



# Do Teachers' Welfare Package, Appraisal and Administrative Disciplinary Measures Curb Truancy Among Teachers?

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## Abstract

This study examined the impact of teachers' welfare packages, appraisal systems, and administrative disciplinary measures curb truancy among teachers in education delivery in public Senior Secondary Schools in Rivers State, Nigeria. A descriptive survey research design was employed, with a population of 302 principals from urban and rural schools. The study utilized a census sampling technique, and data were collected through a structured questionnaire. Findings revealed that improved welfare packages significantly enhance teachers' commitment, reducing truancy and improving instructional effectiveness. Teachers' appraisal was also found to be a crucial tool for managing truancy, as regular performance evaluations and feedback contributed to increased accountability. Additionally, administrative disciplinary measures, such as warnings and withholding benefits, were identified as effective deterrents against unprofessional behavior. The study found no significant differences in the perceptions of urban and rural principals regarding the effectiveness of these strategies. The findings underscored the need for robust policies that prioritize teachers' welfare, ensure fair and transparent appraisal processes, and enforce strict but fair disciplinary measures to enhance education delivery. The study recommended that school administrators and policymakers implement strategic reforms to improve teachers' work conditions, strengthen performance appraisal frameworks, and enforce discipline to promote professionalism and effective education delivery.

**Keywords:** Teachers' Welfare, Appraisal, Disciplinary Measures, Truancy, Education Delivery, Rivers State.

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## **INTRODUCTION**

Education is widely recognized as the cornerstone of national development and societal transformation. The effectiveness of any educational system largely depends on the quality and commitment of its teachers, who play a critical role in shaping students' learning experiences and academic outcomes (UNESCO, 2021). However, in many developing countries, including Nigeria, issues related to teachers' welfare, performance appraisal, and disciplinary measures remain major concerns that impact the quality of education delivery. In public Senior Secondary Schools in Rivers State, Nigeria, challenges such as inadequate welfare packages, ineffective appraisal systems, and inconsistent disciplinary measures have raised concerns about teachers' motivation and overall instructional effectiveness. This study, therefore, investigates whether teachers' welfare packages, appraisal mechanisms, and administrative disciplinary measures contribute to improving education delivery in public Senior Secondary Schools in Rivers State.

Teachers' welfare refers to the various benefits, incentives, and working conditions provided to educators to ensure their professional well-being and job satisfaction. These may include salaries, allowances, housing, medical care, retirement benefits, and other forms of compensation. Studies have shown that adequate welfare packages significantly impact teachers' motivation and productivity, which in turn influences students' academic performance. Conversely, poor welfare conditions have been linked to teacher absenteeism, low morale, and reduced instructional effectiveness, all of which contribute to the declining quality of education in Nigeria.

Similarly, performance appraisal is a crucial aspect of educational administration that ensures teachers meet expected professional standards and improve their teaching strategies. Effective appraisal systems provide constructive feedback, recognize high-performing teachers, and identify areas requiring professional development. However, in many Nigerian public schools, appraisal systems are often inconsistent, biased, or lacking in transparency, thereby failing to achieve their intended purpose of improving instructional delivery. This raises concerns about how well appraisal mechanisms are implemented and whether they contribute meaningfully to education delivery in Rivers State.

Furthermore, administrative disciplinary measures are essential for maintaining order and professionalism among teachers. Disciplinary measures ensure adherence to ethical and professional conduct, addressing issues such as absenteeism, lateness, negligence, and other misconducts. When implemented effectively, disciplinary measures serve as deterrents against unprofessional behavior while reinforcing accountability. However, inconsistencies and leniency in disciplinary enforcement have been reported in Nigerian public schools, leading to declining work ethics and reduced educational quality.

Therefore, the quality of education in public schools is said to be heavily influenced by the treatment and management of teachers in terms of welfare packages, performance appraisal, and disciplinary measures are critical components that determine teacher motivation, effectiveness, and professionalism. This study aims to explore these elements within the context of public Senior Secondary Schools in Rivers State, providing insights that could help in policy formulation and implementation for a more effective education system.

