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TEACHERS' WELFARE PACKAGES AS CORRELATES OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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Abstract

The study examined Teachers' Welfare Packages as Correlates of teachers' Job Satisfaction in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised of 6,598 teachers in 267 public secondary schools in the study area. Simple random sampling techniques were used to sample 200 respondents. Self-structured questionnaire was used for data collection. 282 valid instruments were completed and retrieved after distributions. Data generated for reliability of the instrument was computed using Cronbach Alpha technique. The average coefficient values of 0.82 for Competitive Salary Questionnaire (CSQ), 0.84 for Comprehensive Benefits Questionnaire (CBQ) and 0.81 for Teachers' Job Satisfaction Questionnaire (TJSQ) are considered highly reliable and suitable for the study. Pearson Product Moment Correlation coefficient (r) was used to answer the research questions. The hypotheses were tested at 0.05 level of significance using test of significance of Pearson product moment Correlation Coefficient. The p -value was used to determine the significance of dependent variables in all hypotheses. The findings of the study showed that there is correlation between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State. Based on the findings, the study concluded that teachers' welfare packages correlates to teachers' job satisfaction. The study, therefore, recommended that the state government and educational authorities should consider enhancing the welfare packages provided to teachers. Ensuring that welfare packages are competitive and commensurate with the demands of the teaching profession can significantly boost job satisfaction.

Keywords: Welfare Packages, Job Satisfaction Teacher and Public Secondary Schools.



Introduction

Teachers are crucial stakeholders in the Secondary education system in Nigeria, and their role in creating and imparting knowledge cannot be overemphasized. Teachers are responsible for translating educational policies into practical school activities, interact with students on daily basis, and play a crucial role in guaranteeing that the intended educational outcomes are achieved. Because of the central role that teachers play in the educational system, the FRN (2014) policy was developed, which states that no education can surpass the calibre of its teachers and suggests some measures to improve the efficient and effective instruction profession. These steps include maintaining a functional and motivated teacher workforce in the educational system through recruitment of qualified teachers and enhancing their welfare. Surprisingly, there seems to be a wide difference between policy formulation and policy implementation with regards to how teachers are maintained and motivated in the educational system. It is disconcerting to consider that a nation with 267 public secondary schools may be suffering from a shortage of skilled, dedicated, and productive educators. Given this scenario, it seems there are current public outcry regarding dearth of qualified teachers as many secondary schools in the state lack instructors in major academic areas including Mathematics, English Language, Physics, Chemistry, and so forth. The researcher observes it in Anambra State that some secondary schools have inadequate teachers to teach all the subjects offered in the schools, while others do. The problem of teachers' job satisfaction though a worldwide educational issue seems to constitute a big problem in Anambra State.

Teachers' job satisfaction is an action taken to control teachers' turnover (teachers' mobility and attrition) by ensuring that teachers do not sign at least one additional contract anywhere beyond their initial contract with the school system (Kelly, 2014). Teacher job satisfaction is the degree of fulfillment a teacher derives from their job, varying from person to person based on expectations, needs, and perceptions. Job satisfaction encourages dedication and enhances productivity at work (Obi et al., 2022). It can be approached from a faceted approach that focuses on specific job components, and a global approach that considers attitudes, feelings, and emotions regarding the overall work experience. It may involve all practices aimed at maintaining a functional teacher workforce in school, such that they become unwilling to move out to other professions (attrition) or move voluntarily to other schools (mobility). The tendency for teachers to leave the school system seems to be heightened where there is low teachers' usage, absence of clear career path, financial insecurity, and poor compensation, etc.

The issue of lack of job satisfaction among teachers in public secondary schools in Anambra State has become a significant concern for educational stakeholders, as it affects both teacher performance and student outcomes. Various factors contribute to this dissatisfaction, including inadequate salaries, poor working conditions, and limited opportunities for professional



development. This can be achieved by providing good teachers welfare packages. When teachers are encouraged with welfare packages, their moral to work will be high. Teachers' job satisfaction is a critical aspect of the educational landscape, profoundly impacting various stakeholders, including students, administrators, and the wider community (Ibezim, 2020). At the heart of effective teaching lies the passion and dedication of educators.

