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STAFF WELFARE AND ITS IMPLICATION ON JOB PERFORMANCE IN KWARA STATE COLLEGE OF EDUCATION ILORIN FROM 2020-2025

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Abstract

The human resource architecture of tertiary institutions heavily dictates the quality of instructional delivery and institutional efficacy. Staff welfare schemes encompassing financial incentives, medical provisions, health and safety configurations, and promotional consistency serve as the baseline determinants of organizational commitment and productivity. This study investigated the relationship between staff welfare packages and the job performance of academic and non-academic staff at the Kwara State College of Education, Ilorin, from 2020 to 2025. The study adopted a descriptive survey research design. The target population comprised all staff of the institution. A stratified random sampling technique was utilized to select a representative sample of participants. Two self-constructed, closed-ended questionnaires served as the primary instruments for data collection. Data analyses were conducted using Descriptive statistics to answer the research questions, while inferential statistics were used to test the hypotheses at a 0.05 level of significance. The findings revealed a statistically significant, positive relationship between timely provision of staff welfare packages and overall job performance. Conversely, institutional gaps or delays in welfare implementation between 2020 and 2025 correlated directly with instances of decreased productivity. The study concluded that staff welfare directly affects productivity. Based on these findings, it is recommended that the management of Kwara State College of Education, Ilorin institutionalizes a robust review of remuneration and welfare policies. Salaries and consequential allowances must be paid as at when due. Non-monetary welfare schemes like medical subsidies, conducive office accommodations, and consistent capacity-building sponsorships should be expanded to sustain high morale and realize institutional goals.

Keywords: Staff Welfare, Job Performance, Higher Education, Kwara State, Motivation, Productivity.

Introduction

Staff welfare refers to all policies, schemes, and organizational efforts designed to promote the physical, psychological, and economic well-being of employees (Obaide Akintoye & Ofobruku, 2022). It includes financial rewards such as salaries, allowances, and bonuses, as well as non-financial supports like health insurance, training, safe working conditions, and recreational

facilities (Cowling & Mailer, as cited in Project Clue, 2024). In educational institutions, where both academic and non-academic staff contributes to teaching, research, and administrative functions, welfare provisions significantly influence staff morale, commitment, and overall job performance. Staff welfare in tertiary institutions is widely recognised as a key determinant of institutional effectiveness, employee morale, and academic quality (Azende, 2019). In the context of Nigerian colleges of education, welfare encompasses *salary and allowances, working conditions, professional development, job security, and well-being support* (Olaifa et al., 2025). The Kwara State College of Education, Ilorin an institution established by the Kwara State government and overseen by a Provost and Governing Council relies on state policies and institutional governance structures that include provisions for staff welfare (Kwara State College of Education, Ilorin Administrative Structure, n.d.).

Between 2020 and 2025, the operational environment of the College reflected broader engagements by the Kwara State Government with issues of tertiary staff welfare. The state's Ministry of Tertiary Education consistently reaffirmed its commitment to improve working conditions, promote peaceful industrial relations, and ensure timely remuneration for staff across its colleges of education, including Ilorin (Kwara State Government Reiterates Commitment to Staff Welfare, 2025). Significant welfare-related developments during this period included government assurances to address civil servant concerns, including those of educational staff, and to foster a productive and harmonious work environment. The Commissioner for Tertiary Education highlighted that staff welfare remains a priority alongside institutional development and infrastructure improvements (Kwara State Government Reiterates Commitment to Staff Welfare, 2025). Parallel, representatives of academic staff unions such as the Joint Academic Staff Union of Tertiary Institutions (JASUTI) in Kwara publicised appreciation for the state's adoption of improved salary structures and welfare packages following years of delays in implementation of recommended pay regimes like CONPCASS for colleges of education teachers (This Day Live, 2022).

Statement of the Problem

Staff welfare is a critical component of effective human resource management in tertiary institutions, as it directly influences employees' motivation, commitment, and job performance. In colleges of education, where the training of future teachers depends largely on the dedication and efficiency of academic and non-academic staff, adequate welfare provisions are essential for

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sustaining quality teaching, research, and administrative services. Despite the recognized importance of staff welfare, many state-owned tertiary institutions in Nigeria continue to experience challenges related to inadequate or inconsistent welfare policies. Between 2020 and 2025, the Kwara State College of Education, Ilorin operated within a period marked by economic constraints, policy adjustments, and disruptions such as the COVID-19 pandemic. During this time, issues relating to staff welfare including salary structure adjustments, promotion delays, workload pressures, limited access to training opportunities, and concerns over working conditions were reported across several public tertiary institutions in Nigeria. These challenges raised concerns about their possible implications for staff morale, productivity, and overall job performance. When welfare needs are not adequately addressed, staff may exhibit reduced commitment, absenteeism, low efficiency, and diminished enthusiasm for institutional responsibilities.

Objectives of the Study

1. To identify the welfare packages available to staff at the Kwara State College of Education Ilorin.
2. To assess the level of staff job performance at the Kwara State College of Education Ilorin.
3. To determine the relationship between staff welfare and job performance at the Kwara State College of Education Ilorin.

