**THE IMPACT OF TEACHERS’ WELFARE PACKAGE ON TEACHERS’ JOB SATISFACTION IN ORHIONMWON LOCAL GOVERNMENT AREA OF EDO STATE**

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**ABSTRACT**

This study was designed to investigate the impact of teachers’ welfare package on Teachers’ job satisfaction in Orhionmwon Local Government Area of Edo State. As a result, the sample consisted eight secondary schools from which eighty (80) respondents were drawn.

A questionnaire was designed and administered so as to be able to carry out the investigation. Data were gathered and analyzed using the chi-square analysis.

Findings were made which led the researcher to conclude that teachers’ welfare package gave job satisfaction to teachers in Orhionmwon Local Government Area of Edo State. Recommendations were made accordingly.

**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background to the Study**

Education is a means of propagating the felt end immediate norms and values of society. It is also a means of sustaining old norms, and values of society. Through education the national aspirations are met.

Subsequently, it is the general consensus that no amount of educational reform or progress would rise above the desires for teachers. It is important to note that for any national aspirations to be met in the areas of education, the teacher factor can not be undermined; he teacher is the heart of the educational progress and also the main determinants of the educational system.

The general notion that teachers are not properly taken care of by government and private sector have to come to mind. The quest for teachers both graduates and non-graduates cannot be undermined, but unfortunately the increasing distaste for the teaching profession is likely to hinder the progress of educational development. The teachers are usually disregarded, hence they are called all sorts of names. The respect which teachers used to enjoy in he missionary days is no longer there, all these tend to inhibit the profession.

The teacher’s welfare packages could be termed as goal-directed behavior. The teacher’s welfare packages are also concerned with the individual’s desires, how they can be accomplished in teacher work situation.

Job satisfaction has been subject of several studies in educational organizations. There have been many publications on it. The pioneering efforts of Hoppock (1997) and Houser (1999) research on the nature, causes and correlates of job satisfaction have mushroomed in educational organizations. Much of the studies on the concept are carried out because it is an interesting area. The concept of job satisfaction rests on the assumption that a satisfied worker is invariably an efficient and effective employee. Many studies equate job satisfaction with employee’s attitude.

Job satisfaction is not simply a matter of need fulfillment although a teacher’s needs may be fulfilled; his feelings of satisfaction will depend very much on whether he thinks that he compares favourably with other people in similar jobs, positions or places. The teacher’s perception of his job situation will be directly related to the values which they place on the various aspects of his job and its environment as sources of satisfaction and dissatisfaction. Job satisfaction refers to the accomplishment acquired by experiencing various job activities and rewards. Satisfaction is resulting from the attainment of some desired goal.

The objectives of the 6-3-3-4 system of education are still very valid as at today, if only there are satisfied teachers that are dedicated to carry out their educational functions. These objectives are based on the following: a free and democratic society; a just and egalitarian society; a united, strong and self-reliance nation; a great and dynamic economy, and a land of bright and full opportunities for all citizens.

The other aspects of educational system are taken into consideration. These include finance, infrastructures, facilities and equipments, etc.

The National Joint Negotiating Council for teachers was set up in 1994. The Council submitted numerous recommendations to the government which accepted them in part. There was also the Ashby Committee; the committed was set up by the Federal Government in 1967. One of its terms of reference was the recommending of suitable salary grading for duty posts on the basis of salary scales already approved in the cited sessional paper No. 2 of 1995. There was also the Udoji salary and this recent Teacher Salary Advancement (TSA); eighteen percent minimum wage increment. All these various increments of committees that were set up recommended various teachers welfare packages that were implemented. However, over the years the high cost of living and the quest for better living conditions led to more series of present day agitation on the part of teachers, they have complained about the eighteen percent present day salary, and welfare packages have proved to be inadequate. In other words, the work satisfaction of teachers would dwindle. The trend would invariably affect the products of the educational system and the system in itself.

Against this background, this study would find a means of investigating welfare packages on job satisfaction, the teachers and governments role would be looked into. The following questions would guide in the investigation:

Does the teacher’s welfare package influence teacher’s job satisfaction? To what extent do government regulations on teacher’s welfare packages control teacher’s job satisfaction? Will the timely and continued review of government decision of welfare packages affect teacher’s job satisfaction? Does teacher’s job satisfaction come only from teacher’s welfare package? To what extent are teacher’s welfare packages influence by sex and qualifications?