When teachers experience high levels of job satisfaction, they are more likely to be engaged in their work, leading to better student outcomes. A satisfied teacher is often more motivated to invest time and effort into lesson planning, instructional delivery, and student support, resulting in a positive learning environment where students thrive academically and socio-emotionally. Moreover, job satisfaction among teachers has far-reaching implications for retention and turnover rates within the education sector. Satisfied teachers are more likely to remain in their positions and in the teaching profession overall. Lower turnover rates not only provide stability within schools but also contribute to the continuity of relationships between teachers and students, which is crucial for academic progress and social development. Conversely, high rates of teacher turnover can disrupt school environments, impede educational progress, and incur significant costs for recruitment and training of new staff.

Furthermore, teachers' job satisfaction influences the overall morale and culture within educational institutions. Satisfied teachers are more inclined to collaborate with colleagues, participate in professional development activities, and contribute positively to the school community. This collaborative ethos fosters a supportive and cohesive work environment, which not only benefits teachers but also enhances the overall quality of education provided to students. Conversely, low levels of teacher job satisfaction may lead to increased tension among staff, reduced morale, and a negative organizational climate, ultimately impacting student experiences and outcomes. Satisfied teachers are more likely to stay in their positions, reducing turnover rates and maintaining institutional stability (Gu *et al.*, 2018). Additionally, job satisfaction among teachers has been linked to higher levels of teacher efficacy, commitment, and engagement, all of which positively impact student achievement (Lu *et al.*, 2019).

However, low job satisfaction can have detrimental effects on teachers and students alike. Dissatisfied teachers may experience higher levels of stress, emotional exhaustion, and burnout, leading to reduced effectiveness in the classroom and lower job performance (Yin & Lee, 2018). Teachers' low job satisfaction has significant effects that can reverberate throughout the educational system. When teachers are dissatisfied with their jobs, it can have detrimental consequences for both educators and students. These effects include decreased motivation and engagement among teachers, higher turnover rates, reduced teacher effectiveness, negative impact on student motivation and achievement, a compromised school climate and culture, and a decline in professional development and innovation. Low job satisfaction diminishes teachers' motivation



and engagement in their work. When educators are dissatisfied, they may become less enthusiastic about their teaching responsibilities, leading to reduced effort and energy in lesson planning, instruction, and student support. Consequently, this can negatively impact students' learning experience and academic progress.

Low job satisfaction often Correlates with higher turnover rates among teachers. When educators are dissatisfied with their jobs, they may seek opportunities elsewhere or even leave the teaching profession entirely. This turnover disrupts continuity and stability in schools, resulting in increased recruitment and training costs for new teachers. Moreover, frequent turnover can impact the relationships between teachers and students, as students may have to adjust to new teachers on a regular basis. Nwoko (2018) explained that low job satisfaction compromises teachers' effectiveness in the classroom. When educators are dissatisfied, they may struggle to maintain high instructional quality, provide timely feedback, and effectively manage the learning environment. Consequently, this can lead to decreased student engagement, lower academic achievement, and diminished educational outcomes.

The researcher defined teachers' job satisfaction as the level of contentment, fulfillment, and overall positive feelings that teachers experience in their profession. Intrinsic job satisfaction stems from the joy, fulfillment and personal meaning found in job responsibilities. Job autonomy, skill variety, work relevance, feedback, creativity, innovation chances, and the ability to apply one's own skills are all factors that promote intrinsic job happiness. High job satisfaction can lead to increased engagement, motivation, and commitment to teaching, enhancing the quality of education. Conversely, lack of job satisfaction can result in burnout, disengagement, and a diminished sense of well-being, impacting secondary school teachers' attitudes toward their jobs

In recent years, there has been a growing recognition of the need to prioritize teachers' well-being and job satisfaction. Educational institutions and policymakers have started implementing initiatives to improve teachers' working conditions, provide adequate support systems, and foster a positive school culture. For example, mentoring programs, collaborative professional learning communities, and flexible work arrangements have been introduced to address the diverse needs of teachers (Ingersoll & Strong, 2018). Additionally, promoting a positive work-life balance is crucial for enhancing teachers' job satisfaction. Creating policies that allow for sufficient time for personal and family responsibilities, as well as opportunities for self-care and rejuvenation, can contribute to teachers' overall well-being and job satisfaction (Nagasawa, 2020). Teachers are essential contributors to society, playing a crucial role in educating and shaping the future generations. Ensuring their well-being and job satisfaction is vital for maintaining a high-quality education system. The concept of a comprehensive welfare package for teachers encompasses various elements, including financial compensation, benefits, work conditions, and support mechanisms.