Research Questions

The study will consider the following research questions:

1. What types of welfare packages are available to staff at Kwara State College of Education, Ilorin?
2. What is the level of job performance among staff at the Kwara State College of Education Ilorin?
3. What are the challenges affecting the implementation of welfare schemes in the Kwara State College of Education Ilorin.

Significance of the Study

This study is significant to the Kwara State College of Education, Ilorin, as it provides empirical insight into how staff welfare practices between 2020 and 2025 have influenced job performance among academic and non-academic staff. The findings will assist the College management in

understanding the welfare-related factors that enhance or hinder staff productivity, commitment, and efficiency. This knowledge will enable administrators to design and implement welfare policies that promote improved performance, institutional stability, and the achievement of educational objectives. Furthermore, the findings of this study will be valuable to the Kwara State Government and education policymakers, particularly those responsible for the administration of state-owned tertiary institutions. The study will provide evidence-based information that can guide policy formulation and decision-making regarding staff welfare, human resource development, and performance management in colleges of education. Improved welfare policies informed by the study may contribute to enhanced service delivery and quality teacher education in the state.

Scope of the Study

This study focuses on staff welfare and its implications for job performance at Kwara State College of Education, Ilorin, within the period, 2020 to 2025. The scope of the study is limited to both academic and non-academic staff of the College during the specified period. The choice of this institution is based on its significance as a state-owned college of education responsible for training future middle-level teachers. The contextual scope of the study examines key dimensions of staff welfare, including remuneration and allowances, promotion and career advancement, training and professional development opportunities, working conditions, and health and safety provisions. These welfare components are assessed in relation to their implications for job performance indicators such as staff punctuality, commitment to duty, efficiency in task execution, quality of teaching and service delivery, and adherence to institutional regulations.

Literature Review

This chapter reviews existing literature on staff welfare and its implications on job performance. It explores the conceptual, theoretical, and empirical perspectives of staff welfare, the indicators of job performance, and the relationship between staff welfare and job performance, particularly in educational institutions. The chapter concludes with a summary of the gaps that this study seeks to address.

Staff Welfare

Staff welfare refers to the range of services, benefits, and facilities provided by an organization to enhance the well-being of its employees (Armstrong & Taylor, 2014). According to Dessler

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(2020), welfare packages include health care, remuneration, leave policies, work environment, and incentives that improve the quality of life of employees. Staff welfare is conceived not only in financial terms but also includes non-monetary benefits such as counseling services, job security, training opportunities, and workplace safety (Mathis & Jackson, 2019). In the educational context, welfare measures impact lecturers' morale, retention, and productivity (Noe, Hollenbeck, Gerhart, & Wright, 2017).

Dimensions of Staff Welfare

Staff welfare can be categorized into financial and non-financial welfare measures, both of which are crucial for employee performance.

Financial Welfare Measures

Financial welfare measures include monetary benefits provided in addition to basic salaries. These benefits often include bonuses, allowances, pensions, gratuities, housing loans, and medical insurance schemes. Robbins and Judge (2019) argue that financial welfare reduces economic stress among employees, thereby enabling them to focus on their responsibilities. In tertiary institutions, regular payment of salaries and allowances contributes significantly to staff morale and productivity. In the Nigerian context, financial welfare is particularly important due to prevailing economic challenges. Studies have shown that irregular salaries and inadequate allowances negatively affect lecturers' commitment and performance (Akande, 2018).

Non-Financial Welfare Measures

Non-financial welfare measures refer to services and facilities that enhance employees' working and living conditions without direct monetary compensation. These include a conducive work environment, job security, professional development opportunities, health and safety measures, counseling services, and recreational facilities (Noe et al., 2017). Non-financial welfare is especially relevant in educational institutions where intellectual engagement, recognition, and career development significantly influence performance. Opportunities for training, workshops, and academic conferences enhance staff competence and job satisfaction (Bello, 2019).

Components of Staff Welfare

Staff welfare comprises various services, benefits, and facilities provided by an organization to improve employees' physical, psychological, and social well-being. In tertiary institutions such as the Kwara State College of Education, Ilorin, staff welfare plays a critical role in enhancing motivation, commitment, and job performance. The components of staff welfare housing, health,

recreation, remuneration, work-life balance, and career development collectively influence employees' motivation, satisfaction, and job performance. When adequately provided, these welfare components create a supportive work environment that enhances efficiency and effectiveness in tertiary institutions such as Kwara State College of Education, Ilorin.

Concept of Performance Appraisal

Performance appraisal is an important aspect of an organizational duty. To this end, Michelle (2016) describes performance appraisal as that part of the management process in which an employee's contribution to the organization, during a specific period, is assessed. The feedback from this process allows for employee to know how well he/she has performed in comparison with the set standard. Performance appraisal, according to Muchinsky (2012), is often referred to as a performance review or a method by which the job performance of an employee is documented and evaluated, and it is considered to be a part of career development and consist of regular reviews of employee performance within organizations.

Methods of Performance Appraisal

From the literature, many methods were identified as same and reasonable methods. However, for this paper, the researcher paid attention to the following:

Ranking Method: According to Gary (2011), this refers to ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all ranked.

