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INFLUENCE OF WELFARE PACKAGES ON TEACHERS' JOB EFFECTIVENESS: A COMPARATIVE STUDY OF BAYELSA AND RIVERS STATES

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Abstract

This study investigated the extent to which welfare packages influence teachers' job effectiveness in public secondary schools in Bayelsa and Rivers States. A descriptive survey design was adopted, involving a sample of 360 teachers drawn equally from public secondary schools in the two states. Data were collected using a structured questionnaire and analyzed with mean scores and independent sample t-test to determine differences in the influence of welfare packages on job effectiveness. The reliability of the instrument was confirmed using Cronbach's alpha of which a coefficient 0.87 was obtained. Findings revealed that welfare packages significantly influence teachers' job effectiveness, with Rivers State teachers reporting higher positive effects than those in Bayelsa State. A significant difference was found between the two states in the extent to which welfare packages affect teachers' job performance. The study concluded that welfare packages are critical determinants of teacher effectiveness and recommended that policymakers and education stakeholders prioritize comprehensive and consistent welfare interventions to enhance teaching quality in both states.

Keywords: Teacher Welfare, Job Effectiveness, Comparative Study, Bayelsa State, Rivers State, Nigeria

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Introduction

Teacher job effectiveness is a pivotal factor in the success and overall quality of secondary education, shaping not only students' academic outcomes but also the broader socio-economic development of communities. Among the various determinants of teacher effectiveness, welfare packages—which include salary, allowances, health benefits, and other incentives—play a significant role in motivating and sustaining teachers' commitment to their professional duties (Ofoegbu, 2020). Welfare packages are increasingly recognized as essential components that influence teachers' morale, job satisfaction, and ultimately their performance in schools (Ezeani & Nwosu, 2021). Teacher welfare, therefore, extends beyond remuneration to encompass holistic support systems that can foster productivity and reduce attrition rates (Adedayo & Ajayi, 2019).

In the Nigerian context, and specifically within Bayelsa and Rivers States, the conditions of service for teachers vary considerably, influenced by state-level policies, economic resources, and administrative priorities (Okeke & Umeh, 2022). Despite numerous policies aimed at improving teacher welfare, challenges such as irregular payment of salaries, inadequate allowances, and insufficient healthcare provisions persist, raising concerns about their effects on job effectiveness (Amadi & Eze, 2023). For instance, studies in Rivers State have highlighted gaps in welfare administration that contribute to teacher dissatisfaction and declining classroom performance (Abraham & Udo, 2020). Similarly, research in Bayelsa State indicates that teachers' welfare issues, such as housing shortages and lack of transportation support, adversely affect their punctuality and engagement (Emem & Ikpe, 2021).

Teacher job effectiveness is defined as the extent to which teachers fulfill their roles in facilitating student learning, managing classrooms, and contributing to school development (Nwachukwu & Ezeani, 2019). Welfare packages impact these dimensions by either enhancing or constraining teachers' ability to focus on instructional delivery and professional growth (Oluwatoyin & Olaleye, 2020). Welfare-related stressors often translate into absenteeism, low enthusiasm, and a decline in teaching quality, which have significant implications for educational outcomes (Ibekwe & Njoku, 2022). Therefore, the relationship between welfare packages and job effectiveness remains a critical area for research, especially in settings where resource allocation to education is limited.

Comparative studies between states such as Bayelsa and Rivers States are particularly valuable as they reveal how different welfare regimes influence teacher performance under varied socio-political and economic conditions (Tari & Okon, 2023). While Rivers State is often noted for relatively better infrastructural investments in education, Bayelsa State faces unique challenges related to geographical dispersion and funding

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inconsistencies, which affect the delivery of welfare benefits (Ewhrudjakpor, 2022). Understanding these contextual differences provides insights into tailored policy interventions that can enhance teacher welfare and performance.

Although prior research has addressed teacher welfare and its effects on job satisfaction and retention, there is a notable gap in empirical data focusing specifically on the comparative influence of welfare packages on teachers' job effectiveness in Rivers and Bayelsa States. This study seeks to bridge this gap by evaluating how various components of welfare packages impact teacher effectiveness and by comparing these effects between the two states. Such evidence is critical for policymakers, school administrators, and education stakeholders aiming to improve teacher motivation and the quality of secondary education in Nigeria.