Welfare package refers to the monetary and non-monetary system adopted by some institutions to reward subordinates on their efforts. Fozia and Sabir (2016) informed that welfare packages is the remuneration for workers that contain provision for vacation state relocation expenses, paid holiday, staff training, transportations and many others. Welfare packages refer to the benefits, apart from regular salary, provided to employees by their organizations. These benefits can include health insurance, housing allowances, paid vacations, retirement benefits, transportation allowances, bonuses, and more. Ogu, (2016) submitted that the purpose of welfare packages is to encourage teachers to work harder on their assigned tasks by offering them financial or non-monetary rewards. The primary aim of welfare packages package is to improve the overall well-being of employees, fostering a sense of loyalty, enhancing job satisfaction, and ensuring that the organization remains competitive in attracting top talents (Ajayi & Ogunyemi, 2016). Teachers' welfare packages helps in the teaching and learning process, it leads to increased effort and energy, enhances cognitive processing, increases initiation of and persistence in activity, determines what consequences are reinforcing and it can also-lead to improved performance (Ategwu, 2018). However, motivated teachers always look for better ways to do their teaching job and as a result, they are more productive, therefore, it means the motivated teachers are determined to give their best to achieve the maximum output if they are satisfied. Teachers will do better in the discharge of their duties if they are satisfied with their job and the condition of their job. This will increase their productivity hence their welfare packages are quantified or commensurate with their job.

Teachers, like any other professionals, greatly value welfare packages. In the context of education, welfare packages might also encompass training opportunities, subsidized education for their children, sabbatical leaves, or even reduced workload periods. Given the inherently stressful nature of teaching, with responsibilities like managing large classes, addressing diverse student needs, and meeting administrative requirements, a comprehensive welfare package can play a crucial role in ensuring job satisfaction among teachers (Oluwole, 2015).

In the school system, welfare package has the capacity to arouse teachers' motivation, satisfaction and disposition to perform at the peak of their ability, thus, may reduce the tendencies for teachers to leave the school system for other professions or jobs. Dixit and Bhati (2015) maintain that bad rewards package has been a crucial issue determining employees' commitment, productivity and retention in an organization. Poor compensation, inadequate opportunity for development, irregular promotion, incompatible welfare package, poor working condition, financial insecurity and absence of clear career path may trigger teachers' dissatisfaction and negative behaviour among workers. In Anambra State, there have been issues of irregular payment of teachers' salaries, poor salary structure, irregular promotion, nonpayment of promotion arrears, poor training programmes for teachers, personal and professional development and nonpayment of allowances due to teachers on time, may legally explain the observed negative work behaviour of teachers in public secondary schools in Anambra State. Teachers' satisfaction, motivation, commitment,



performance and disposition to stay in any school organization are largely influenced by incentive package/management put in place by the school system (Ogu, 2016).

Educational institutions may be at risk when workers are underpaid, not compensated for incidental contributions, promotions are delayed excessively, the workplace is uninspiring and teachers are not exposed to new information in their areas of expertise (Besong, 2015). It means that the welfare package applied by the school system has significant implication on how the system is able to enhance teachers' retention in schools and reduce their mobility to other jobs for better offer. When teachers are recognized for extra efforts, compensated based on performance, promoted as at when due, provided with conducive work environment and functional facilities, and given compatible welfare packages and so on, they tend to be happy and express readiness to stay in the school system and exhibit positive attitude towards their task in schools. On the other hand, when teachers' promotion is delayed, no adequate welfare package, teachers are not properly recognized for extra effort exerted on their jobs, compensation is not commensurate with performance and so on, teachers tend to leave either the teaching profession in search for better offers or exhibit all manner of negative attitude in school. However, recognition, fringe benefit regular promotion, conducive work environment, compatible welfare scheme, and in-service training are incentive packages that may have implications on teachers' retention in the school system.