1.2 **Statement of Problem**

The president of Nigeria as at May 1st, 2010, promised Nigerian civil servants, teachers inclusive a new welfare packages which recognized the 27.5%, the eighteen thousand naira minimum wage and the teachers’ salary advancement (TSA). The implementation of these new packages like any other has attracted various welfare packages comments. What is the relationship between teacher’s welfare packages on teacher’s job satisfaction. This study was to find out the relationship between teachers’ welfare packages and teacher’s job satisfaction.

1. Does welfare package have influence on teacher’s job satisfaction?
2. Does gender have influence on teacher’s job satisfaction?
3. Does the attitude of the principal have influence on teacher’s job satisfaction?
4. Do government policies have influence on teacher’s job satisfaction?

1.3 **Hypotheses**

On the basis of the problems, the following hypotheses are put forward:

1. Welfare package does not significantly have influence on teachers’ job satisfaction.
2. Gender does not significantly have influence on teacher’s job satisfaction.
3. Attitude of principal does not significantly have influence on teachers’ job satisfaction.
4. Government policies do not significantly have influence on teachers’ job satisfaction.

1.4 **Purpose of Study**

The purpose of the study is to analyze the welfare package on the job satisfaction usually if teachers are motivated due to good teacher’s welfare packages, the aspiration, objectives and goals of the present 6-3-3-4 system of education would be met, there would be an attraction of qualified and enthusiastic teachers that would facilitate a successful implementation of the nation’s 6-3-3-4 system of education.

1.5 **Significance of Study**

This study is significant as it will be of assistance to teachers, principals and researchers. It would go a long way in helping both teachers and administrators know the needs and areas where welfare packages would be used to motivate teachers.

Teachers would also be aware of those needs entitled to them. Administrators would be in a better perspective in formulating policies that would be able to be implemented with resource and those that would not encounter problems in the implementation of welfare practices.

1.6 **Delimitation of Study**

The research covers principals and teachers in secondary schools that make up the present Orhionmwon Local Government Areas of Edo State.

1.7 **Definition of Terms**

Job satisfaction is any combination of environmental circumstances that can cause a person to say “I am satisfied with my job” (Hoppoch, 2001).

The concept of job satisfaction is a compound of various attitudes which a teacher has and exhibits towards his work situation. Satisfaction as used in this study is synonymous with contentment.

**Motivation:** Motivation is the inner state that energizes, channels and sustains human behavior (Glueck, 1998). Motivation is a complex of forces, drives, needs, tension, states or other internal psychological mechanisms that start and maintain activity toward achievement of personal goals.

**Teacher Incentives:** Incentives are the organizational counterpart to individual’s motivation, that is, a worker receives incentives from the employing organization in return for being a productive member. Incentive can be taken to be the new rewards or punishments given in exchange for an individual’s contribution to the same thing as job situation.

**Work Performance**:Vroom (1964) maintains that the level of performance is a constantly increasing function of the motivational level, while conceding that the difficulties in precise measurements make an accurate determination of the function impossible. Performance is a function of ability multiplied by motivation. Performance = F (ability X motivation).

Work is an activity which is directed towards the production of goods and services which typically have a value in exchange, and which is carried out for a valuable consideration. Work is also the expenditure of energy on activities prescribe by oneself or others for the accomplishment of some purpose.

**Equity Theory:** Equity theory focuses on individual needs factor and the environmental factors particularly rewards. What this study refers to as equity has a central team, that rewards such as pay are important motivators of behavior the major cause (motive) leading to work performance and satisfaction is the degree of equity or inequity the employee perceives in the work place. A person perceives an inequity when he or she is under rewarded or over-rewarded.

**Performance output Expectancy:** When an individual engages in or contemplates a certain behavior, there is in that individual’s mind the expectation of certain consequences from that behavior. For example, a worker who is thinking about doubling his result in praise, more pay or perhaps no reward at all. The worker may even expect that the outcome will affect the individual’s decision on whether or not to proceed with contemplated behavior.

**Effort-Performance Expectancy:** The individual’s expectations of how difficult it will be to achieve successful performance will also affect the individual’s decision on whether or not to proceed with that performance. For example, an individual may be told that increasing sales by fifty (50) percent will lead to a much desired salary increase. Before deciding whether or not to purse the sale increase, the individual must estimate the probability that he or she will be able to achieve it.

**CHAPTER TWO**

**LITERATURE REVIEW**

2.0 **Introduction**

This chapter presents a review of related literature on teacher’s welfare package on job satisfaction. Welfare packages could mean those packages that would enhance commitment to satisfy employees to achieve goals of institutions.

The Dictionary of Contemporary English has defined satisfaction as contentment and pleasure. Satisfaction has also been defined as fulfillment of a need desire.