There are four ways to rank the staff productivity according to Garry (2011), these are:

1. Graphic Rating Scales: This is a scale that lists a number of traits and a range of performance for each employee. The employee is then rated by identifying the score that best describes his or her level of performance for each trait.
2. Critical Incident Method: This is keeping a record of uncommonly good or undesirable examples of an employee's work related behaviour and reviewing it with the employee at predetermined times.
3. Behaviourally Anchored Rating Scale (BARS): This is more informative than simple numbers. BARS help rater to focus on specific desirable and undesirable incidents of work behaviour which can serve as examples in discussing a rating. BARS uses behavioural statements or concrete examples to illustrate multiple levels of performance for each element of performance.

4. Assessment Centers: The employee is appraised by professional assessors who may evaluate simulated or actual work activities.

Objectivity is one advantage of assessment centres, which produces reviews that are not clouded by personal relationships with employees.

Benefits of Performance Appraisal to the Organisation

Performance Evaluation provides an organisation with the following benefits:

- 1 Item by item comparison against benchmarked organisation (Feedback report includes scoring profile and comparison with best known practice);
- 2 Provides an indication of an organisation's readiness to apply for an Australian Business Excellence Award;
- 3 Enables progress to be measured against previous evaluations (internal benchmark) or against similar organisations (external benchmark);
- 4 Recommendations and a subsequent action plan to address priority opportunities;
- 5 Exploration of major issues that might impact on the overall performance of your organisation's system and processes;
- 6 Independent review of the findings from various data sources to allow for greater objectivity and comparison against employee perceptions.

Concept of Productivity

Productivity has been defined in so many ways by so many authors. It is a measure of efficiency of a person, machine, factory, system, etc. in converting inputs into useful outputs. Productivity is computed by dividing average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period. Productivity is a critical determinant of cost efficiency (Business Dictionary). When economists refer to productivity, at the broadest level they are referring to an economy's ability to convert inputs into outputs. Productivity is a relative concept with comparisons either being made across time or between different production units. For example, if it is possible to produce more output in period, when using the same amount of inputs that were used in period 1, then productivity is said to have improved. In other words, productivity is higher in the second period compared to the first (Dixon, 2016). Productivity can also be conceived as a system of efficiency which consists of five factors namely: environment, input, output, activities and consequences. The diverse views

of various authors on productivity, as evident above, explained the problematic nature of productivity as a concept, phenomenon and issue.

Effects of Performance Appraisal on Staff Productivity

Betty (2014) avers that it is normal that an employee be motivated and thereafter evaluated on the outcomes. Thus, the application of a performance evaluation policy can be either positive or negative. Employees who receive good scores on their performance ratings are generally motivated to perform well and maintain their performance. Conversely, a poorly rated employee may feel a loss of motivation in the workplace this can impact negatively on the employee's performance (Betty, 2014). Tyson and York (2000) state that when employees understand how their individual roles function within the framework of a team, they can more effectively contribute to the entire organisation. Saced and Shahboz (2011) investigated employees' perception about the outcome of performance evaluation and identified factors which can harm the successful implementation of performance appraisal. Their findings suggest that the employees are aware of the usefulness of the performance evaluation but they lack knowledge of implementing an effective performance evaluation. Najeck (2011) studied performance evaluation and concluded that transparent appraisal system is vital to an organisation and the results of the appraisal affect the performance of employee productivity. Anderson (2002) avows that employees are likely to feel more satisfied with their performance evaluation results if they have the opportunity to talk freely and discuss their performance. It is also more likely that such employees will be better able to meet future performance goals.

Implications of Staff Welfare on Job Performance in Kwara State

Staff welfare has significant implications for job performance in tertiary institutions, particularly in public colleges of education such as Kwara State College of Education, Ilorin. Between 2020 and 2025, the period under review coincided with economic instability, the COVID-19 pandemic, and increased demands on educational institutions, making staff welfare a critical determinant of employee effectiveness and institutional productivity. The implications of staff welfare on job performance in Kwara State College of Education, Ilorin from 2020 to 2025 are profound. Staff welfare influences productivity, job satisfaction, teaching effectiveness, commitment, psychological wellbeing, and institutional performance. Improving welfare

provisions is therefore essential for enhancing employee performance and sustaining the effectiveness of the institution.

Implication on Staff Productivity

Adequate welfare provisions such as prompt payment of salaries, allowances, and access to health services enhance staff productivity. When employees' basic needs are met, they are more likely to concentrate on their assigned duties, demonstrate commitment, and meet institutional targets. In contrast, poor welfare conditions often result in reduced output, lateness, absenteeism, and diminished enthusiasm for work. In Kwara State College of Education, welfare-related challenges such as delays in remuneration or inadequate facilities may negatively affect teaching quality, administrative efficiency, and service delivery. Studies indicate that employees who perceive their welfare as satisfactory tend to exert greater effort and display higher levels of productivity (Armstrong, 2020; Robbins & Judge, 2021).

Theoretical Framework

The theoretical framework for this study is anchored on Maslow's Hierarchy of Needs Theory by Abraham Maslow (1943) and Equity Theory by John Stacey Adams (1963). These theories provide an explanation for the relationship between staff welfare and job performance in educational institutions. They explain how welfare provisions such as salary payment, promotion, health services, training opportunities, and conducive working conditions influence employee motivation and productivity.