The provision of different welfare packages to teachers by their employers is to improve the level of teachers' health status and increase their happiness to make them to be saved from certain hazards that will prevent them from performing their job efficiently. Jepkemoi (2019) opined that provision of welfare services to teachers could increase the level of their job fulfillment and satisfaction that may improve their job performance and students' academic performance. Dessler (2018) observed that welfare packages are provided to employees to in order to keep their motivation level high. Securing high level of motivation from teachers through welfare services could bring about effective job performance needed for achieving high academic performance by students. The essence of welfare services in an educational system is to meet the needs of teachers for the purpose of inspiring them to work very hard towards the attainment of educational goals. The basic idea behind the provision of welfare packages to teachers is to enhance effective teaching that will lead to an improvement in the academic performance of students.

However, it is important to note that while a comprehensive teachers' welfare package is crucial, it should be viewed as part of a broader approach to improving the educational ecosystem. The welfare package is not only beneficial for teachers themselves but also serves as an effective approach to improving the overall educational ecosystem. By providing a comprehensive welfare package, educational institutions and policymakers can create an environment that supports the well-being and professional growth of teachers, which in turn positively impacts the quality of



education. A well-designed welfare package helps attract and retain highly qualified teachers. In today's competitive job market, offering competitive salaries, comprehensive benefits, and supportive work conditions is crucial for attracting talented individuals to the teaching profession. By providing an attractive welfare package, educational institutions can increase the pool of qualified candidates and ensure that the best teachers are recruited. Moreover, when teachers feel valued and supported through a comprehensive welfare package, they are more likely to stay committed to their profession and remain in the education system, leading to greater stability and continuity in schools. Ezenwagu (2022) maintained that an effective welfare package contributes to enhancing teacher motivation and job satisfaction. When teachers feel that their efforts and contributions are recognized and rewarded through elements such as career advancement opportunities and performance incentives, they are more likely to be motivated to excel in their roles. This motivation translates into increased dedication, enthusiasm, and innovative teaching practices, ultimately benefiting students and improving the quality of education. Additionally, a welfare package that supports work-life balance and provides professional development opportunities ensures that teachers have the necessary support and resources to continuously improve their skills, resulting in enhanced teaching effectiveness.

A strong welfare package can foster a positive and collaborative work culture within educational institutions. By promoting supportive work conditions, such as effective communication channels, shared decision-making, and a sense of community among teachers, the welfare package encourages collaboration and teamwork. When teachers feel supported and empowered, they are more likely to engage in professional collaboration, sharing best practices, and collectively working towards the common goal of providing high-quality education. This collaborative culture creates a conducive learning environment for both teachers and students.

The researcher defined welfare packages as the physical, mental, moral and emotional well-being of workers which enable them to perform their job with high level of commitment and dedication. Quality welfare packages could help to influence good fortune, good health, happiness and the general well-being needed to help teachers perform their teaching job in a manner that is capable of facilitating high academic performance among students. However, the study by Okoh and Osho (2021) emphasized the influence of factors such as competitive salary, comprehensive benefits, conducive work environment, career advancement opportunities, and recognition on teachers' job satisfaction. Furthermore, Iyala, & Sani (2022) categorized welfare packages into maternity benefits, social insurance services, competitive salary, gratuity, pension plan, rehabilitation measures, Fringe benefits or comprehensive benefit, supportive work condition, education facilities, housing schemes, career advancement opportunities, recognition and reward, recreational facilities like sporting facilities, cultural activities and transportation arrangements. Therefore, within the context of this study, the researcher focused on these aspects of teachers' welfare packages: competitive salary and comprehensive benefits.



Competitive salary is a crucial component of teachers' welfare packages and plays a significant role in attracting and retaining high-quality educators within the profession. Teachers' salaries have a direct impact on their job satisfaction, as fair and competitive pay serves as a recognition of their skills, qualifications, and contributions to the education system (Zhang, 2019). Moreover, studies have found that teachers who receive higher salaries are more likely to be motivated, committed, and effective in their roles (Opferet *al.*, 2021). The competitive salary not only helps in attracting and retaining talented teachers but also addresses the issue of teacher shortages in many educational systems. Ingersoll and Strong (2018) stated that offering competitive salaries is crucial for mitigating the challenges associated with teacher turnover and recruitment difficulties. Higher salaries make the teaching profession more attractive to potential candidates, encouraging talented individuals to pursue careers in education. By providing a competitive salary, educational institutions can create a positive perception of the teaching profession, leading to a larger pool of qualified individuals interested in joining the field. Furthermore, a competitive salary recognizes the value and importance of the teaching profession in society. Hargreaves and Fullan (2019) argued that offering competitive compensation to teachers reflects the acknowledgment of their vital role in shaping the future generations and contributes to raising the status of the profession. This recognition can boost teachers' morale, job satisfaction, and commitment to their work. Additionally, competitive salaries can help reduce income disparities between teachers and professionals in other fields, ensuring that educators are fairly compensated for their expertise and dedication. Regarding the present study, the researcher saw competitive salary as a compensation structure that is on par or comparable to salaries offered in similar professions or industries.

