
**PERCEIVED CHALLENGES IN IMPLEMENTING TEACHING STAFF WELFARE
POLICIES IN PUBLIC SECONDARY SCHOOLS IN CALABAR METROPOLIS,
CROSS RIVER STATE: MITIGATION STRATEGIES**

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Abstract

Welfare service serves as a lubricate for optimum performance of employees in an organization. However, public secondary, especially in Calabar metropolis, faced uncertainties about whether staff welfare provisions were adequate and effectively contributing to effective teaching among teachers. The study investigated perceived challenges in implementing teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State: Mitigation Strategies. Two research questions were addressed. The study adopted a descriptive survey research design. The population of this study comprised all 750 teachers in 18 public secondary schools in Calabar Metropolis. The study employed a proportionate stratified random sampling technique to ensure fair representation of teachers across the 18 public secondary schools in Calabar Metropolis. From the total population of 750 teachers, a 50% sample size was adopted,

yielding 375 respondents. The instrument for data collection was a structured questionnaire titled “Perceived Challenges in the Implementation of Staff Welfare Policies Questionnaire (PCISWPQ).” The questionnaire consisted of three sections. Section “A” address the respondent’s demographic information (such as gender, rank, and years of service. Section “B” contain Items relating to the perceived challenges in the implementation of welfare policies (6 items). Section “C” contain items on the effect on teaching staff effectiveness (6 items). All items in Sections B and C were designed on a 4-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (4). The questionnaire was subjected to face and content validation by three experts: two in Educational Administration and Planning, and one in Measurement and Evaluation at the University of Calabar. The reliability was established using the Cronbach Alpha method, which yielded a coefficient of 0.82. Data collected were analyzed using descriptive statistics such as frequency counts, percentages, means, and standard deviations to answer the research questions. The findings revealed that teachers generally perceive the implementation of welfare policies as inadequate, with key challenges including delays in salary payment, insufficient health welfare support, irregular retraining opportunities, lack of housing incentives, and delayed or inconsistent promotion processes. These issues, indicate systemic weaknesses in welfare administration that cut across schools in the metropolis. The implication of these findings is that persistent welfare-related challenges undermine teachers’ morale, reduce job satisfaction, and negatively affect their professional effectiveness, thereby threatening the attainment of educational goals. It was recommended that the Cross River State Government should prioritize the prompt and regular payment of teachers’ salaries to reduce their financial stress, enhance motivation, and ensure greater commitment to duty.

Keywords: Welfare, Policies Implementation, Teaching Staff, Challenges, Mitigation Strategies

Introduction

Education occupies a central place in national development, functioning as hubs for the advancement, and the training of skilled manpower essential for economic growth and societal progress. Positioned after Early Childhood (pre-primary), and Primary, Secondary education foster the competencies required for empowerment, self-reliance, and sustainable socio-economic development (Iyaji, Ebele & Obona, 2024; Etor, Obeten & Obona 2019; Obona, Andeshi & Udang, 2023). According the National Policy on Education (2013) it is the education given after secondary education.

Beyond academics, this tier of education is aimed at meeting national manpower needs, maintaining quality assurance, fostering innovation, advancing intellectual growth, and promoting social responsibility for sustainable development (NUC, 2025; Obona, Effah, Obi, &

Agube, 2024; Odoh, Iyiegbuniwe, Offor, & Obona, 2025; Madukwe, Dede, & Obona, 2024). In addition, Omorobi and Obona (2018), Idowu and Iyabode (2024) submitted that it widely recognized as a critical platform for equipping young people with the knowledge and skills necessary for socio-political, economic, and technological advancement. Similarly, Ekpoh, Okpa, and Swem (2024), Obona, Edim and Edim (2020) added that this education level is mandated to contribute to national development by producing skilled manpower aligned with labour market demands, promoting scholarship and entrepreneurship, enhancing community service, combat social vices and economic challenges such as corruption, unemployment, and economic stagnation.

The effectiveness of this education system, however, depends largely on its workforce, which comprises both teaching and non-teaching staff. Although the focus of this study is on teaching staff, the non-teaching staff are integral to the success of the system as well. They are those that provide the administrative, technical, and support services necessary for smooth operations. Teaching staff on the other hand are professionals who engaged in teaching and facilitate the dissemination of knowledge across various disciplines (Odoh et al., 2025; Olofinkua, Onafowope, Oweikpodor, & Obona, 2025). This clearly shows that they form the backbone of the school system, and not providing adequate welfare to them could compromise institutional effectiveness.