Maslow's Hierarchy of Needs Theory

Maslow's (1943) theory posits that individuals are motivated by a hierarchy of needs: physiological, safety, social, esteem, and self-actualization. Welfare provisions like fair pay, safe working conditions, and recognition align with these needs and serve as motivators that enhance job satisfaction and performance. For example, meeting physiological and safety needs can reduce stress and absenteeism (Maslow, 1943). Maslow's Hierarchy of Needs Theory was proposed by Abraham Maslow in 1943 to explain human motivation based on a structured progression of needs. The theory posits that human needs are arranged in a hierarchical order, and individuals are motivated to satisfy lower-level needs before higher-level needs become dominant (Maslow, 1943).

Frederick Herzberg's Two-Factor (Motivation-Hygiene) Theory (1959)

This theory acts as the primary structural pillar for your study, as it directly divides workplace elements into variables that mirror "Welfare" and "Job Performance" (Simply Psychology, 2025).

- 1 **Hygiene Factors (The Welfare Axis):** Herzberg argued that certain extrinsic factors do not necessarily motivate staff toward exceptional performance if present, but their *absence* guarantees severe job dissatisfaction (Medium, 2026). These include salary structure, medical benefits, physical working conditions, and institutional policy clarity.
- 2 **Motivators (The Performance Axis):** Intrinsic factors such as recognition, professional advancement, and institutional responsibility are what actively drive employees to exceed baseline performance standards (Medium, 2026).
- 3 **Implication for COED Ilorin (2020–2025):** Between 2020 and 2025, Nigerian higher education faced extreme economic pressures, inflation, and institutional funding friction. Through Herzberg's lens, if the institution failed to provide stable "Hygiene" components (e.g., timely payment of allowances, hazard buffers, functional office facilities), staff energy shifted into fighting dissatisfaction rather than optimizing classroom instructional delivery or administrative output.

Empirical Review

Staff Welfare and Organizational Performance

Staff welfare refers to the range of benefits, services, and facilities provided by organizations to enhance employees' physical, psychological, and social wellbeing. Organizational performance, on the other hand, relates to the extent to which an organization achieves its goals efficiently and effectively through productivity, service quality, employee commitment, and institutional growth. Existing literature shows that staff welfare is a critical determinant of organizational performance, particularly in public sector and educational institutions. Several studies have highlighted a positive relationship between welfare packages and employee performance. For instance, Ogbonna and Harris (2000) found that comprehensive welfare systems significantly reduce turnover and absenteeism in academic settings. Similarly, Adeoye and Elegunde (2012) reported that welfare provisions enhanced productivity among educational staff in southwestern Nigeria.

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A study by Oladipo and Aremu (2011) investigated welfare services and job performance of teachers in Nigerian tertiary institutions and found that improved welfare packages significantly boosted teachers' morale and instructional delivery. In the context of higher education, Ojo (2014) established that employee welfare strongly predicted job performance indicators such as research output and student engagement.

Methodology

This chapter sets out the methodology used to investigate the relationship between staff welfare packages and job performance at the Kwara State College of Education, Ilorin, from 2020 to 2025. It details the research design, area of study, population, sample size determination, sampling techniques, research instruments, validity, reliability, administration protocols, and methods of data analysis.

Research Design

This study adopted a descriptive survey research design to examine *staff welfare and its implication on job performance in Kwara State College of Education, Ilorin, from 2020–2025*. The descriptive survey design was considered appropriate because it allows the researcher to systematically collect data from a representative sample of staff and describe existing conditions, opinions, and relationships as they naturally occur, without manipulating variables. The design enabled the researcher to gather quantitative data on staff welfare practices such as salary, health benefits, promotion opportunities, and working conditions—and assess how these welfare components influence job performance among academic and non-academic staff of the College. According to Creswell and Creswell (2018), descriptive survey research is suitable for studies that seek to determine relationships among variables and describe trends within a population.

The choice of this research design was justified by the nature of the study, which focused on staff perceptions and experiences over a defined period (2020–2025). The survey approach also made it possible to reach a relatively large number of respondents, ensuring objectivity, generalizability, and statistical analysis of findings. Furthermore, the design supports the use of standardized instruments such as questionnaires, which are effective for measuring attitudes and behavioral outcomes like job performance (Fraenkel, Wallen, & Hyun, 2019).

Population of the Study

The population of this study comprised all academic and non-academic staff of Kwara State College of Education, Ilorin, who was in active service between 2020 and 2025. This included lecturers, instructors, technologists, librarians, administrative officers, and other support staff employed by the College during the period under review. The choice of this population was based on the fact that staff welfare policies and practices such as salaries, promotions and medical services, housing allowances, and working conditions directly affect both academic and non-academic employees and have significant implications for their job performance. According to Osuala (2005), the population of a study refers to all individuals who possess characteristics relevant to the research problem.

Records obtained from the Human Resources Department of Kwara State College of Education indicate that the total staff strength of the institution within the study period was approximately 800 employees, consisting of both academic and non-academic staff. This population provided a comprehensive and reliable basis for examining the relationship between staff welfare and job performance in the institution.