### **Statement of the Problem**

Despite various government policies aimed at improving the teaching profession in Nigeria,

challenges related to teachers' welfare, appraisal, and discipline persist, particularly in public Senior Secondary Schools in Rivers State. Reports indicate that many teachers work under suboptimal conditions with inadequate remuneration, poor supervision, and weak disciplinary enforcement, leading to low motivation and declining instructional quality. The question remains: Do teachers' welfare packages, appraisal mechanisms, and disciplinary measures significantly curb truancy among teachers in education delivery in public secondary schools? Understanding the relationship between these factors is crucial for formulating policies that enhance teachers' effectiveness and improve student learning outcomes.

### **Purpose of the Study**

The primary purpose of this study is to examine the extent to which teachers' welfare packages, appraisal mechanisms, and administrative disciplinary measures curb truancy among teachers in education delivery in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Assess the impact of teachers' welfare packages on their motivation and instructional effectiveness in public senior secondary schools in Rivers State.
- Examine the role of performance appraisal in enhancing teachers' productivity and professional development in public senior secondary schools in Rivers State.
- Evaluate the effectiveness of administrative disciplinary measures in promoting teacher accountability and adherence to professional ethics in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

- To what extent is teachers' welfare package effective in curbing teachers' truancy for improved education delivery in public senior secondary schools in Rivers State?
- To what extent is teachers' appraisal in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State?
- To what extent is the use of administrative disciplinary measures effective in curbing teachers' truancy for improved education delivery in public senior secondary schools in Rivers State, Nigeria?

### **Hypotheses**

The following null hypotheses were formulated to guide the study and were tested at .05 level of significance:

- There is no significant difference in the mean ratings of urban and rural principals on the extent the employment of improved teachers' welfare package curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.

- There is no significant difference in the mean ratings of urban and rural principals on the extent the teachers' appraisal curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of urban and rural principals on the extent the use of administrative disciplinary measures curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.

## CONCEPTUALIZATION

### Improved Welfare Packages and Teachers' Truancy

Poor staff welfare is widely advanced in literature as a major cause of employees' job dissatisfaction, which births emotional, psychological and physical withdrawal tendencies of employees from their jobs in organizations (Agubosim et al., 2023; Mazaki, 2017; Mgbemena, 2022; Winters, 2014). Literature review revealed that the concept of staff welfare is concerned with the total wellbeing of workers in a given organization (Abang & Itodo, 2018). It has to do with the provision of financial, material and physical supports by the management of the organization to enable the staff to fair well on their engagement with the organization (Okereke & Amigbare, 2010). It is a human resource management tool averred to be indispensable in a bid to assuring employee productivity and organizational effectiveness (Makazi, 2017).

Welfare, according to Crowling and Mailer cited in Okereke and Amigbare (2010) is "a corporate attitude or commitment reflected in the expressed care for employees at all levels, underpinning their works and the environment in which it is performed". It refers to the health, comfort, happiness and general well-being of a person or group (World Book cited in Asino, 2017). School welfare provisions for teachers according to Naluwenba et al. (2016) ensure teachers' motivation, commitment, morale building and satisfaction and personal achievement. To achieve this therefore, they suggested that school administrators should provide teachers with welfare packages that are inclusive of accommodation or accommodation allowances, medical attention, transport allowances, guidance and counseling, social support, recreation, meals, advances and allowances for extra duty.

Welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers. They are a veritable tool for teacher retention and are proven to be a reason why teachers may not look elsewhere when working in a school where they are liberally provided (Shuls & Flores, 2020). Other packages identified in literature include: non-statutory benefits like health status and safety, happiness, social status, earning (such as allowances) (Bamusananire cited in Naluwemba et al., 2016; Jepkemoi, 2014); statutory benefits like salary, social security fund, gratuity; tokenism; bare minimum given to meet their human needs like transport, housing, provision of social and recreation facilities (Atkinson et al. cited in Naluwemba et al., 2016); promotion of career and access life necessities like provision of accommodation, food and promotion at the job (Watson cited in Naluwemba et al., 2016); fair treatment of employees, recognition to increase commitment and reduce demoralization (Cascio cited in Naluwemba et al., 2016); lunch, breakfast, meals, improved self-esteem, recreation facilities, extra duty allowances, soft loans, condolences, safety, financial support in organizing social events such as marriage ceremonies and funerals, guidance and counseling (Boddy cited in Naluwemba et al., 2016); cooperative and

saving facilities for teachers, etc. According to Tiwari cited in Ashaba et al. (2022), the conducive employee welfare facilities encourage efficiency, effectiveness and productivity thus leading to accomplishment of organizational goals. It is also noteworthy that the administration of welfare packages must be done with equity and fairness and must necessarily be done in a timely manner as experience has shown that delayed payment of teachers' salary mostly contributes to truancy among public secondary school teachers in Rivers State and elsewhere.