Comprehensive benefits are an essential component of teachers' welfare packages, providing crucial support and security for educators. Access to comprehensive benefits such as health insurance coverage, retirement plans, and other financial incentives contributes to teachers' overall satisfaction and commitment to their profession (Borg and Riding, 2018). These benefits provide a sense of security and stability, addressing the financial and healthcare needs of teachers and their families. Health insurance coverage is a key aspect of comprehensive benefits that significantly impacts teachers' well-being. Studies have shown that teachers who have access to quality healthcare benefits experience higher job satisfaction and lower stress levels (Zhang & Chen, 2019). Having comprehensive health insurance ensures that teachers can seek medical care when needed, reducing concerns about healthcare costs and allowing them to focus on their work and professional growth.

Additionally, health insurance coverage plays a vital role in attracting and retaining teachers, as it is seen as a valuable benefit that contributes to overall job satisfaction. Retirement plans are another crucial aspect of comprehensive benefits for teachers. Educators invest their careers in shaping the future of students, and providing retirement plans acknowledges their long-term commitment and helps secure their financial future. Opferet *al.* (2021) highlighted the importance



of retirement benefits in promoting teacher retention and job satisfaction. Having a reliable retirement plan gives teachers peace of mind, knowing that their efforts and dedication will be rewarded with financial stability during their retirement years. In addition to healthcare and retirement benefits, comprehensive packages may include other financial incentives such as bonuses, performance-based rewards, or allowances for professional development. These components contribute to teachers' overall job satisfaction, motivation, and professional growth. They recognize and reward teachers' accomplishments and encourage continued excellence in their teaching practices. In reference to the present study, the researcher sees comprehensive benefits as a range of additional perks and support provided to educators beyond their basic salary.

Teachers' welfare package is an essential factor that can significantly influence the job satisfaction of educators in the Anambra State. Job satisfaction among teachers is crucial as it directly affects their motivation, performance, and overall well-being, which, in turn, impacts the quality of education provided to students. In the Anambra State, understanding the relationship between teachers' welfare package and job satisfaction is of utmost importance. Factors such as competitive salary, comprehensive benefits, supportive work conditions, career advancement opportunities and recognition are all integral components of teachers' welfare package that can significantly impact their job satisfaction. Teachers' job satisfaction, therefore, is a function of ability, motivation and opportunity. Organization all over the world are so particular with employee satisfaction; teacher job satisfaction is not an exemption. Teacher job satisfaction is hence, a vital aspect in education sector globally. The quality of education in any country depends entirely on its teaching workforce as shown clearly in the execution and satisfaction they derive from their job. Therefore, teachers' welfare packages must be systematically planned, supported, funded and researched to guarantee the effectiveness of this process. Thus, this study becomes important to address key issues such as teachers' welfare packages in Nigeria context, to know how effective it is and how they have been influencing the service delivery of teachers in public secondary schools in Anambra State, Nigeria. Therefore this study intends to examine teachers' welfare packages as correlates of teachers' job satisfaction in public secondary schools in Anambra State.

Statement of the Problem

The issue of lack of job satisfaction among teachers in public secondary schools in Anambra State has become a significant concern for educational stakeholders, as it affects both teacher performance and student outcomes. This low level of job satisfaction among teachers especially in the public school has both direct and indirect implication on the student's performance. There is some time to find the good substitutes in the school when the experienced teachers leave the school. The high staff turnover rate has been attributed to the recent decline in the academic performance of schools. In Anambra State there is also a number of questions that can be asked if the factors that influence teacher job satisfaction in the schools are different from those of other



states. This study also found that some teachers in the secondary schools have demonstrated their lack of motivation to perform their duties by absenting themselves from school on one pretext or the other to engage in business activities.