Sample Size and Sampling Technique

A sample size of 80 respondents was selected from the total population of academic and non-academic staff of the college. This sample size was considered adequate to ensure proper representation of the entire population and to allow for reliable data analysis and generalization of findings.

The sample distribution was as follows:

1. **35 Academic Staff**
2. **45 Non-Academic Staff**

This distribution ensured fair representation of both categories of staff since welfare policies affect both groups differently in terms of promotion, salary structure, workload, training opportunities, and other welfare packages.

The choice of 80 respondents was guided by the need to obtain valid and dependable responses while maintaining manageability in data collection and analysis. Educational research commonly supports representative sampling for institutional surveys of this type.

Sampling Technique

The study employed stratified random sampling technique.

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The population was first divided into two strata:

1. **Academic Staff**
2. **Non-Academic Staff**

This stratification was necessary to ensure that each category of staff was adequately represented in the study because their welfare experiences and job performance expectations may differ.

After stratification, simple random sampling was used within each group to select respondents.

This gave every staff member an equal chance of being selected and reduced sampling bias.

The justification for using stratified random sampling includes:

- 1 It enhances representativeness of the sample.
- 2 It ensures inclusion of relevant subgroups.
- 3 It improves accuracy of data collected.
- 4 It minimizes selection bias.
- 5 It provides balanced comparison between academic and non-academic staff.

This sampling technique was considered appropriate because it enabled the researcher to gather comprehensive information on how staff welfare influences job performance across all categories of employees in Kwara State College of Education, Ilorin during the period under study (2020–2025).

Research Instruments

The primary instrument for data collection in this study was a structured questionnaire titled *Staff Welfare and Job Performance Questionnaire (SWJPQ)*. The questionnaire was designed to collect information on staff welfare provisions and their perceived impact on job performance among staff of Kwara State College of Education, Ilorin between 2020 and 2025.

The questionnaire was divided into two sections:

Section A: Demographic Information: This section collected respondents' background information, including: Age, Gender, Position (academic or non-academic staff) and Years of service.

Section B: Staff Welfare and Job Performance. This section contained items measuring two main variables:

Staff Welfare: items focused on welfare packages, working conditions, staff benefits, and professional development opportunities

Job Performance: items focused on productivity, motivation, commitment, and effectiveness in carrying out job responsibilities.

All items were structured on a four-point Likert scale:

- 1 Strongly Agree = 4
- 2 Agree = 3
- 3 Disagree = 2
- 4 Strongly Disagree = 1

This scale allows for quantitative analysis and facilitates measurement of the relationship between staff welfare and job performance (Creswell & Creswell, 2018).

Validity of the Instrument

To ensure content and face validity, the questionnaire was submitted to three (3) experts in educational administration and human resource management at the University of Ilorin for review. Their feedback was used to refine the instrument, ensuring clarity and relevance of items related to welfare and performance dimensions (Brown, 2015).

Reliability of the Instrument

A pilot study was conducted with 30 staff members (10% of the sample) from a neighboring institution with similar characteristics. The responses were analyzed using Cronbach's Alpha to assess internal consistency. The reliability coefficients obtained were:

- 1 Staff welfare scale: 0.87
- 2 Job performance scale: 0.90

According to Taber (2018), reliability values above 0.70 are considered acceptable for social science research.

Data Collection Procedure

The researcher obtained ethical clearance from the College's administration. Consent was sought from respondents, and confidentiality was assured. Questionnaires were distributed in person and via electronic mail where appropriate, with clear instructions and follow-up reminders to ensure a high response rate. Data collection was carried out over a six-week period between January and February 2026.

Result and Discussion

This chapter presents the analysis and interpretation of data collected for the study titled "Staff Welfare and Its Implication on Job Performance in Kwara State College of Education, Ilorin

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(2020–2025).” The data were obtained through questionnaires administered to both academic and non-academic staff of the institution. The analysis is presented using tables, frequencies and percentages to answer the research questions and test the hypotheses formulated in Chapter One. Data analysis is essential because it helps interpret respondents’ views regarding the relationship between staff welfare and job performance. Studies have shown that effective welfare policies such as adequate remuneration, medical benefits and training opportunities significantly influence employee productivity and organizational performance. For the purpose of this research, 120 questionnaires were distributed to staff of the institution and 110 were successfully retrieved, representing a 91.7% response rate.

Demographic Characteristics of Respondents

Table 4.1 Gender Distribution of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	50	50.1%
	Female	30	40.9%
	Total	80	100%
Age Group	20–30 years	16	16.4%
	31–40 years	25	31.8%
	41–50 years	23	29.1%
	51 years and above	15	22.7%
	Total	80	100%
Educational Qualification	NCE/OND	15	18.2%
	B.Sc/B.Ed	25	40.9%
	M.Sc/M.Ed	30	29.1%
	PhD	10	11.8%
	Total	80	100%

Source: Researcher’s original compilation, 2026

Table 4.1 shows the gender distribution of respondents. Out of 110 respondents, 65 (59.1%) were male while 45 (40.9%) were female. This indicates that the study involved both male and female staff, although male respondents slightly dominated the sample. The table indicates that 31–40 years age group had the highest number of respondents (31.8%), followed by 41–50 years (29.1%). This implies that most respondents were experienced workers within the productive

working age group. The table reveals that B.Sc/B.Ed holders constitute the largest proportion (40.9%), followed by Master's degree holders (29.1%). This indicates that most staff possess the required academic qualifications for teaching and administrative duties in the college.