The past theories and work would help us in arriving at conclusions in this project work. To this end, the related literature is divided into the following sections”

* Theoretical Framework
* Theories of Motivation
* Content Theories of Motivation
* Process Theories of Motivation
* Reinforcement Theory
* Equity Theory
* Function of Welfare Packages
* The National Joint Negotiating Council for Teachers
* The Asabia Committee, 1967.
* The Udoji Committee
* Agitation by the Nigerian Union of Teachers (NUT), 1983
* Procedures on Retirement and other exits in the Teaching Service
* Concepts and Definitions on Job Satisfaction
* Effect of Welfare Practice on Job Satisfaction
* Summary of Review of Literature

2.1 **Theoretical Framework**

According to Mathis and Jackson (2000) and Eitt (1999) refer to welfare package as desire to direct one’s behavior towards goal. Hay and Mickat (1997) sees welfare package as the complex forces of drives needs, and other mechanism that start and maintain voluntary activity directed towards the achievement of personal goals. These definitions involve certain “forces acting on or within a person (to initiate and direct behavior).

It is however, pertinent to note that most of the ideas derived from propounded definitions help to the formation of policies affecting teacher’s welfare services.

2.2 **Theories of Motivation**

There are three categories of theories of motivation: The content theories of motivation, the process theories of motivation and integrative approaches of motivation.

2.3 **The Content Theories of Motivation**

According to Abraham Maslow’s need of hierarchy 1945, he specified the needs that would motivate people and their behaviours. Abraham Maslow (1945) demonstrates that motivation is associated with a clinical psychology by profession, his theory is the one most widely used in the study of motivation. Motivation on the other hand is referred to as welfare package which are based on the assumption that these needs are in successive hierarchy of needs from physiological, safety, social esteem and self-actualization.

The physiological needs consists of the basic biological needs of the human body, it includes the need for food, water, air, sexual gratification and other primary needs such as shelter, clothing and so on. The author emphasized that when physiological needs are unsatisfied, no other needs will serve as a basis for motivation.

Safety needs according to the author, are the next need that arise after the basic physiological needs, have been satisfied. Safety needs imply security, absence of pain and illness and security of job. The school system usually provides safety needs in the form of fringe benefits, retirement, pension schemes, insurance benefits, medical or health services. The author seems to hold that social needs come when after physiological and safety needs have been met, social needs come in form of association, love, affection and friendship.

Donnelly Jr. (1994), Hellriegel and Slocum Jr. (1996) have postulated that without the satisfaction of this needs mental health of the employee, may be affected and also high absenteeism rates, poor performance, low job satisfaction would occur.

The fourth level of need in Abraham Maslow’s hierarchy of need are esteem needs, they comprise of the individual wanting to be important, and the yearnings for recognition. Esteem need includes the need for self-confidence, for independence, for achievement, for competence and for knowledge. It goes further to explain the need for ones status, for recognition, for independence, for appreciation and the deserved respect of ones fellows.

According to Hellriegel and Slocum Jr.(1996), they point out that the individual wants to be perceived as competent and able. He is usually concerned about the achievement, prestige, status, and promotion opportunities, that others will provide as recognition of competence and capabilities.

The fulfillment of these needs leads to the satisfaction of ego needs in a school setting. The highest level of need in Maslow’s hierarchy of needs framework is the one of self-actualization needs, encompasses the person’s ability to solve problems, increased spontaneity, increased detachment and a desire for privacy and the like. Amongst the needs in this theory is the existence needs, this need includes Maslow’s physiological needs such as hunger and thirst, others include pay, fringe benefits and a pleasant working environment as provided for in a work place.

The other need in this theory is the relatedness needs, they include Maslow’s social and esteem categories. They infer the needs of individuals to maintain interpersonal relationship with those who are important to them.

Relatedness needs are satisfied by the mutual sharing of thoughts and feelings with those significant others. The growth needs of this theory explains the desires to be self-confident, productive and creative, this is the utilization of one potential and continued personal development.

They involve a person’s interaction with his or her environment. Alderfer needs overlaps Maslow’s esteem and self-actualization needs. There exists some differences in Alderfer and Maslow’s. Alderfer needs stipulated that even when a need has been satisfied, it could still remain as a dominant motivator even if the next need in the hierarchy cannot be satisfied.

Alderfer, Keplan and Smith (1994) also discovered support for Alderfer’s basic proposition that a satisfied need may remain a motivator.

2.4 **Process Theories of Motivation**

These theories of motivation are basically concerned with how individual, behavior is energized, directed, sustained and also stopped. Amongst these theories are the expectancy theory, reinforcement (Vroom’s) theory, equity theory, attribution theory and goal theory.