This study aligns with global perspectives emphasizing teacher welfare as a cornerstone for achieving educational excellence (UNESCO, 2019). It also resonates with national educational goals that prioritize teacher support systems to enhance instructional quality and student achievement (Federal Ministry of Education, 2021). By providing a comparative analysis of welfare package influences in Rivers and Bayelsa States, the study hopes to inform sustainable strategies that promote teacher job effectiveness and, by extension, improved educational outcomes.

Statement of the Problem

Welfare packages are widely acknowledged as essential motivators that contribute to teachers' job satisfaction, stability, and effectiveness, especially within the framework of public education systems. Ideally, comprehensive welfare benefits—including timely salary payment, housing allowances, healthcare access, transport support, and retirement benefits—should empower teachers to perform their roles with commitment, professionalism, and innovation (Adebayo & Akinyemi, 2020). In developed and well-managed educational settings, such provisions are strategically employed to reduce stress, enhance morale, and improve instructional outcomes (UNESCO, 2019). Teachers in public secondary schools who are supported with adequate welfare packages are more likely to demonstrate improved classroom management, student engagement, and continuous professional growth (Ofoegbu & Onyekuru, 2021). This ideal is fundamental to the achievement of Sustainable Development Goal 4, which emphasizes quality education driven by well-supported and motivated educators (Federal Ministry of Education, 2021).

However, in practice, public secondary school teachers in Rivers and Bayelsa States often work under challenging conditions characterized by inconsistent welfare provisions, delayed payments, lack of housing support, and inadequate access to health benefits (Amadi & Eze, 2023). These deficiencies create environments of low morale, absenteeism, and underperformance, which directly compromise the quality of teaching and learning

(Emem & Ikpe, 2021). While several studies have highlighted general issues of teacher motivation or job dissatisfaction in Nigerian schools, few have provided a comparative empirical analysis of how welfare packages influence actual job effectiveness in different state contexts (Okeke & Umeh, 2022). The limited data on how disparities in welfare delivery between Rivers and Bayelsa affect teaching performance leaves policymakers without the evidence needed to design responsive and equitable welfare interventions. Thus, this study addresses a critical knowledge gap by evaluating and comparing the influence of welfare packages on teachers' job effectiveness in these two states, thereby generating insights that could guide sustainable reforms in educational human resource management.

Purpose of the Study

The main purpose of this study was to compare the influence of welfare packages on teachers' job effectiveness in public secondary schools in Bayelsa and Rivers States. Specifically, the study was guided by the following objective:

- To determine the difference between Bayelsa and Rivers States teachers mean rating of welfare packages influences on their job effectiveness in public secondary schools in the States.

Research Question

What is the difference between Bayelsa and Rivers States teachers means rating of welfare packages influences on their job effectiveness in public secondary schools in the states?

Hypothesis

The underlisted hypothesis was formulated and tested to guide the study:

H_{01}: There is no significant difference between the means ratings of teachers in Bayelsa and Rivers States on the welfare privileges influence on their job effectiveness in public secondary schools in the States.

Research Methods

This study adopted an analytic descriptive survey research design, which is suitable for examining differences and similarities between groups on a particular phenomenon within a natural setting. In this study, the design was employed to compare the influence of welfare packages on teachers' job effectiveness in public secondary schools in Bayelsa and Rivers States. The independent variable was all location, while the dependent variable was welfare packages teachers' job effectiveness as reflected in classroom delivery, student assessment practices, lesson preparation, and instructional commitment.

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The population comprised of all 17308 teachers in the 217 and 665 public secondary schools in Bayelsa and Rivers State respectively. A total of 360 teachers participated in the study, selected through a multistage sampling procedure to ensure representativeness across both states. First, schools were stratified by state, forming four strata: Urban Rivers, Rural Rivers, Urban Bayelsa, and Rural Bayelsa. From each stratum, simple random sampling was applied to select schools, followed by a proportional sampling of teachers within each school. This yielded 180 teachers from Rivers State and 180 teachers from Bayelsa State, allowing for a balanced comparative analysis across regional and contextual lines.