In addition to the fact that teachers' welfare is a veritable tool for eliciting teachers' commitment to duties in schools, coupled with studies that have pointed at poor welfare packages as a predictor of teachers' truancy, several empirical studies have also been done to investigate the relationship between teachers' welfare packages and effective education delivery at various levels of education both within and outside Nigeria. For example, Ashaba et al. (2020) carried out a study that sought to establish the effect of teachers' welfare on teachers' job effectiveness among the secondary schools in Mbarara City in Uganda using a descriptive cross sectional survey design. The study was conducted in Mbarara City which had 25 secondary schools. The 25 schools had 750 teachers and 25 Head teachers. 12 schools were sampled, which represented about 50% of the 25 schools. The twelve schools had 360 teachers from whom systematic random sampling was used to select 260 teachers. Furthermore, one Education Office and one City Inspector of schools were included in the sample. Descriptive statistics and Pearson correlations were used in analyzing the data. The study established a moderate quality of welfare of secondary school teachers in terms of housing, performance allowances, medical care services, school environment, meals, transport allowances, training and development opportunities, classroom environment and government policy on teachers. The level of teachers' job effectiveness was also perceived to be moderate. Furthermore, the study established a moderate positive relationship between teachers' welfare and job effectiveness. From the findings of this study, it could be said that appropriate welfare packages when provided for teachers have the capacity to control incidences of teachers' truancy in public senior secondary schools in Rivers State. The study relates with the present study partly in focus but differs from it in design and scope.

### **Teachers' Appraisal and Teachers' Truancy**

Appraisal is another strategy through which unacceptable behaviours of employees are checkmated in organizations (Obona & Sampson, 2019). Performance appraisal (PA) is a formal system of review and evaluation of individual or team task performance. A critical point in the definition is the word formal, because in actuality, managers should be reviewing an individual's performance on a continuing basis, but performance appraisal is scheduled and both the appraiser and the appraisee are aware of the schedule (Credit Union Magazine, 2019). It is often a practice in which the appraiser passes verdicts on the appraisee's performance thus far in the organization. Both areas of excellence and areas of underperformance are pointed out to the appraisee in a bid to enabling him improve on his performance or to sustain his level of performance. It is an avenue for management to let the employee know what and how they feel about how the employee is performing on the job. Principals may use such mediums to express their feelings towards a teacher's truant tendencies and in the process, call the truant teacher to order.

Michal (2015) defined performance appraisal as techniques used in an institution to evaluate the level of performance of their employees. In this process, the employee's

performance is measured and feedback is provided. The feedback passes a verdict on the level of acceptability of the employee's performance and makes recommendations where necessary. Omayo (2016) defined performance appraisal as a process of assessing the performance and progress of an instructor or of a group of instructors on a given job and his potential for future development. Performance appraisal consists of all formal procedures used in work organizations to evaluate personalities, contributions and potentials of employees (Shikokoti et al., 2020). Organizations employ different methods to carry out performance appraisals.

Teachers' performance appraisal is a method of monitoring and evaluating a teacher's performance at the school level. In the opinion of Obona and Sampson (2019), it involves the setting of performance targets, carrying out assessment periodically, provision of feedback and evaluation to the teachers, performance-based consultations, gathering evidence to demonstrate performance, rating of the performance, identification of performance gaps and planning on teacher development and support measures. Cappelli and Conyon (2018) saw performance appraisal as the evaluation of an employee's job performance over the previous period by his/ her supervisor. With performance appraisal, an overall evaluation of work content, loads and volumes is carried out to establish what has been achieved during the reporting period and agree on objectives for the next period (Armstrong, 2010). It not only checks how much has been achieved, but it also seeks to find out reasons for such level of achievement by the staff and to proffer solutions for what should next be done. It thus becomes a tool for checking teachers' underperformance and truancy. Performance appraisal offers feedback guidance in a complete system of performance management fostering employee motivation contributing to increased commitment (Obona & Sampson, 2019). Santiago and Benavides (2019) concisely captured it thus: as the most important resource in schools, teachers are critical to raising education standards. This is the major reason for which teachers are evaluated seasonally to ensure that they are equipped for imparting quality knowledge relevant for societal enhancement and continuity. As a systematic process, performance appraisal has therefore gained popularity in schools for determining the merit, value, and worth of a teacher's current status and estimating his/her potential level of performance with further development (Mwangi, 2016).