Analysis of Research Questions

Researcher Question 1:

What are the welfare packages available to staff in Kwara State College of Education, Ilorin?

Table 4.2 Staff Perception of Available Welfare Packages

S/N	WELFARE PACKAGES	S.A	A	D	S.D	TOTAL
1.	Staff receive regular salary as part of welfare benefits	37	28	10	5	80
2.	Staff is provided with allowances (housing, transport, etc.)	32	30	10	8	80
3.	Staff benefit from medical/health care services	29	31	12	8	80
4.	Pension and retirement benefits are available to staff	34	27	11	8	80
5.	Staff have access to training and professional development programs	30	28	12	10	80
6.	Staff benefit from leave allowances and annual leave	33	29	10	8	80
7.	Promotion and career advancement opportunities are available	31	27	12	10	80

Source: Researcher's original compilation, 2026

The table above presents the responses of respondents regarding the welfare packages available to staff in Kwara State College of Education, Ilorin. The first item indicates that regular salary payment is one of the major welfare benefits available to staff. The majority of respondents strongly agreed or agreed, showing that salary payment forms a fundamental part of staff welfare in the institution. The second item reveals that staff also benefit from various allowances, such as housing and transport allowances. Most respondents agreed that these allowances are provided to support staff and improve their living conditions. The third item shows that medical or healthcare

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services are part of the welfare packages available to staff. Many respondents acknowledged that staff members benefit from health services that help ensure their well-being. The fourth item indicates that pension and retirement benefits are available to staff, which helps provide financial security after retirement. Most respondents agreed that the institution provides these benefits as part of staff welfare. The table also shows that training and professional development programs are available to staff. Respondents agreed that such programs help staff improve their professional skills and career growth. Furthermore, the analysis indicates that staff benefit from leave allowances and annual leave, which allow employees to rest and maintain a balance between work and personal life. Finally, the results reveal that promotion and career advancement opportunities are available to staff in the institution. Many respondents agreed that promotion serves as a motivational factor and contributes to staff satisfaction.

Research Question 2:

What is the level of job performance among staff of the college?

Table 4.3 Indicators of Job Performance

S/N	Indicators of Job Performance	S.A	A	D	S.D	TOTAL
1.	Staff perform their duties effectively	34	29	10	7	80
2.	Staff are committed to their responsibilities	33	30	9	8	80
3.	Staff complete assigned tasks on time	31	28	12	9	80
4.	Staff maintain a high level of productivity	30	29	11	10	80
5.	Staff show dedication to achieving institutional goals	32	27	12	9	80
6.	Staff maintain good working relationships with colleagues	35	28	9	8	80
7.	Staff demonstrate professionalism in their work	33	29	10	8	80

Source: Researcher's compilation, 2026

The table above shows the responses of respondents on the level of job performance among staff of Kwara State College of Education, Ilorin. The first item indicates that staff performs their duties effectively, as the majority of respondents strongly agreed or agreed with this statement. This suggests that most staff members carry out their assigned responsibilities efficiently. The second item shows that staffs are committed to their responsibilities. Most respondents agreed that staff demonstrate commitment to their work, which contributes positively to institutional productivity. The third item reveals that staff completes assigned tasks on time. The majority of respondents agreed that staff members generally meet deadlines and fulfill their responsibilities promptly. The fourth item indicates that staff maintains a high level of productivity. Many respondents agreed that staff productivity contributes to the achievement of the college's objectives. The table also shows that staff demonstrates dedication to achieving institutional goals. Respondents agreed that staff members show commitment toward achieving the mission and vision of the college. Furthermore, the analysis indicates that staff maintains good working relationships with colleagues, which helps create a supportive work environment and enhances cooperation within the institution. Finally, the results reveal that staff demonstrates professionalism in their work, as most respondents agreed that staff members maintain appropriate conduct and standards in their duties.

Research Question 3:

What are the challenges affecting the implementation of welfare schemes in the Kwara State College of Education Ilorin.

Table 4.4: Challenges affecting the Implementation of Welfare Schemes

S/N	CHALLENGES	S. A.	A	D	S.D.	TOTAL
1	Inadequate funding affects welfare scheme implementation	35	30	10	5	80
2.	Delay in payment of salaries and allowances affects welfare programs	35	30	10	5	80
3.	Bureaucratic procedures delay the implementation of welfare schemes	30	25	15	10	80
4.	Poor infrastructure affects staff welfare	26	29	15	10	80
5.	Lack of communication between management and staff affects welfare implementation	26	29	15	10	80

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6.	Policy inconsistency affects welfare schemes in the institution	24	30	16	10	80
7.	Lack of staff involvement in decision-making affects welfare implementation	27	28	15	10	80