Staff welfare is a critical factor in sustaining commitment and productivity. Their role as essential human resources for the success of the educational system cannot be overstated (Egbo et al., 2025). These employees according to Obona (2024) expand knowledge and promote social responsibility geared toward national development as such they deserve a robust welfare policy to safeguard their well-being. These policies typically include provisions for remuneration, healthcare, housing, career development, leave entitlements, recreational facilities, and safety measures (Gbarage & Ololube, 2022). In the school system, they are experienced and senior teachers who are contributing to knowledge creation and dissemination (Obona et al., 2024; Odoh et al., 2025). Welfare policy is an essential ingredient of management in any organization. Properly implemented, such policies enhance morale, reduce staff turnover, and improve overall efficiency. High staff morale, in turn, promotes quality education delivery and supports the attainment of institutional objectives (Egbo et al., 2025; Difoni et al., in Egbo, Obona, & Andeshi 2025). Conversely, inadequate welfare provision often results in dissatisfaction, low motivation, and a decline in educational quality. Therefore, strong welfare policies should not be viewed as privileges but as necessities for sustaining effective secondary system in Nigeria.

Teaching staff welfare refers to the range of policies, programs, and provisions designed to promote the well-being, motivation, and job satisfaction of teaching staff. Abu (2016) define welfare as the measures taken by employers to enhance the well-being of their personnel. According to Okorie (2024) it involves factors like health benefits, conducive work environments,

and opportunities for professional development, all of which significantly impact worker productivity. Sullivan, as cited in Uguru and Oti (2023), defines workers' welfare as non-wage benefits provided to employees, including education fee assistance, transport benefits, childcare programs, annual leave, family leave, and sick days. Similarly, Manju and Mishra (2021) describe employee welfare as a broad term encompassing various benefits, services, and facilities offered by employers to improve workers' lives and promote satisfaction at work. It encompasses provisions such as medical care, training opportunities, occupational safety, allowances, incentives, recreational facilities, prompt salary payment, and other benefits that promote staff comfort and efficiency (Itodo & Abang, 2018). According to Lonah et al., cited in Uguru and Oti (2024), employee welfare refers to diverse non-monetary or monetary provisions made available by organizations to benefit employees in any form. Other staff welfare program involves payment of allowance, provision of health care, housing, professional development opportunities, retirement benefits, among others.

Effective staff welfare policies are essential because they boost employee morale, reduce absenteeism and staff turnover, enhance commitment, promote loyalty, and contribute to the overall success of the institution. In public secondary schools, the responsibility for ensuring the welfare of teaching staff rests primarily with the government, the school management, and relevant regulatory bodies such as the Nigerian Union of Teachers (NUT). It is important that these stakeholders do not toy with staff welfare because the quality of teaching and overall institutional performance depends heavily on the motivation, commitment, and well-being of teachers.

Staff welfare is strongly associated with better working conditions and improved effectiveness (Okorie, 2024; Olajuwon & Yaqoob, 2025; Tom & Etukudoh, 2024). Adelabu (2005) noted that the introduction of the National Health Insurance Scheme (NHIS) ensured that employees had access to affordable medical care. In the same vein, Ayemyo (2015) emphasized that the provision of medical services enhances workers' commitment and dedication to institutional responsibilities. Waititu et al. (2017), in a descriptive study on Kenya Railways Corporation, investigated the effects of staff welfare programmes on productivity. Their findings revealed that initiatives such as occupational health, succession planning, training and development, employee referral schemes, and remuneration policies significantly influenced employee performance.

Similarly, Michael (2019), using a case study research design, explored the effect of welfare programmes on staff productivity in Ludewa District Council. The results indicated that accessible welfare benefits within the Council had a notable positive impact on employees. In another study, Otieno (2020) examined the effect of welfare on employee performance through descriptive analysis involving 65 out of 88 staff drawn from four branches. The findings revealed

a strong and significant positive relationship between transportation benefits and employee productivity, demonstrating that transport facilities serve as a vital incentive.

Alam, Hassan and Reaz (2020), adopting a quantitative approach, investigated the relationship between staff salaries, incentives, amenities, and performance. Their results confirmed that salaries had a statistically significant effect on staff performance, while welfare services generally exhibited a positive relationship with employee productivity. In a related study, Casmir (2015) examined staff welfare and organizational performance in United Bank of Africa (UBA) and Diamond Bank Plc, Nsukka, between 2009 and 2015. Using both primary and secondary data guided by Herzberg's Motivation-Hygiene Theory, the study found that poor job security, inadequate staff welfare, and strained relationships between staff and management negatively affected performance in both banks.