Teacher performance appraisals are conducted termly or yearly to evaluate progress against set goals. Progress against set goals can however only be made when a teacher is not truant but committed to delivering on duty. The periodicity of the appraisal may however depend on the principal. Performance evaluation methods can be categorized into conventional methods which includes rating scales; numerical scales representing job performance of an individual employee, checklists; yes /no statements related to employee performance, behavior anchored rating scales ;noted good or undesirable behaviors that determine an employee's performance rating, field review method; observation and rating by someone outside your department , confidential reports by supervisors and cost accounting method; performance is rated on returns against investment (Rhana, 2014). Performance appraisal has been acknowledged as a tool to manage performance and improve results (Namudu, 2015).The aim is not confined to measuring performance only but to align organization goals and objectives with personal teacher ambition, personality and behaviour and improve their teaching performance according to their student needs (Elliot, 2015).

## **Disciplinary Measures and Teachers Truancy**

Administrative disciplinary measures in public Senior Secondary Schools in River state in the context of this study refers to modalities or measures put in place by the school administration to ensure that teachers maintain disciplined conducts in the discharge of their duties. Disciplined conduct of teachers in attendance and punctuality to school, respecting school time, instructional delivery, attitude towards work, and in general idiosyncrasies in the work place is, as a matter of fact, a prerequisite for effective job performance. Thus, administrative disciplinary strategies or measures fall within the purview of teachers' disciplinary management (Nugraheni et al., 2020).

The school is a formal organization with code of ethics for its personnel. The principal is the custodian of this code of ethics and ensures its enforcement in the school as the leader of the school. The code of ethics/conduct therefore becomes the checklist by which all activities and performance of teachers and other school employees are verified and vetted. Teachers, therefore, beyond just making efforts to be committed to the school and in the discharge of their instructional duties, must seek to abide by the school administrations' *modus operandi*. Since teachers are human, and every human is a complex being, there must be times when some of them (teachers) will exhibit some behavior that is not necessary for the smooth running of the school. Such behaviors which are unacceptable must be managed by those with the powers and those saddled with the responsibility. The administrative disciplinary measures are therefore used by the principals to minimize or eliminate such behaviours.

Disciplinary management (administrative disciplinary measures in this study) refers to those strategies that are used, coupled with the efforts made to reduce or prevent disciplinary problems in an organization (Senior Secondary Schools in this regard). A disciplinary measure is a way that a principal can tell a teacher that his actions are wrong and unacceptable. It also allows the principal to explain clearly what improvement is needed and gives teachers the opportunity to explain their side of a situation. According to Mintah (2011), disciplinary action is any action taken by the company in response to unsatisfactory employee performance or behavior. Employers use disciplinary procedures to tell employees that their performance or conduct is not up to the expected standard and to encourage them for improvement (Eby, 2015).

According to Bacal cited in Owan and Ekpe (2019), disciplinary measures which can be used by the head teachers or employers to control the discipline of teachers include warnings, reprimand, query, suspension, deprivation of privileges, salary deductions, demotion and dismissal. For Ezeugbor and Eboatu (2018), the types of disciplinary measure adopted by principals on infracted teachers include warning, interdiction, suspension, termination, dismissal, compulsory retirement, and demotion. Truancy is a confirmed infraction. It is deliberate in most cases; hence the adoption of any of these disciplinary measures may be justified depending on the nature and severity of the case of truancy. It is however pertinent to note that the principals' powers are limited and there are certain disciplinary actions that are not within his powers, such as suspension, termination, dismissal, compulsory retirement or demotion of a teacher. Such measures may only be taken by higher powers like the Zonal Director, or the Chairman of the State Secondary Education Board. The Principal can however issue warning and query to truant teachers, and if truancy continues, may report the truant teacher to the higher officers for appropriate actions. This is what any serious minded teacher would want to avoid by all means.