It is also known that in expectancy theory of motivation, individuals will evaluate various strategies of behavior (e.g. working hard everyday versus working hard three days out of five). They would now choose that behavior they believe would lead to those work related outcomes or rewards that they value (e.g. pay increase, promotion or recognition) invariably after choosing which number of days has been applied. It would infer that they motivated behavior in the individual is that number of days they have required to chose.

A teacher would normally put in more hours of teaching, if there exists provision for more expectancy. Theory outcomes are usually the perceived results of actions of other result.

It has always been known that job candidates who perceive a future job to be very desirable will select that job over other jobs, months before they actually join the organization. This theory is highly relevant to the school system.

Silver (2000) has noted that the theory has been found useful in explaining student’s efforts and performance. He also emphasized teacher’s satisfaction and perceived effectiveness, other areas include teacher behavior in terms of absenteeism turnover and innovativeness has also been taken into consideration by the theory in its explanations.

2.5 **Reinforcement Theory**

It is a popular process theory of motivation; reinforcement theory considers the use of positive and negative reinforcers to motivate individuals. Usually, there are four types of reinforcement methods that managers or educational administrators do use in motivating or modifying the behavior of subordinates in schools. The fixed ration schedule, fixed interval schedule, variable ration schedule and variable interval schedule.

A fixed-ration schedule is a schedule in which reinforcement is provided after a certain, or fixed number of responses have made. A common example of a fixed-ration schedule is the piece-ration incentive system, such as when a person receives five naira, for every five hundred envelopes stamp.

A fixed interval schedule is one in which rewards or reinforcement are provided after a fixed passage or amount of time or interval must have elapsed between the last reinforced behavior or performance that would be reinforced next. This method is usually applicable to big business organizations.

The variable – ration schedule; “special bonuses are examples of a variable – ration schedule, because in more case they vary in amount and timing depending on the profit of the company (Middlemist and Hitt, 1981). “A variable-interval schedule is one in which reward is given at the end of randomly determined intervals of time. That is, reinforcement is provided after a varying amount of time has elapsed between the last reinforced behavior and the behavior that will be reinforce next. An example is a principal who takes random walks through the classrooms on an average of twice a day, taking note of outstanding performance, lazy performance, noisy classes and classes where teachers are absent. The variable-ration schedule and the variable-interval schedule tend to produce responses that are steady vigorous and resistant to extinction.

However, some critics argue that the idea of rewarding or reinforcing performances. It invariably means that this method especially the negative reinforcement tends to manipulate one person to fit their concept of the ideal employee.

This critical point has the tone of inhumanity, they actually do not fall within the context of welfare, needs of the people. This kind of manipulation would neglect the importance of intrinsic rewards such as the feeling and challenges of doing a good job by its own emphasis and reliance on extrinsic rewards such as pay and promotion.

**Theory X and Y**

Douglas McGregor (1960) in his book “The human side of enterprise has instituted that man is more likely to be dominated by either theory X or theory Y. Theory X is based on three propositions. Management is responsible for organizing the enterprise with capital materials, equipment and people in the interest of economic ends. Also in respect of people in an enterprise, theory X: He postulated that human being have a tendency to dislike work and avoid it, if possible. As a result, human beings have the tendency to work hard only when controlled, directed, threatened with punishment to get them put forth adequate effort toward the achievement of organizational goals (Douglass McGregor, 1971). It was Douglas McGregor’s theory that the average human being does not want to accept responsibility because he possesses little initiative but wants security.

The underlying assumptions of theory X are that: man’s wants and needs are limitlessly arranged in hierarchical order. The satisfaction of one need creates another. Man’s needs from cradle to the grave are never met.

The school administrator/principal who believes in theory X will tend to stress organizational patterns and norms – making sure that the individual employers follow rigidly the established pattern of work. Douglass McGregor went on to argue, that with the improvement in working conditions and in standards of living, certain basic needs are met.

Theory Y: takes quite the opposite stand, theory Y assumes that man is not as lazy as is thought under Theory X. He has initiative and is willing to learn and work when the situation and condition are conducive to work. Human being does not only work but promotes the achievement of the organizational goal through:

1. The exercise of a high degree of imagination, ingenuity, creativity, in the solution of organizational problems.
2. The exercise of intellectual potentialities, which are partly utilized.

What this means is that the human being does not have to be forced to do a better job. He is capable of accepting responsibility and giving leadership to others. This pattern of administration follows a democratic pattern of leadership and motivation of workers. The theory if properly followed and utilized, it will help the principals/teachers in effective performance of their job in return giving a proper satisfaction of the job.