The lack of job satisfaction among teachers in public secondary schools in Anambra State is a multifaceted issue that stems from inadequate salaries, poor working conditions, and limited opportunities for professional development, societal perceptions and insufficient administrative support. This can be achieved by providing good teachers welfare packages. When teacher are encouraged with welfare packages, their moral to work will be high. The present study, therefore, attempts to examine teachers' welfare package as Correlates of their job satisfaction in Anambra State.

Purpose of the Study

The main purpose of the study is to examine teachers' welfare package as correlates of their job satisfaction in Anambra State. Specifically, the study sought to:

1. identify the relationship between competitive salary and teachers' job satisfaction in Anambra State
2. examine the relationship between comprehensive benefits and teachers' job satisfaction in Anambra State

Research Questions

The following research questions guided the study:

1. What is the relationship between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the relationship between comprehensive benefits and teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State
2. There is no significant relationship between comprehensive benefits and teachers' job satisfaction in public secondary schools in Anambra State



Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study consisted of 6,598 respondents (1300 male teachers' and 5298 female teachers') in public secondary schools in Anambra State. The sample size is 324 respondents drawn using Simple random sampling technique. The instrument for the study was a self-structured questionnaire, titled "Teachers' Welfare Package Questionnaire (TWPQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instrument has three section A-C. Section A deals with the personal data of the respondents, while section B is divided in clusters with 10 items, and section C sought for the information on teachers' job satisfaction, with 10 items. The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

The questionnaire was administered to the respondents with the help of three research assistants. A total number of 309 (95%) were recovered while 15 (5%) were lost on transit or not properly filled. The reliability of the instrument was determined using Cronbach Alpha formula and average reliability coefficients of 0.82 for Competitive Salary Questionnaire (CSQ), 0.84 for Comprehensive Benefits Questionnaire (CBQ) and 0.81 for Teachers' Job Satisfaction Questionnaire are considered highly reliable and suitable for the study. Data were analyzed using Pearson Product Moment Correlation Coefficient to answer research questions while hypotheses was tested at 0.05 level of significance using test of significance of Pearson product moment Correlation Coefficient, In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using Correlation Coefficient based on Schober *et. al* (2018) as shown:

± 0.00 to 0.09	=	Negligible Correlation Coefficient
± 0.10 to 0.39	=	weak Correlation Coefficient
± 0.40 to 0.69	=	Moderate relationship
± 0.70 to 0.89	=	Strong relationship
± 0.90 to 1.00	=	Very strong relationship

The null hypotheses were tested at 0.05 level of significance and the decision rule is if the P -value is less than the significance level ($\alpha = 0.05$), REJECT the null hypothesis in favor of the alternative and If the P -value is greater than the significance level ($\alpha = 0.05$) fail to reject the null hypothesis.



Research Question 1: What is the relationship between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Pearson r on competitive salary and teachers' job satisfaction in public secondary schools in Anambra State

Variables	*N	Supervisory Functions	teachers' performance	job	Remarks
Competitive salary	282	1.00	.878		High
Job satisfaction	282	.878	1.00		

Source: Field work 2024

The results on Table 1 of the Pearson's correlation coefficient (r) of competitive salary as shown above indicates that competitive salary has a high prediction on teachers' job satisfaction in public secondary schools in Anambra State. The Pearson's correlation coefficient (r) .878 shows that there is positive prediction of competitive salary on teachers' job satisfaction in public secondary schools in Anambra State. This is an indication that a unit increase in competitive salary (from low = 0 to High = 1) leads to .878 increase in teachers' job satisfaction in public secondary schools in Anambra State.

Research Question 2: What is the relationship between comprehensive benefits and teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Pearson r on comprehensive benefits and teachers' job performance

Variables	N	disciplinary functions	teachers' performance	job	Remarks
Comprehensive benefits	282	1.00	.899		High
Job satisfaction	282	.899	1.00		

Source: Field work 2024

The summary of Pearson’s correlation coefficient (r) as shown on Table 2 indicates that there is high prediction of Comprehensive benefits on teachers’ job satisfaction in public secondary schools in Anambra State. This is shown by the correlation coefficient ($r = .899$) that shows a positive prediction of Comprehensive benefits on teachers’ job satisfaction in public secondary schools in Anambra State.

Test of Hypotheses

The study tested the hypotheses as enlisted below;

Hypothesis One: There is no significant relationship between competitive salary and teachers’ job satisfaction in public secondary schools in Anambra State

Table 3: Test of Significance of Simple Regression Analysis of the relationship between competitive salary and teachers’ job satisfaction

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
competitive salary	.878 ^a	.771	.767	7.829	248.457	.000 ^b	Sig.