Warning is an administrative disciplinary measure of alerting a teacher of some misconduct or act(s) of indiscipline found in his action, which are adjudged inappropriate by the principal. It can be expressed in an oral or written form. Discipline is supposed to be

constructive. Its goal is to guide teachers to improve the performance or correct inappropriate behaviors and not to punish the teachers (Ewah, 2017). According to Ground Report (2019), there are two types of warnings which include oral warning and written warnings. The oral warning is used when an offence is not that serious or when a teacher is offending for the first time. The principal invites him, talks to him, cautions him and warns him to desist from such actions in the future. Sometimes, the warning may also come when the principal has made efforts in the past at mildly correcting the teacher and the teacher has failed in effecting the desired changes in his/her conduct. The principal may resort to verbal warning, and sometimes this is done with a firm or aggressive tone to show how seriously displeased he is with that conduct of the teacher. In some cases, this may come with some form of threat just to instill fear in the teacher to avoid future reoccurrence of the said misconduct. The warning could also be issued in the presence of some other teachers to serve as witness. All of these are done to ensure that the faulting teacher takes the warning seriously and make amends. Written warning on the other hand, is used when the offence committed by the teacher is not an offence that the principal can just warn him verbally and let him go. He is issued a query. He replies the query and explains reasons for his action. The query and his response are filed in the staff file for future references.

A written warning should be clearly labeled so that the nature of the document is fully understood. A warning letter according to Owan and Ekpe (2019) generally described deficiencies, problems, or offenses, changes expected, immediate consequences, if applicable, future consequences if expected changes are not made and sustained, an evaluation date that allows the teacher a reasonable amount of time to demonstrate an acceptable level of substantial change for performance concerns. Immediate correction is expected for misconduct. Specifics concerning complaints from any source will be addressed only insofar as they are helpful in bringing about a change and will be balanced against the confidences and expectations of other persons. The effectiveness of warning and query and other forms of disciplinary measures within the powers of the principal at curbing teachers' truancy are therefore subject to investigation in this study.

## METHODS

The study employed a descriptive survey research design. The target population included all 302 principals of public Senior Secondary Schools in Rivers State, comprising 54 urban principals and 248 rural principals, as operationally defined in the study. Public Senior Secondary Schools in Rivers State were selected for two key reasons: first, the widespread reports of teachers' truancy in these schools, and second, the limited research within the study's geographical and subject scope. A census sampling technique was utilized to sample the entire population, resulting in a sample size of 302 principals (54 urban and 248 rural). This method was chosen due to the manageable size of the population.

The primary data collection instrument was a researcher-designed questionnaire titled *Teachers' Truancy for Improved Education Delivery Questionnaire (TTIEDQ)*. The questionnaire was divided into two sections: Section 'A' collected demographic data of the participants, while Section 'B' contained 15 items structured in clusters based on the study's research questions. Responses followed a modified four-point Likert scale: Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, and Strongly Disagree (SD) - 1.



The instrument underwent face and content validation by two experts from the Department of Educational Management at Ignatius Ajuru University of Education. Necessary corrections were implemented before final copies were printed and administered.

To ensure reliability, the Pearson Product Moment Correlation was used to calculate the instrument's reliability coefficient, which was determined to be .729, which is considered sufficiently high for adoption in the study.

The researcher, assisted by three trained research assistants, conducted a face-to-face distribution of the questionnaires to facilitate efficient distribution and retrieval. Respondents were given one week to complete the questionnaire before the research team returned to collect them. Of the 302 questionnaires distributed, 278 were successfully retrieved and used in the study, representing a 92% response rate.

Data analysis was conducted using mean and standard deviation at a criterion mean of 2.50 (for a four-point Likert scale) to answer the research questions. Hypotheses were tested using an independent samples t-test at a .05 significance level.

## RESULTS

**Research Question One:** To what extent is teachers' welfare package effective in curbing teachers' truancy for improved education delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings of urban and rural principals on the extent improved teachers' welfare packages in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State

S/N	Items	Urban Principals		Rural Principals		Average		Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}\bar{X}$	SD	
1.	Providing welfare packages raises teachers' commitment to their duties to curb teachers' truancy.	3.65	.565	3.68	.538	3.67	.541	High Extent
2.	Improved school welfare reduces teachers' chances of deliberately absenting themselves from school thereby curbing truancy.	3.69	.468	3.63	.483	3.64	.552	High Extent
3.	Provision of welfare packages motivates teachers' performance on their jobs and this curbs the problem of teachers' truancy.	3.65	.566	3.68	.538	3.67	.802	High Extent
4.	Good welfare management enhances teachers' attachment to their schools and students and reduces teachers' truancy.	3.65	.565	3.64	.548	3.64	.551	High Extent
5.	Timely and fair welfare provision reduces teachers' chances of leaving the school for their personal businesses during school hours.	3.72	.468	3.53	.483	3.63	.480	High Extent
<b>Grand Mean</b>		<b>3.67</b>	<b>.526</b>	<b>3.63</b>	<b>.518</b>	<b>3.65</b>	<b>.585</b>	<b>High Extent</b>