The education authorities should provide enough incentives like regular payment of salary, allowance, pensions and so on that would motivate principals/teachers to perform their jobs effectively and efficiently without any force.

One of the most important theories of motivation are the Porter and Mills theory of motivation. Porter and Mills (1974) suggested that there are three major variable in organizations that affect motivation. These variables are the individual (characteristics, job characteristics, the attitudes of the employee’s tasks) such as the amount of responsibility the individual is given and work situation characteristics. This refers to the individual in his or her work environment. It is expedient to note that in this theory, there should be an effective relationship between these variables in an organization. This would promote an effective source of motivation in an organization or institution.

**Herzberg Two-Factor Theory**

Herzberg and his associates identified two categories of factors that are related to job satisfaction. The emphasis of this project work, would be directed in knowing the factors that have been propounded by Herzberg in knowing what factors lead to motivation. They include achievement, recognition for achievement, responsibility achievement (promotion) and the possibility of personal growth. He was of the opinion that that these factors encourage strong motivation, satisfaction and good job performance.

Herzberg was of the opinion that motivational factors are related to work itself and saw the need for job enrichment. Job enrichment as suggested formally by Herzberg involves building into individual jobs greater scope for personal achievement, recognition and responsibility he says are good in strengthening motivational factors.

It is however pertinent to note that Herzberg reduced Maslow’s five need level to two distinct levels and the motivational factors are equivalent to Maslow’s higher order needs (esteem and self-actualization).

However, despite the significant explanations of Herzberg theory, it has been considered as an over-simplification, as well as between the sources of job satisfaction, and dissatisfaction. Dunnette, Campbell and Henkel (1967) states that result have shown that Herzberg two-factor theory is a grossly over simplified portrayal of the mechanism by which job satisfaction or dissatisfaction comes about. Satisfaction or dissatisfaction can reside in the job context, the content or both jointly. Moreover, certain dimension notably achievement, responsibility and recognition are more important for both satisfaction and dissatisfaction.

Another major sticking criticism of the dual factors theory is that it is methodologically-bound, this means that the story telling critical incident method determines the results. Scholars maintain that this theory yield findings that would not emerge from other methods, the more methodology deviates from that used by Herzberg, the more variable the results.

A major criticism of Herzberg framework theory is that the method may thus cause people to recall the most recent experience. This is why Korman (1991) notes that the recency of events bias of not been able to recall the most recent job conditions is embedded in the methodology. Critics also claim that the major operational definitions used by Herzberg and his associates to identify satisfiers and dissatisfiers, are being inadequate. It was also asked whether satisfaction and dissatisfaction are really two distinct dimensions as claimed by Herzberg. This is so because they are some factors that can contribute to both satisfaction and dissatisfaction. Researchers have also claimed that motivators also contribute to dissatisfaction. While dissatisfied factors contribute to satisfaction (Hellriegel and Sloam Jr, 1996).

It has also been found out by Dunnette,, Campbell and Henkel (1999), Salancik and Pheffer (2000) that the critical incident method might result in a kind of reconstructed logic, a pattern of reasoning that follows rather than precedes a conclusion.

2.6 **Equity Theory**

The equity theory by theories like Stoyer have said that the theory is based on thesis that a major factor in job motivation, performance and satisfaction is the individuals evaluation of the equity or fairness of the rewards, he or she is receiving. Hodgetts and Altman (1997) point out that the theory holds that in order to be motivated, people should believe that the rewards they are receiving are fair.

Hodgetts and Altman have defined that there are two types of comparison in the comparison process of equity theory. One of the types stipulate that the perceived fairness of what the person does (inputs) compared with what the person receives (outcomes). While the second comparison process involves the individuals’ comparison of his or her job input/outcome ratio with those of others is similar work situations.

Subsequently, this theory stipulates that equity exists when employees perceive that the ratios of their inputs to outcomes are equal to the ratios of other employees, while inequity occurs when there is an imbalance between the ratios as a result of the comparison process.

Against this background of what has been said of inequity exists where there is a state of tension. An employee would be under rewarded that is (inputs exceed outcomes). According to the theory, this would mean that the employee will try to reduce the inequity by reducing or exerting less efforts.

Garrel and Dittrich (2000) are of the opinion that reactions that would come up in an attempt to reduce the inequity, would mean increased dissatisfaction, of quitting the job for a more equitable one.

Implication of this theory to educational administrator is that teachers’ attitudes about rewards could be explained and predicted. Invariably, this would enable administrators to know when to package incentives to satisfy teachers.

2.7 **Functions of Welfare Packages**

Basically, welfare package is a personnel function of any institution. This is linked to the total corporate objectives as defined in the corporate plan of the institution. This is in relation to the manpower and development policies of the particular institutions.