Source: Field work 2024

The Table 3 above shows that the results of the simple regression analysis in the test of hypothesis one showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that competitive salary significantly correlates with teachers’ job satisfaction in public secondary schools in Anambra State. Furthermore, the R square value was .771, which also indicates that competitive salary significantly contribute 77.1% of teachers’ job satisfaction in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between comprehensive benefits and teachers’ job satisfaction in public secondary schools in Anambra State.

Table 4: Test of Significance of Simple Regression Analysis of the relationship between Comprehensive benefits and teachers’ job satisfaction

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Comprehensive benefits	.899 ^a	.808	.805	7.165	310.937	.001 ^b	Sig.



Source: Field work 2024

The results on Table 4 of the test of hypothesis two showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This shows that comprehensive benefits significantly Correlates with teachers' job satisfaction in public secondary schools in Anambra State. Furthermore, the R square value was .808, which also indicates that teachers receiving comprehensive benefits in public secondary schools significantly contribute 80.8% of teachers' job satisfaction in public secondary schools in Anambra State.

Discussion

Findings on the relationship between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State showed that there is correlation between competitive salary and teachers' job satisfaction in public secondary schools in Anambra State. This highlights the significant role that competitive salaries play in enhancing the job satisfaction of teachers. Competitive salaries are a significant factor in attracting and retaining highly qualified educators, which directly impacts the quality of instruction and student performance. Ayo (2018) supported this view by stating that when teachers are fairly compensated, they are more likely to feel valued and motivated, leading to higher levels of job satisfaction. This satisfaction not only influences their commitment and enthusiasm in the classroom but also reduces turnover rates, which can disrupt the learning environment and burden schools with the cost and effort of recruiting and training new teachers.

Furthermore, Hall (2020) explained that job satisfaction among teachers extends beyond financial compensation, encompassing aspects such as professional development opportunities, administrative support, and working conditions. However, a competitive salary remains a foundational element that enables teachers to meet their financial needs, reducing stress and allowing them to focus more on their teaching responsibilities. Inadequate compensation can lead to frustration, burnout, and a higher likelihood of teachers leaving the profession, which can have detrimental effects on student learning and overall school performance. Thus, understanding and addressing the correlation between competitive salary and job satisfaction is essential for policymakers and educational leaders striving to improve the effectiveness and stability of public secondary

Findings on the relationship between comprehensive benefits and teachers' job satisfaction in public secondary schools in Anambra State showed that there is high correlation between comprehensive benefits on teachers' job satisfaction in public secondary schools in Anambra State. This suggests that comprehensive benefits within a school significantly enhance teachers' ability to perform their roles effectively. Comprehensive benefits, which can include health insurance,



retirement plans, paid leave, and professional development opportunities, play a significant role in enhancing teachers' overall well-being and security. Walter (2018) supported this idea by stating that when teachers feel secure about their health and future, they are more likely to be content and engaged in their profession. This satisfaction translates into a positive attitude towards their work, increased motivation, and a stronger commitment to their students' success, thereby improving the overall quality of education.

Moreover, Iwejuo (2027) contributed that comprehensive benefits can help mitigate stress and burnout, which are common challenges in the teaching profession. Teachers who have access to robust health care can better manage their physical and mental health, leading to fewer absences and a greater ability to handle the demands of their job. Retirement plans and other financial benefits provide long-term security, making the teaching profession more attractive and sustainable.

Conclusion

The study investigated teachers' welfare packages as Correlates of teachers' job satisfaction in public secondary schools in Anambra state. After statistically analyzing the data generated, it was discovered that competitive salary significantly correlates with teachers' job satisfaction in public secondary schools in Anambra State. Similarly, comprehensive benefits significantly Correlates with teachers' job satisfaction in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following were recommended:

1. The state government and educational authorities should consider enhancing the welfare packages provided to teachers. Ensuring that welfare packages are competitive and commensurate with the demands of the teaching profession can significantly boost job satisfaction.
2. School principals should provide regular and structured professional development opportunities in order to enhance teachers' skills and job satisfaction. Encouraging continuous professional growth will not only improve teaching quality but also make teachers feel valued and supported in their careers.



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