Ngatia (2015) examined the impact of fringe benefits on employee job satisfaction and concluded that a well-structured reward package significantly enhances both job satisfaction and performance. The study further noted that when employers provide non-financial reward tools—such as work-life balance, career advancement opportunities, and educational support—employees are more likely to feel genuinely supported by the organization. In line with this, Igbogi (2018) emphasized that teachers with access to adequate welfare packages demonstrated higher levels of commitment, reflected in improved lesson planning, active participation in extracurricular activities, and overall dedication to the teaching profession. Similarly, Nwankwo (2016) reported that teachers who were dissatisfied with their welfare conditions tended to rely more heavily on traditional lecture-based instructional methods, which may hinder innovative and student-centered teaching practices.

Teachers expects the management to show interest and commitment to their welfare as an incentive for their diligence and contributions to organizational progress. Despite its importance, however, existing welfare policies for teaching staff generally face serious uncertainties, raising questions about their effectiveness in improving staff performance and ensuring institutional efficiency (Okorie, 2024; Olofinkua et al., 2025; Odoh et al., 2025).

The challenge of poor staff welfare policy implementation is evident in public secondary schools in Calabar metropolis. From the researcher's observation, provisions such as comfortable office accommodations, housing schemes, prompt payment of teachers salaries and allowances, support for professional development, and assistance for sick staff—meant to enhance productivity and commitment—are either poorly implemented or not provided at all. Many teachers complain about delay in the release of their promotion and implementation, lack of support for career advancement, and modern recreational facilities. These shortcomings have led to low morale, frequent complaints, and in some cases, absenteeism from duties. The ripple effect is seen in

declining instructional quality and a demotivated workforce. Students are not spared, as they experience poor teaching quality and inadequate mentorship, which negatively impacts their academic performances. This situation highlights the urgent need for intervention, as the overall effectiveness and reputation of these institution are at stake.

In an attempt to address these challenges, the state government and management of the institution has introduced several practical strategies. These include payment of staff salaries, provision of teaching and learning, medical services, and periodic ad-hoc training workshops. However, these measures have not yielded the desired results. Teachers remain dissatisfied, and the welfare challenges persist. These failed attempts necessitated an investigation into the perceived challenges hindering the effective implementation of teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State. The present study therefore aims not only to examine these challenges but also to propose realistic mitigation strategies that can restore staff motivation, strengthen institutional performance, and enhance the quality of student learning.

The study seeks to:

1. Examine the perceived challenges in the implementation of teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State.
2. Identify the extent to which these challenges affect teaching staff effectiveness in the selected schools.

The following questions are answered:

2. What are the perceived challenges in implementing teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State?
3. To what extent does the challenges in implementing welfare policies affect teaching staff effectiveness in the schools?

Methodology

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to obtain data from academic staff on their perceptions of the challenges facing the implementation of welfare policies and their level of satisfaction with such implementation. The design is suitable for studies that seek to collect data on opinions, attitudes, and experiences from a given population and analyze them using descriptive statistics.

The population of this study comprised all 750 teachers in 18 public secondary schools in Calabar Metropolis (Cross River State Secondary Education Board, 2025). The study employed a proportionate stratified random sampling technique to ensure fair representation of teachers across the 18 public secondary schools in Calabar Metropolis. Each school was treated as a stratum, and teachers were selected in proportion to the number of staff in each school. From the total population of 750 teachers, a 50% sample size was adopted, yielding 375 respondents. This proportional allocation ensured that teachers from both large and small schools were adequately represented, while simple random sampling within each stratum provided equal chances of selection. Teachers were chosen because they are the direct beneficiaries of welfare policies and thus are best positioned to provide reliable information on their implementation

The instrument for data collection was a structured questionnaire titled “Perceived Challenges in the Implementation of Staff Welfare Policies Questionnaire (PCISWPQ).” The questionnaire consisted of three sections. Section “A” address the respondent’s demographic information (such as gender, rank, and years of service. Section “B” contain Items relating to the perceived challenges in the implementation of welfare policies (6 items). Section “C” contain items on the effect on teaching staff effectiveness (6 items). All items in Sections B and C were designed on a 4-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (4). The questionnaire was subjected to face and content validation by three experts: two in Educational Administration and Planning, and one in Measurement and Evaluation at the University of Calabar. Their suggestions and corrections were incorporated to improve clarity, relevance, and alignment of the items with the research questions.