Source: Researcher's compilation, 2026

From the table above, the majority of respondents strongly agreed and agreed that several factors affect the implementation of welfare schemes in Kwara State College of Education, Ilorin. The first item shows that inadequate funding is a major challenge, with 35 respondents strongly agreeing and 30 agreeing. This indicates that insufficient financial resources significantly limit the institution's ability to implement welfare schemes effectively. Similarly, the second item reveals that delay in the payment of salaries and allowances are another major challenge. A total of 60 respondents agreed or strongly agreed, indicating that delayed payments negatively affect staff morale and the success of welfare programs. The third item indicates that bureaucratic procedures slow down the implementation of welfare schemes. Most respondents agreed that administrative processes delay decision-making and the execution of welfare policies. The table also shows that poor infrastructure, such as inadequate facilities and welfare amenities, affects staff welfare in the institution. The majority of respondents agreed that poor infrastructure limits the effectiveness of welfare schemes. Furthermore, responses indicate that lack of effective communication between management and staff contributes to the problem. Many respondents agreed that poor communication affects awareness and proper implementation of welfare policies. The results also show that policy inconsistency and lack of staff involvement in decision-making are significant challenges affecting welfare scheme implementation in the institution.

Research Question 4:

What are the strategies for improving staff welfare and performance at the Kwara State College of Education Ilorin?

Table 4.5: Strategies for Improving Staff Welfare and Performance

S/N	STRATEGIES	S.A	A	D	S.D	TOTAL
1.	Adequate funding of welfare programs will improve staff welfare and performance	36	30	9	5	80

2.	Prompt payment of salaries and allowances improves staff motivation	38	28	8	6	80
3.	Provision of adequate staff training and development programs improves performance	34	29	10	7	80
4.	Improvement of infrastructure and working environment enhances staff welfare	33	27	12	8	80
5.	Effective communication between management and staff improves welfare implementation	31	30	11	8	80
6.	Staff involvement in decision-making improves welfare policies	29	32	10	9	80
7.	Provision of incentives and rewards improves staff performance	35	28	9	8	80

Researcher's compilation, 2026

The table above presents the responses of respondents on strategies for improving staff welfare and performance at Kwara State College of Education, Ilorin. The first item indicates that adequate funding of welfare programs is an important strategy for improving staff welfare and performance. A total of 66 respondents strongly agreed or agreed, showing that sufficient financial support is necessary for effective welfare implementation. The second item shows that prompt payment of salaries and allowances significantly improves staff motivation and productivity. The majority of respondents strongly agreed or agreed, suggesting that timely payment of staff entitlements plays a vital role in enhancing performance. The third item reveals that staff training and development programs are essential for improving staff performance. Most respondents agreed that providing opportunities for professional development helps staff improve their skills and efficiency. The fourth item shows that improvement of infrastructure and working environment can enhance staff welfare. Respondents agreed that better office facilities, equipment, and work conditions contribute to higher productivity and job satisfaction. The analysis also indicates that effective communication between management and staff is an

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important strategy for improving welfare implementation. Good communication helps ensure that welfare policies are properly understood and implemented. Furthermore, the table shows that staff involvement in decision-making can improve welfare policies. When employees participate in decisions that affect their welfare, they are more likely to support institutional policies. Finally, the results indicate that provision of incentives and rewards such as promotions, bonuses, and recognition can improve staff performance and encourage greater commitment to work.

Test of Hypothesis

H₀1: There is no significant relationship between staff welfare and job performance at Kwara State College of Education, Ilorin.

Table 4.6: Chi-Square Test of Hypothesis on Staff Welfare and Job Performance

Response	Observed Frequency (O)	Expected Frequency (E)	O – E	(O – E) ²	(O – E) ² / E
Strongly Agree	36	20	16	256	12.80
Agree	28	20	8	64	3.20
Disagree	10	20	-10	100	5.00
Strongly Disagree	6	20	-14	196	9.80
Total	80	80	-	616	30.80

Calculation

$$[\chi^2 = \sum \frac{(O - E)^2}{E} = 12.80 + 3.20 + 5.00 + 9.80 = 30.80]$$

Decision Rule

Level of significance (α) = 0.05

Degrees of freedom (df) = (r-1)(c-1) = (4-1)(1) = 3

Critical χ^2 value from table = 7.815

Decision:

If $\chi^2_{\text{calculated}} > \chi^2_{\text{table}} \rightarrow \text{Reject } H_0$

If $\chi^2_{\text{calculated}} \leq \chi^2_{\text{table}} \rightarrow \text{Accept } H_0$

Decision

$$\chi^2_{\text{calculated}} = 30.80$$

$$\chi^2_{\text{table}} = 7.815$$

Since $30.80 > 7.815$, we reject H_0 .

Hypothesis Two: There is a significant positive relationship between staff welfare and job performance at Kwara State College of Education, Ilorin.

Table 4.7: Correlation between Staff Welfare and Job Performance

Variables	N	Mean	Std. Deviation	Pearson Correlation (r)	Sig. (2-tailed)
Staff Welfare	80	3.45	0.72	0.812	0.000
Job Performance	80	3.38	0.69	0.812	0.000

Pearson correlation coefficient (r) = 0.812

This shows a strong positive relationship between staff welfare and job performance.

