)(c-1)$$

Where:

- r = Number of rows
- c = Number of columns

The study assumed a 95% confidence level ($\alpha = 0.05$), implying that there is a 5% margin of error in the interpretation of results. A p-value less than 0.05 was considered statistically significant, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

Result and Discussion

This chapter dealt with the analysis and interpretation of data collected from the respondents. The chapter consisted of two sections. Section A was testing hypotheses and Section B was discussing findings as follows:

Hypothesis 1: Welfare package does not significantly have influence on teachers' job satisfaction.

Table 1: Chi-square analysis on influence on welfare package on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	χ^2	Sign	Decision
Positive Response (Above 6.5)	72	39.0	1	55.84	0.0001	Significant (Reject Ho)
Negative Response (Below 6.5)	6	39.0				
Total	78	78.0				

$$\alpha = 0.05$$

Table 1 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 72 and negatively to the question was 6, the chi-square was used to test if the difference was significant. Testing at $df = 1$, $\alpha = 0.05$ a χ^2 value of 55.84 was obtained which is significant at 0.0001, since the significant value of 0.001 is less than the α value of 0.05, thus the null hypothesis will be rejected. This implies that welfare packages do significantly influence teachers' job satisfaction

Hypothesis 2

Gender does not significantly have influence on teachers' job satisfaction.

Table 2: Gender does not significantly influence teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	χ^2	Sign	Decision
Positive Response (Above 2.5)	64	39.0	1	32.05	0.0001	Significant (Reject Ho)
Negative Response (Below 2.5)	14	39.0				
Total	78	78.0				

$$\alpha = 0.05$$

Table 2 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 64 and negatively to the question was 14, the chi-square was used to test if the difference was significant. Testing at $df = 1$, $\alpha = 0.05$ a χ^2 value of 32.05 was obtained which is significant at 0.0001, since the significant value of 0.001 is less than the α value of 0.05, thus the null hypothesis will be rejected. This implied that gender do significantly have influence on teachers' job satisfaction.

Hypothesis 3

Attitude of principal does not significantly have influence on teachers' job satisfaction. Table 3 showed that out of the 78 respondents that provided complete information about the items, number of the respondents that responded positively to the question was 40 and negatively to the question was 38. The chi-square was used to test if the difference is significant and testing at $df = 1$, $\alpha = 0.05$ a χ^2 value of 0.0001 was obtained, which is significantly 1. Since the significant value of 1 was

greater than the α -value of 0.05, thus the null hypothesis will be retained. This implied that attitude of principal does not significantly have influence on teachers' job satisfaction.

Table 3: Chi-square analysis of attitude of principal does not significantly have influence on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	χ^2	Sign	Decision
Positive Response (Above 2.5)	40	40	1	0.0001	1	Not Significant (Ho retained)
Negative Response (Below 2.5)	38	40				
Total	78	80				

$\alpha = 0.05$

Hypothesis 4

Government policies do not have significant influence on teachers' job satisfaction.

Table 4: Chi-square Analysis: Government Policies do not significantly influence on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	χ^2	Sign	Decision
Positive Response (Above 4.5)	73	38.5	1	61.83	0.0001	Significant (Reject Ho)
Negative Response (Below 4.5)	5	38.5				
Total	78	77				

$\alpha = 0.05$

Table 4 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 73 and negatively to the question was 5. The chi-square was used to test if the difference is significant and testing at $df = 1$ $\alpha = 0.05$ a χ^2 value of 61.83 was obtained which significantly 0.0001. Since the significant value was less than the α value of 0.005, thus, the null hypothesis was rejected. This implied that Government policies do significantly have influence on teachers' job satisfaction.

Discussion of Findings

The findings from the research questions and the four hypotheses formulated and tested in this study provide comprehensive insights into the factors influencing teachers' job satisfaction. Results from Table 1 indicate that welfare packages have a significant positive influence on teachers' job satisfaction. This suggests that when teachers receive adequate welfare benefits, such as health insurance, housing allowances, transportation support, and regular salary increments their motivation and commitment to their work increase substantially. The recent implementation of the *Teachers' Salary Advancement (TSA)* program by the government appears to have played a crucial role in enhancing teachers'

satisfaction, as it demonstrates governmental recognition of their contribution to national development. Improved welfare conditions not only promote morale but also reduce turnover rates and absenteeism among teachers.

Findings from Table 2 show that gender has a significant influence on teachers' job satisfaction. This implies that male and female teachers experience and perceive satisfaction differently within the teaching profession. The disparity could stem from differences in role expectations, workload distribution, or work-life balance demands. Female teachers, for instance, may face additional challenges related to family responsibilities or organizational bias, which could affect their level of job satisfaction. Conversely, male teachers may derive more satisfaction from recognition, autonomy, or career progression opportunities. These findings highlight the need for gender-sensitive policies to ensure equitable support and opportunities across the teaching workforce.

In contrast, results from Table 3 reveal that the attitude of school principals does not have a significant influence on teachers' job satisfaction. This suggests that, in the sampled context, teachers' satisfaction levels are shaped more by structural and policy-related factors, such as welfare provisions and government support rather than the interpersonal behavior of their principals. It is possible that most principals already maintain relatively similar administrative attitudes, leading to limited variation in how their behavior affects satisfaction. Alternatively, teachers may have adapted to existing leadership styles, thus reducing the direct impact of principal attitudes on their job perception.

Finally, findings from Table 4 demonstrate that government policies have a significant influence on teachers' job satisfaction. This means that reforms and improvements in educational policies, such as salary structure adjustments, timely promotion, improved working conditions, and capacity-building programs play a vital role in enhancing teachers' morale and sense of professional fulfillment. When government policies are consistent, transparent, and teacher-centered, they foster a sense of stability and respect within the profession. Conversely, inconsistent or poorly implemented policies may lead to frustration and dissatisfaction. Therefore, continuous review and effective implementation of education-related policies are essential to improving overall teacher satisfaction and productivity within the system.

Conclusion and Recommendation

The aim of this study was to examine welfare package and job satisfaction among teachers in secondary schools in Orhionmwon Local Government Area of Edo State. Based on research showing that welfare packages have a considerable impact on teachers' job happiness, this conclusion can be drawn. Furthermore, there is no gender difference in teachers' job satisfaction, and the principal's attitude has

no bearing on teachers' job satisfaction. Additionally, there is no discernible impact of government policy on teachers' job happiness. Based on the findings in the research, the researcher concluded that welfare package has influence on teachers' job satisfaction. Based on the findings and the conclusion above, the researcher was led to offer the following recommendations: An organization's welfare package should be expanded to provide job satisfaction for its members. To encourage teachers to perform at their highest level during the teaching and learning process, government policies should be strengthened.

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