To determine the reliability of the instrument, a pilot test was conducted using 20 teachers who were not part of the study population. The internal consistency of the instrument was established using the Cronbach Alpha method, which yielded a coefficient of 0.82. This value was considered acceptable for the study. The researcher personally administered the questionnaire to the respondents with the assistance of two trained research assistants. Respondents were assured of the confidentiality of their responses, and all completed questionnaires were collected immediately where possible to ensure a complete return rate. Data collected were analyzed using descriptive statistics such as frequency counts, percentages, means, and standard deviations to answer the research questions. The results were presented in tables for clarity and easy interpretation.

Result

Research Question 1: What are the perceived challenges in implementing teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State? To provide answer to this research question, descriptive statistics of mean and standard deviation was used. Here, a

benchmark mean of 2.50 was fixed for acceptance or rejection of a statement. The result is presented in table 1.

Table 1: Mean and Standard Deviation of the teachers' responses on the challenges of implementing welfare policies in public secondary schools in Calabar Metropolis (N = 375).

S/ N	ITEMS	SA	A	D	SD	\bar{X}	S.D	DECISION
1.	I experience delays in the payment of my salary.	17 (5.6%)	152 (50.2%)	96 (31.7%)	38 (12.5%)	2.51	0.7	Agree
2.	My school does not provide adequate health welfare support.	55 (18.2%)	101 (33.3%)	107 (35.3%)	40 (13.2%)	2.54	0.9	Agree
3.	Retraining opportunities for teachers are not regularly provided.	41 (13.5%)	118 (38.9%)	112 (37.0%)	32 (100.0%)	2.55	0.8	Agree
4.	There is no provision of housing allowances for teachers.	56 (18.5%)	121 (39.9%)	92 (30.4%)	303 (100.0%)	2.64	5	Agree
5.	Promotion implementation is often delayed in the school	45 (14.9%)	121 (39.9%)	98 (32.3%))	2.53	0.9	Agree
6.	I face challenges accessing promotion benefits as and when due.	67 (22.1%)	99 (32.7%)	99 (32.7%)	39 (12.9%)	2.56	0.9	Agree
					38 (12.5%)		0	
							0.9	
							6	
Mean of means and Standard Deviation						2.56	0.89	

Table 1 presents teachers' responses on the challenges of implementing welfare policies in public secondary schools in Calabar Metropolis. The results show that respondents generally agreed with all six identified items as major challenges, with mean scores ranging between 2.51 and 2.64 on a 4-point scale, all above the criterion mean of 2.50. Specifically, teachers agreed that they experience delays in the payment of salaries ($\bar{X} = 2.51$, $SD = 0.78$), lack adequate health welfare support ($\bar{X} = 2.54$, $SD = 0.93$), and are not regularly provided with retraining opportunities ($\bar{X} = 2.55$, $SD = 0.85$). They also agreed that there is no provision of housing allowances ($\bar{X} = 2.64$, $SD = 0.91$), while promotion implementation is often delayed ($\bar{X} = 2.53$, $SD = 0.90$), and they face difficulties accessing promotion benefits ($\bar{X} = 2.56$, $SD = 0.96$). The overall mean of means ($\bar{X} = 2.56$) further indicates that teachers, on average, perceive these welfare policy implementation challenges as significant, since the value exceeds the criterion mean of 2.50. The composite standard deviation ($SD = 0.89$), which falls within the moderate range of individual item standard deviations (0.78–0.96), suggests that teachers' responses were fairly consistent across the board. The findings reveals that teachers in Calabar Metropolis perceive the implementation of welfare policies as inadequate.

Research Question 2: To what extent does the challenges of implementing welfare policies affect teaching staff effectiveness in the schools? To provide answer to this research question, descriptive statistics of mean and standard deviation was used. Here, a benchmark mean of 2.50 was fixed for acceptance or rejection of a statement. The result is presented in table 2.

Table 2: Mean and Standard Deviation of the extent to which the challenges in implementing welfare policies affect teaching staff effectiveness in the schools (N= 375).