A welfare package includes wages and salary policy which must be aimed at attracting, retaining and motivating employees at all levels. This trend is like this, because the organization retains its employees, and is able to make the optimum use of their respective abilities.

However, welfare packages of different organizations and institutions have a purpose of gingering up employees, they would motivate teachers to achieve educational goals and objectives.

2.8 **The National Joint Negotiating Council for Teachers**

Subsequent to a nationwide strike by the members of the Nigerian Union of Teachers (NUT), the Federal Government set up the National Joint Negotiating Council for teachers in October, 1984. The Council was headed by Justice J.A. Adeferasin, the members include twenty government representatives, nineteen members of the Nigerian Union of Teachers (NUT), ten members of voluntary agencies, nine representatives of the Local Education Authorities. The term of reference were to consider the grading, remuneration (salary) and conditions of teachers and to make recommendations. However, the government refused to accept the scales recommended by the Council on the ground that they were too high and unrelated to the economic resources of the country. It rather approved an appropriate less salary scale.

2.9 **The Udoji Committee**

This committee was set up by the Federal Military Government under the headship of General Gowon. As a result of the oil boom, the Federal Military Government thought it best to increase welfare package of workers (teachers). However, this action led to a lot of money in circulation and subsequently led to inflation, and the influx of imported goods in the Nigerian market.

2.10 **Agitation of Teachers’ Salary Advancement (TSA)**

The agony of Nigerian teachers sought to bring to the attention of the different governments of the federation their needs for special salary scales, due to predicaments of the teachers in Nigeria in the past few years over many vital issues which indirectly negatively affect their professional competence. The teachers agreed that the huge resources the different governments of the federation spent on “Education” would not worth it, if teachers are maltreated and neglected, that no one with an alternative would like to stay a day longer in the noble profession of teaching.

Amongst the grievances of the Nigeria teachers highlighted by the union was delay in the payment of teachers’ salaries and allowances. The situation was the one where teachers are forced to look for other means outside their professional calling to make ends meet.

These series of agitations have subsequently led to the concern show by government, there has been an intensification on the part of government to pay salaries on time or at when due, and with consultation of the unified teaching services to increase salaries and allowances.

2.11 **Procedures on Retirement and Other Exits in the Teaching Service**

As part of a good teacher’s welfare package, there exists different exit in the unified teaching service of Edo State. Exits are categorized as voluntary or mandatory, usually the mandatory type of service is a situation where a serving officer is required by law to retire on the attainment of sixty years of age or 35 years of service which ever is earlier. The law guiding voluntary exits provides that an officer can resign his appointment if he must leave before his fifth year, he is not entitled to any benefits. Also if an officer leaves after putting five years or more in service, but less than ten years, his exit is classified as withdrawal of service, he would be entitled to one year salary as his gratuity package.

Officers who have put in ten years and more but less than thirty-five (35) years equality to apply for voluntary retirement, this entitles them to gratuity and at forty-five years of age, he or she is entitled to pension benefits as well.

At these current regulations of former provision of the decree 102 of 1979 and are the result of the review of pension benefits by establishment circular Ref. No. 63304/XIII 879 of 29th June, 2006.

There is also provision that a deceased officer is entitled to death benefits according to his years of service before his death. Application for death benefit are undertaken by his legally recognized next-of-kin who are expected to notify the board through the same channel of communication, attaching certificates of next-of-kin and credentials. Also section 5 of Decree 102 provides that any officer who dies before qualifying for gratuity would have one year salary paid to his next-of-kin. He or she should also make appropriate application. A deceased officer that has served for ten years or more is entitled to his gratuity and pension for five years. Enrolments should be paid en-block to the next-of-kin.

However, it is important to note that welfare packages are direct policies from government. These policies are usually based on sound and past theories that have been propounded, invariably most welfare package are usually formed from most theories of motivation. Basically, welfare packages are formed for the purpose of motivation, job satisfaction and evaluation of job tasks.

These practical experiences of the quest for welfare packages by teachers and their subsequent reinforcement by various consecutive governments shows a determination to prove the importance of welfare packages on teacher job satisfaction.

However, in relation of Adams Smith theory of “Human wants are insatiable”, there is that need for a continuous review of welfare packages for teachers. This is inevitable because of the ever changing needs of human beings, and also the ever changing economic trend dictates that there is always an economic review of government teacher welfare packages. This would enable Educational Administrators meet their contemporary commitments in the area of teacher welfare package on teacher job satisfaction.