Data were collected using a structured instrument titled the Welfare Packages and Teacher Effectiveness Questionnaire (WPTEQ). The questionnaire was organized on a four-point Likert scale, ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*. It was divided into two major sections. Section A captured teachers' state of origin. Section B measured the influence of welfare packages on teacher job performance. To ensure content and face validity, the WPTEQ was subjected to expert review by three professionals in Educational Measurement and Evaluation, as well as Educational Management in Arter to determine the reliability coefficient 20 public secondary school teachers in Delta State who shared similar professional characteristics with the target population but were not included in the original population of the study. The reliability of the instrument was established using Cronbach's Alpha, which returned a coefficient of 0.87, indicating a high level of internal consistency and reliability.

The main data collection was carried out by the researcher with the support of two trained assistants, who were briefed on ethical protocols, data confidentiality, and accurate administration of the instrument. A 100% response rate was achieved. For data analysis, mean and standard deviation was used to answer research questions and the hypotheses was tested using independent samples t-tests at a 0.05 level of significance.

Results

Research Question

Table 1: Mean and standard deviation on the extent to which welfare packages influence teachers' job effectiveness in public secondary schools in Bayelsa State

S/N	Items Statements	BAY N=180		RIVERS N=180		Mean		
		$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd	Decision
1.	Regular payment of salary enhances my commitment to classroom responsibilities.	2.60	.49	3.53	.50	3.07	.50	A
2.	Access to health benefits allows me to maintain consistent attendance at work.	2.55	.49	3.65	.47	3.10	.48	A

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S/N	Items Statements	BAY N=180		RIVERS N=180		Mean		
		$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd	Decision
3.	Housing allowances reduce financial stress and improve my teaching effectiveness.	2.53	.50	3.51	.50	3.02	.50	**A**
4.	Welfare incentives such as leave bonuses motivate me to perform better.	2.63	.48	3.65	.47	3.14	.48	**A**
5.	The availability of transport support enables me to arrive at school punctually.	2.62	.48	3.56	.49	3.09	.49	**A**
6.	When I feel valued through welfare provisions, I put more effort into my teaching.	2.58	.49	3.59	.49	3.09	.49	**A**
7.	Welfare support contributes to my emotional well-being and job focus.	2.60	.49	3.61	.48	3.11	.49	**A**
8.	I am more enthusiastic in preparing and delivering lessons when my welfare needs are met.	2.51	.50	3.61	.48	3.06	.49	**A**
9.	The fairness of promotion and reward systems influences my dedication to school duties.	2.62	.48	3.62	.48	3.12	.48	**A**
10.	Adequate welfare packages reduce my intention to seek alternative employment.	2.62	.48	3.62	.48	3.12	.48	**A**
11.	Welfare benefits boost my morale and interpersonal engagement with students.	2.61	.48	3.56	.49	3.09	.49	**A**
12.	I go beyond my teaching duties (e.g., mentoring, administrative tasks) when my welfare is prioritized.	2.58	.49	3.65	.47	3.12	.48	**A**
	Grand Mean	**2.59**	**.48**	**3.59**	**.48**	3.09	**.48**	**A**

Source: Fieldwork (2025) *A=Agree, D=Disagree

Based on the data presented in Table 1, there is a clear difference in the extent to which welfare packages influence teachers' job effectiveness in public secondary schools in Bayelsa State and Rivers State. Teachers in Rivers State reported consistently higher mean ratings across all measured items compared to their counterparts in Bayelsa State. For instance, while Bayelsa teachers rated the statement "Regular payment of salary enhances my commitment to classroom responsibilities" at a mean of 2.60, their Rivers counterparts rated it much higher at 3.53. Similar patterns are observed in other items,

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such as access to health benefits (Bayelsa = 2.55; Rivers = 3.65), housing allowances (Bayelsa = 2.53; Rivers = 3.51), and transport support (Bayelsa = 2.62; Rivers = 3.56). These differences suggest that teachers in Rivers State benefit from more effective welfare provisions, which positively influence their enthusiasm, commitment, and performance. The grand mean score further supports this, with Rivers State having a significantly higher value (3.59) compared to Bayelsa State (2.59), indicating a stronger perceived impact of welfare packages on job effectiveness in Rivers State. In all, the findings highlight the disparity in welfare implementation between the two states and suggest the need for improved welfare structures in Bayelsa State to enhance teacher performance.