S/n	ITEMS	SA	A	D	SD	\bar{X}	S.D	DECISION
1.	Lack of welfare support reduces my motivation.	67 (22.1%)	99 (32.7%)	99 (32.7%)	38 (12.5%)	2.56	0.96	Agree
2.	Poor welfare policy affects my performance.	14 (4.6%)	149 (49.2%)	104 (34.3%)	36 (11.9%)	2.53	0.76	Agree
3.	Inadequate welfare reduces my commitment.	36 (11.9%)	98 (32.3%)	132 (43.6%)	37 (12.2%)	2.56	0.85	Agree
4.	Salary delays affect my job satisfaction.	35 (11.6%)	106 (35.0%)	120 (39.6%)	42 (13.9%)	2.56	0.87	Agree
5.	Few welfare incentives reduce my effort.	34 (11.2%)	153 (50.5%)	78 (25.7%)	38 (12.5%)	2.60	0.84	Agree
6.	Poor welfare affects my punctuality.	55 (18.2%)	110 (36.3%)	112 (37.0%)	26 (8.6%)	2.51	0.88	Agree

Mean of means and Standard Deviation

2.55 0.86

Table 2 presents teachers' responses on the extent to which the challenges of implementing welfare policies affect teaching staff effectiveness in public secondary schools in Calabar Metropolis. The results reveal that respondents generally agreed with all six items as key factors influencing their effectiveness, with mean scores ranging from 2.51 to 2.60 on a 4-point scale, all above the criterion mean of 2.50. Specifically, teachers agreed that lack of welfare support reduces their motivation ($\bar{X} = 2.56$, $SD = 0.96$) and that poor welfare policies negatively affect their performance ($\bar{X} = 2.53$, $SD = 0.76$). They also indicated that inadequate welfare provision reduces their commitment ($\bar{X} = 2.56$, $SD = 0.85$), while salary delays undermine their job satisfaction ($\bar{X} = 2.56$, $SD = 0.87$). Similarly, teachers agreed that limited welfare incentives reduce their effort ($\bar{X} = 2.60$, $SD = 0.84$), and poor welfare practices affect their punctuality ($\bar{X} = 2.51$, $SD = 0.88$). The overall mean of means ($\bar{X} = 2.55$) further underscores that teachers, on average, perceive the challenges of implementing welfare policies as significantly reducing their

effectiveness in schools. The composite standard deviation ($SD = 0.86$) suggests moderate consistency in teachers' responses, indicating that while perceptions varied slightly, the general consensus was strong.

The finding imply that inadequate welfare policy implementation adversely affects multiple dimensions of teachers' effectiveness, including motivation, performance, commitment, job satisfaction, effort, and punctuality.

Discussion

The findings of research question one reveal that teachers in Calabar Metropolis perceive the implementation of welfare policies in public secondary schools as inadequate. Teachers generally agreed with all six identified items as major challenges, as reflected in mean scores ranging between 2.51 and 2.64, all of which are above the criterion mean of 2.50. The results indicate that teachers experience significant welfare-related difficulties such as delays in salary payment, inadequate health welfare support, irregular retraining opportunities, lack of housing allowances, and delays in promotion implementation. These challenges reflect systemic gaps in welfare administration that hinder the ability of teachers to function optimally. The overall mean of means (2.56) underscores that these issues are broadly acknowledged by teachers as critical concerns, while the composite standard deviation (0.89) suggests a fair degree of consistency in their responses. This finding implies that welfare-related challenges are not isolated but widespread across schools in the metropolis. The implication is that the inadequacy of welfare policy implementation may negatively affect teachers' morale, job satisfaction, and professional effectiveness, thereby threatening the achievement of educational goals in public secondary schools.

The present study aligns with existing evidence that staff welfare is closely linked to better working conditions and enhanced effectiveness (Okorie, 2024; Olajuwon & Yaqoob, 2025; Tom & Etukudoh, 2024). Gbawa and Dimkpa (2024) found that fringe benefits, welfare packages, and in-service training significantly improved teachers' job satisfaction. Similarly, Ngatia (2015), in a study on fringe benefits, concluded that a well-designed reward package has a strong influence on both job satisfaction and performance. Beyond financial incentives, the study emphasized that non-financial reward tools—such as work-life balance, career advancement opportunities, and educational support—make employees feel genuinely valued by their organizations. In the same vein, Igboji (2018) stressed that teachers with access to adequate welfare provisions demonstrated greater commitment, evident in improved lesson planning, active participation in extracurricular activities, and overall dedication to the teaching profession.