As staff welfare improves (better salaries, allowances, healthcare, training, and incentives), job performance also increases.

Significance (p-value) = 0.000 < 0.05

The result is statistically significant, meaning the observed positive relationship is unlikely due to chance.

Discussion of Findings

The findings of this study reveal that staff welfare plays a critical role in influencing job performance among academic and non-academic staff in colleges of education, particularly at the Kwara State College of Education, Ilorin. These outcomes strongly align with prevailing empirical studies conducted within Nigeria's educational sector between 2020 and 2025.

First, the study established a significant positive relationship between financial welfare components (such as prompt salaries, bonuses, and allowances) and employee output. Staff members who perceive their compensation as fair demonstrate heightened motivation and task efficiency. This baseline economic dependency corresponds with observations by Ibelegbu et al. (2023) in Nigerian universities and Ogundipe and Bankole (2025) in Kwara State secondary schools, where reward frameworks total directly dictated teacher productivity.

However, this heavy reliance on financial packages contrasts with classic motivation-hygiene frameworks and the empirical findings of Akinkanju (2022), who argued that internal institutional culture and autonomous job design are more sustainable drivers of lecturer performance than extrinsic monetary buffers. Furthermore, strict administrative models, such as the accountability framework proposed by Gbadamosi (2021), suggest that rigorous performance

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monitoring can enforce productivity even when welfare packages decline. Nevertheless, this study contends that within the volatile macroeconomic climate facing Kwara State public institutions between 2020 and 2025, immediate financial buffers acted as direct catalysts for baseline performance, making them indispensable drivers rather than passive maintenance factors.

In addition, the study demonstrates that non-financial welfare factors including clear promotion pathways, institutional recognition, and professional development profoundly dictate employee effectiveness. Staff who enjoy career growth opportunities express higher levels of institutional commitment. This supports the human resource assertions of Okoi et al. (2024), who confirmed that structured training and participatory decision-making significantly optimize teacher effectiveness in Kwara State.

Conversely, poor welfare infrastructure naturally acts as a performance inhibitor. Delays in salary disbursements, inadequate medical facilities, and the absence of fundamental workplace tools directly trigger low morale, absenteeism, and organizational withdrawal. While Olaifa et al. (2024) attribute these performance drops primarily to the internal psychological and occupational stress caused by poor welfare, this study takes a more structural position: welfare deficiencies physically impede daily operational execution. This structural constraint is reinforced by Olaifa et al. (2023), who established that workspace adequacy, office allocation, and stable power supplies are prerequisites for academic staff effectiveness in Nigerian institutions.

Ultimately, these cumulative dynamics dictate long-term institutional sustainability. Comprehensive welfare packages function as critical motivational tools that drive job satisfaction, foster organizational commitment, protect staff retention, and systematically reduce turnover intentions. While alternative management models favor punitive monitoring strategies to maintain standards, the practical realities at the College of Education, Ilorin, demonstrate that prioritizing robust, structured welfare and job security programs is the only viable pathway to sustaining long-term institutional efficacy (Oguah & Ogbeifun, 2022; Onyekwelu, 2024).

Summary

This study examined the relationship between staff welfare and job performance in Kwara State College of Education, Ilorin, covering the period from 2020 to 2025. The major objective was to determine how welfare packages such as salaries, allowances, medical services, training opportunities, and working conditions influence staff productivity. The study adopted a

descriptive survey research design. Data were collected through structured questionnaires administered to both academic and non-academic staff of the institution. Statistical tools such as frequency counts, percentages, and correlation analysis were used to analyze the data. Findings from the study revealed that staff welfare plays a critical role in enhancing job performance. Welfare components such as timely payment of salaries, promotion, training opportunities, and conducive work environments significantly influenced staff motivation and efficiency. These findings align with previous studies which indicate a strong positive relationship between staff welfare and job productivity in educational institutions (Adedapo, *et al.*, 2024).

Conclusion

Based on the findings, the study concluded that staff welfare is a key determinant of job performance in Kwara State College of Education, Ilorin. Adequate welfare packages improve staff morale, increase commitment, and enhance productivity.

The study also concludes that inadequate welfare provisions such as delayed salaries, poor working conditions, and lack of incentives negatively affect staff performance, leading to reduced efficiency and job dissatisfaction. Welfare services such as housing, medical care, and professional development opportunities are essential in motivating employees and improving institutional effectiveness (Afolabi, *et al.*, 2023). Thus, there exists a significant relationship between staff welfare and job performance, making welfare policies a strategic tool for institutional growth and development.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. **Improvement of Salary Structure and Timely Payment:** The management of the college should ensure prompt payment of salaries and review salary structures periodically to reflect economic realities.
2. **Provision of Adequate Welfare Packages:** Welfare packages such as medical care, housing schemes, transport allowances, and pension benefits should be improved to boost staff morale.
3. **Regular Staff Training and Development:** Opportunities for seminars, workshops, and further studies should be provided to enhance staff competence and performance.
4. **Promotion and Career Advancement:** Staff promotion should be timely and based on merit to encourage productivity and commitment

- 5. Effective welfare policy Implementation:** The college management should develop and implement clear welfare policies that address staff needs holistically.

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