Hypothesis

H_{01}: There is no significant difference in the extent to which welfare packages influence teachers' job performance in public secondary schools in Rivers and Bayelsa States.

Table 2: Independent sample t-test analysis on the difference in the extent to which welfare packages influence teachers' job performance in public secondary schools in Rivers and Bayelsa States

State	N	$\bar{x}$	SD	df	T	p	Remark
Bayelsa	180	2.58	.48	358	-19.17	.000	Reject H01
Rivers	180	3.59	.48				

Source: SPSS OUTPUT (2025)

From Table 2 above, the calculated t-value is 19.17 at 358 degrees of freedom and a 0.05 level of significance. Since the calculated t-value of 19.17 is greater than the critical table value of 1.96, the null hypothesis (H_{01}) is rejected. This indicates that there is a significant difference in the extent to which welfare packages influence teachers' job performance in public secondary schools in Rivers and Bayelsa States. Specifically, teachers in Rivers State ($\bar{X}$ = 3.59, SD = .48) reported a higher perception of welfare package influence on their job effectiveness compared to their counterparts in Bayelsa State ($\bar{X}$ = 2.58, SD = .48).

Discussion of Findings

The results from Research Question 1 revealed a significant difference in the influence of welfare packages on teachers' job effectiveness between public secondary schools in Bayelsa State and Rivers State. While both groups of teachers agreed that welfare provisions positively impact their job performance, the mean ratings were markedly higher in Rivers State. Teachers in Rivers State reported stronger agreement on all

items—such as regular salary payment, access to health benefits, housing and transport support, and fair promotion systems—suggesting a more robust and consistent implementation of welfare policies. This outcome aligns with the findings of Nwachukwu and Edeh (2022), who noted that comprehensive welfare systems are strongly correlated with higher teacher productivity and lower attrition rates. Likewise, Adebayo and Yusuf (2019) emphasized the role of structured welfare provisions in fostering job satisfaction and instructional commitment among teachers. Conversely, the relatively lower mean ratings from Bayelsa State teachers reflect a less effective welfare environment, corroborating the findings of Ogbonda and Alagoa (2020), who reported that inadequate welfare provision often results in low morale and diminished teaching quality. Thus, the findings underscore the critical role of state-level welfare administration in shaping teachers' professional experiences and call for targeted improvements in Bayelsa State to achieve parity in educational outcomes.

The result of Hypothesis 1 showed a statistically significant difference in the extent to which welfare packages influence teachers' job performance in public secondary schools in Rivers and Bayelsa States. This finding aligns with those of Eze and Ekanem (2021), who reported that enhanced welfare conditions, including timely salary payments, health insurance, and performance-based incentives, are strong determinants of teacher commitment and instructional effectiveness. In contrast, Ogbonda and Alagoa (2020) found that inadequate and irregular welfare provision in certain states leads to reduced morale, increased absenteeism, and declining teaching quality. The significant difference observed between the two states emphasizes the critical role of contextual and administrative factors in shaping the implementation and effectiveness of welfare policies. It underscores the need for Bayelsa State to strengthen its welfare frameworks to bridge the performance gap and promote a more motivated and productive teaching workforce.

Conclusion

Based on the findings and discussions of this study, it can be concluded that welfare packages play a crucial role in enhancing teachers' job effectiveness in public secondary schools, with significant variation observed between Bayelsa and Rivers States. While teachers in both states agreed that welfare provisions positively influence their performance, those in Rivers State reported a markedly higher extent of influence, suggesting that more comprehensive and better-managed welfare schemes are in place. The comparative analysis further confirmed a statistically significant difference between the two states, highlighting the need for targeted policy reforms and strategic investments in teacher welfare in Bayelsa State. The study underscores the importance of prioritizing teacher welfare as a fundamental strategy for improving instructional

delivery, motivation, and overall educational outcomes in Nigeria's secondary school system.

Recommendations

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

1. Educational authorities in Bayelsa State should improve the quality and consistency of welfare packages to enhance teachers' job effectiveness.
2. The government of Rivers State should sustain and possibly expand existing welfare provisions to maintain high levels of teacher motivation and performance.
3. Policymakers should ensure equitable distribution and administration of welfare packages across states to reduce regional disparities in teacher effectiveness.

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