The findings from Table 2 show that the challenges of implementing welfare policies significantly affect teaching staff effectiveness in public secondary schools in Calabar Metropolis. Teachers generally agreed that inadequate welfare reduces their motivation, commitment, effort, and punctuality, while poor welfare policies undermine their overall performance and job satisfaction. The mean scores (2.51–2.60) were all above the criterion mean of 2.50, with an overall mean of means of 2.55, indicating strong agreement that welfare challenges negatively influence effectiveness. The moderate composite standard deviation (0.86) reflects a fairly consistent pattern of responses among teachers. These results suggest that welfare-related issues such as salary delays, lack of incentives, poor health support, and irregular retraining opportunities directly lower teachers' morale and capacity to deliver effectively. This aligns with the view that welfare provisions are essential for sustaining job satisfaction and productivity in the education sector. Without adequate welfare policies, teachers' effectiveness is likely to decline, ultimately affecting students' learning outcomes.

The finding is consistent with that of casmir (2015), who reported that poor job security, inadequate staff welfare, and strained staff–management relationships negatively affected performance in banks. Similarly, nwankwo (2016) observed that teachers dissatisfied with their welfare conditions were more likely to rely on traditional lecture-based methods of instruction. In contrast, ayemyo (2015) highlighted that the provision of medical services improved workers' commitment and dedication to institutional duties. Supporting this view, waititu et al. (2017) found that welfare initiatives such as occupational health programs, succession planning, training and development, employee referral schemes, and remuneration policies significantly enhanced employee performance. Likewise, michael (2019) revealed that accessible welfare benefits within the council had a positive effect on employees. Furthermore, alam et al. (2020) established that salaries had a statistically significant impact on staff performance, while welfare services generally showed a positive relationship with employee productivity.

Mitigation strategies

To overcome the challenges in implementing teaching staff welfare policies, several strategic measures can be considered.

1. Timely payment of salaries: One of the most pressing issues is salary delay, which often leads to financial stress among teachers. Strengthening financial management systems and ensuring budgetary allocations for education are released as scheduled can address this. Prompt salary payments not only reduce financial strain but also foster greater motivation, job satisfaction, and commitment to duty.

2. Provision of adequate health welfare support: Health challenges among teachers can disrupt classroom activities and reduce productivity. Expanding existing health insurance schemes for

teachers would ensure access to affordable healthcare. With improved health support, teachers are likely to record fewer absences, leading to more consistent teaching and better student learning outcomes.

3. Regular retraining opportunities: Professional growth is vital for teacher effectiveness, yet irregular retraining limits their ability to adapt to modern pedagogical demands. Continuous professional development through regular workshops, seminars, and in-service training—will help teachers stay updated with new teaching methods, digital tools, and classroom management techniques. This, in turn, strengthens the overall quality of instruction in schools.

4. Introduction of housing incentives: Housing remains a major welfare concern, especially in urban centers like Calabar Metropolis where accommodation costs are high. Providing housing allowances or initiating affordable housing schemes specifically for teachers can reduce financial burdens and improve their quality of life. When teachers have stable housing, they are more likely to concentrate on their duties and remain committed to their schools.

5. Timely promotion processes: Delays in promotion processes can weaken morale. Clearly defined promotion criteria would help ensure fairness, accountability, and accessibility. This will also build teachers confidence that their career progression is based on merit and not administrative bottlenecks, thus, it will enhance their motivation and retention.

Conclusion

This study examined the perceived challenges in the implementation of teaching staff welfare policies in public secondary schools in Calabar Metropolis, Cross River State. The findings revealed that teachers generally perceive the implementation of welfare policies as inadequate, with key challenges including delays in salary payment, insufficient health welfare support, irregular retraining opportunities, lack of housing incentives, and delayed or inconsistent promotion processes. These issues, indicate systemic weaknesses in welfare administration that cut across schools in the metropolis. The implication of these findings is that persistent welfare-related challenges undermine teachers' morale, reduce job satisfaction, and negatively affect their professional effectiveness, thereby threatening the attainment of educational goals.

Recommendations

The following recommendations are made:

3. The Cross River State Government should prioritize the prompt and regular payment of teachers' salaries to reduce their financial stress, enhance motivation, and ensure greater commitment to duty.

4. A comprehensive health insurance scheme tailored for teachers should be introduced or expanded to cover routine medical needs and emergencies.
5. Continuous professional development should be introduced through workshops, seminars, and training sessions to keep teachers updated with modern pedagogical methods and enhance their classroom effectiveness.
6. They should be no delay in the release and implementation of teachers' promotion.
7. The government should consider providing housing allowances or developing affordable housing schemes for teachers. This will improve teachers' quality of life and reduce the stress of high living costs in urban areas.

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