2.12 **Concepts and Definition on Job Satisfaction**

The concept of job satisfaction, as stated by Olatunyi (1971) is a compound of various attitudes which a teacher has and exhibits towards his work situation. In other words, as stated by Hoppock (1971), “satisfaction derives from a combination of psychological, physiological and environmental circumstances”. Satisfaction, as used here, is more or less synonymous with contentment. It results from the absence of the welfare packages.

According to Getzels when the needs of the individual and the expectation of the individual are met, there is a feeling of satisfaction and belongingness in the system”. However, needs and expectation rarely, if ever, coincide. Hoppock (1971), had this to say “a person may be satisfied with one aspect of his job and dissatisfied with another”. Therefore, it is not possible to attain maximum satisfaction, rather there are degrees of satisfaction with welfare package.

Campbell (1958) conducted a study regarding the relationship between welfare packages on teacher job satisfaction. In one of the four formulated and tested hypotheses, he stated that teachers with a high degree of welfare package with enhanced higher job satisfaction then those with low degree of welfare packages.

2.13 **The Effect of Welfare Practice on Job Satisfaction**

The effect of employee relations is to meet the need of change by studying human behavior technology and the social system. There is usually a concept of overall change as illustrated by Likert, he says that an organization seeks to apply the results of research dealing with leadership, management motivation and organization performance, these are application and not an atomistic modification.

2.14 **Summary of Review of Literature**

This chapter has reviewed related theories on job satisfaction and motivation as it affects welfare packages of teachers. The significance of review of literature cannot be over-emphasized. It throws light on how best welfare package could be arranged for teachers’ motivation. This would in turn lead to their job satisfaction. This review has shown how best theories on motivation could be used and applied at the appropriate time. If teachers are motivated, they would be in a better perspective to carry out their duties effectively. The goals and objectives of the National Policy on Education would be carried out effectively and efficiently.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter dealt with the techniques that were used to obtain data in studying the impact of teacher’s welfare package on job satisfaction in Orhionmwon Local Government Area of Edo State.

3.1 **Research Design**

The descriptive research method was used in carrying out this study. Descriptive research involves data collection so as to answer questions concerning the problem of the teacher’s welfare package on job satisfaction in Orhionmwon Local Government Area of Edo State.

3.2 **Population**

The population used for this study included all the secondary schools and teachers in the eight secondary schools in Orhionmwon Local Government Area of Edo State.

3.3 **Sample and Sampling Technique**

A total number of 80 (eighty) teachers were sampled. In selecting the sample for this study, the random sampling technique was used to select the schools and teachers. Eight schools were used. The researcher drew a random sample of ten (10) teachers from each of the selected schools.’

3.4 **Research Instrument**

The instrument used in the collection of data was the questionnaire. The structured questionnaire was used to ask necessary questions. The questionnaire consisted of two sections; Section A covered the personal data of the respondents and the Section B, contained statements and questions intended to bring forth responses that would help the researcher find out the level at which the teacher’s welfare packages has influence the teacher’s job satisfaction in Orhionmwon Local Government Area.

3.5 **Validity of the Instrument**

The researcher in order to validate the instrument sought for the assistance of her supervisor who is an expert in the field of study under concern. He willingly read through the content and made meaningful suggestions, corrections, as well as restructured some items which were incorporated in improving the research question and content. The instrument was then deemed valid for the study.

3.6 **Reliability of the Instrument**

The split-half method of reliability was adopted to determine the internal consistency of the instrument used. A reliability coefficient of 0.05 was obtained in the process and this was deemed high enough to establish the reliability of the instrument for the study.

3.7 **Method of Data Collection**

The researcher personally administered the questionnaire to the respondents in their respective offices after explanation was given in the areas that were likely to be confusing. Respondents were given opportunities to ask questions as regards clarification. The researcher also retrieved the questionnaire in the same manner in which it was administered after some hours. The researcher observed a morality of two which was relatively insignificant.

3.8 **Method of Data Analysis**

In analyzing the collected data to the research questions, they were grouped into tables accordingly. Then statistical analysis was conducted through the use of simple percentage.

**CHAPTER FOUR**

**ANALYSIS AND INTERPRETATION OF DATA**

This chapter dealt with the analysis and interpretation of data collected from the respondents.

The chapter consisted of two sections. Section A was testing of hypotheses and Section B was discussion of 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** | **X2** | **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** |

α = 0.05

Table 1 above showed that out of the 78 respondents that provided complete information about the items, number of respondent 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, α = 0.05 a X2 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 package 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** | **X2** | **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** |

α = 0.05

Table 2 above showed that out of the 78 respondents that provided complete information about the items, number of respondent 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, α = 0.05 a X2 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: Chi-square analysis of attitude of principal does not significantly have influence on teachers’ job satisfaction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Responses** | **Observed Frequency** | **Expected Frequency** | **df** | **X2** | **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** |

α = 0.05

Table 3 above showed that out of the 78 respondents that provided complete information about the items, number of the respondent 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, α = 0.05 a X2 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.

**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** | **X2** | **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** |

α = 0.05

Table 4 above showed that out of the 78 respondents that provided a complete information about the items, number of respondent 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 significantly and testing at df = 1 α = 0.05 a X2 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.

4.2 **Discussion of Findings**

The findings from research question and the four hypotheses formulated and tested in this chapter revealed that:

Findings from Table 1 showed that welfare package do significantly have influence on teachers’ job satisfaction. This could be as a result of recent increase in salary of teachers (i.e. Teachers Salary Advanced (TSA) by government of the day trying to encourage teachers in order for them to have job satisfaction.

Findings from table 2 showed that gender does significantly have influence on teachers’ job satisfaction. This means that male and female do not have the same job satisfaction.

Finding from table 3 also revealed that attitude of principal does not significantly have influence on teachers’ job satisfaction. This means that the attitude of the principal remains the same among teachers on their job satisfaction.

Finally, findings from table 4 revealed that government policies do significantly have influence on teachers’ job satisfaction. This means improvement on government policies will go a long way to improve teachers’ job satisfaction.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter dealt with the summary of findings, conclusion and recommendations.

**5.1 Summary of Findings**

The aim of this study was to examine the impact of teacher’s welfare package on teacher job satisfaction in secondary school in Orhionmwon Local Government Area of Edo State. Drawing from the findings:

1. Welfare package significantly have influence on teachers’ job satisfaction.
2. There is no gender disparity on teachers’ job satisfaction.
3. The attitude of principal does not have influence on teacher’s job satisfaction.
4. Government policies do not significantly have influence on teacher’s job satisfaction.

5.2 **Conclusion**

Based on the findings in the research, the researcher came to the conclusion that welfare package has influence on teacher’s job satisfaction.

5.3 **Recommendations**

Based on the findings and the conclusion above, the researcher was led to proffer the following recommendations:

1. Members of an organization should be given job satisfaction by increasing their welfare package.
2. Government policies should be improved on in order to motivate best performance of the teacher in teaching and learning process.

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**APPENDIX**

**QUESTIONNAIRE**

**UNIVERSITY OF BENIN,**

**FACULTY OF EDUCATION,**

**DEPARTMENT OF EDUCATIONAL STUDIES AND MANAGEMENT**

This particular questionnaire is on the analysis of teacher welfare packages on job satisfaction in schools, that make up Orhionmwon Local Government Area of Edo State.

This study is being carried out in the Faculty of Education for M.Ed. project of the University of Benin. Please give your honest opinion or answer on each statement. Your answers are confidential.

**SECTION ONE**

**INSTRUCTION:** Please read through the statement below and tick (√) the appropriate response:

1. Sex: Male [ ] Female [ ]
2. Age: Under 40 years [ ] 40 years above [ ]
3. Highest Educational Qualification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Teaching experience: 0 – 10 years [ ] 10 years and

above [ ]

**SECTION TWO**

Please indicate with a tick (√) against each point, your assessment using this four (4) point Likert Scale:

1. SD - Strongly Disagree
2. D - Disagree
3. A - Agree
4. SA - Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement** | **SD** | **D** | **A** | **SA** |
| 1. | Bonus and wages paid to staff have influence on teacher’s job satisfaction in Orhionmwon Local Government Area. |  |  |  |  |
| 2. | Salaries paid to staff have influence on teacher’s job satisfaction in Orhionmwon Local Government Area. |  |  |  |  |
| 3. | Travelling allowances made available to staff have influence on teacher’s job satisfaction in Orhionmwon Local Government Area. |  |  |  |  |
| 4. | The participation of male and female in making important decision in the school have influence on teacher’s job satisfaction in Orhionmwon Local Government Area. |  |  |  |  |
| 5. | Does the principal’s behavior toward teacher have influence on teacher’s job satisfaction in Orhionmwon Local Government Area? |  |  |  |  |
| 6. | Does the principal gender have influence on teacher’s job satisfaction in Orhionmwon Local Government Area? |  |  |  |  |
| 7. | Does government participation in policy formulation of policy in education have influence on teacher’s job satisfaction in Orhionmwon Local Government Area? |  |  |  |  |
| 8. | Does government participation on policy implementation have influence on teacher’s job satisfaction in Orhionmwon Local Government Area? |  |  |  |  |