Table 1 shows the mean ratings of urban and rural principals on the extent improved teachers' welfare packages are effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Five items (Item 1 – 5) were analyzed against

a criterion mean of 2.50. The table reveals that each item has a mean score that is greater than the criterion mean, which implies that majority of the urban and rural principals agreed to a high extent that improved welfare packages for teachers are effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The items and their overall mean and standard deviation scores are: Providing welfare packages raises teachers' commitment to their duties to curb teachers' truancy ( $3.67 \pm .541$ ); Improved school welfare reduces teachers' chances of deliberately absenting themselves from school thereby curbing truancy ( $3.64 \pm .552$ ); Provision of welfare packages motivates teachers' performance on their jobs and this curbs the problem of teachers' truancy ( $3.67 \pm .802$ ); Good welfare management enhances teachers' attachment to their schools and students and reduces teachers' truancy ( $3.64 \pm .551$ ); and Timely and fair welfare provision reduces teachers' chances of leaving the school for their personal businesses during school hours ( $3.63 \pm .480$ ). The overall grand mean and standard deviation scores were found to be  $3.65 \pm .585$ , which being higher than the criterion mean implies that majority of the respondents agree that improved teachers' welfare packages are effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State.

**Research Question Two:** To what extent is teachers' appraisal effective in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State?

Table 2: Mean ratings of urban and rural principals on the extent teachers' appraisal in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State

S/N	Items	Urban Principals		Rural Principals		Average		Decision
		$\bar{X}_1$	$SD_1$	$\bar{X}_2$	$SD_2$	$\bar{X}\bar{X}$	$SD$	
6.	Attaching positive reports during appraisal to pay makes teachers to reduce their truant tendencies.	3.79	.410	3.76	.430	3.76	.426	High Extent
7.	Feedback provided to teachers after appraisals are veritable tools for managing truancy.	3.77	.425	3.79	.407	3.79	.410	High Extent
8.	Teachers' perception of appraisal as fair and just increases their commitment to their jobs and curbs truancy.	3.79	.410	3.73	.445	3.74	.439	High Extent
9.	Regular appraisal shows which teachers are hardworking and those who are not and can prevent truancy.	3.69	.552	3.59	.575	3.60	.527	High Extent
10.	Principals demonstrating understanding of teachers' challenges during appraisal curbs truancy.	3.69	.468	3.67	.470	3.68	.469	High Extent
<b>Grand Mean</b>		<b>3.75</b>	<b>.453</b>	<b>3.71</b>	<b>.465</b>	<b>3.71</b>	<b>.454</b>	<b>High Extent</b>

Table 2 shows the mean ratings of urban and rural principals on the extent improved teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Five items (Item 6 – 10) were analyzed against a criterion mean of 2.50. The table reveals that each item has a mean score that is greater than the criterion mean, which implies that majority of the urban and rural principals agreed to a high

extent that teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The items and their overall mean and standard deviation scores are: Attaching positive reports during appraisal to pay makes teachers to reduce their truant tendencies ( $3.76 \pm .426$ ); Feedback provided to teachers after appraisals are veritable tools for managing truancy ( $3.79 \pm .410$ ); Teachers' perception of appraisal as fair and just increases their commitment to their jobs and curbs truancy ( $3.74 \pm .439$ ); Regular appraisal shows which teachers are hardworking and those who are not and can prevent truancy ( $3.60 \pm .527$ ); and Principals demonstrating understanding of teachers' challenges during appraisal curbs truancy ( $3.68 \pm .469$ ). The overall grand mean and standard deviation were found to be  $3.71 \pm .454$ , which is greater than the criterion value of 2.50, implying that majority of the respondents agreed to that teachers' appraisal is to a high extent effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State.

**Research Question Three:** To what extent is the use of administrative disciplinary measures in curbing teachers' truancy for improved education delivery in public senior secondary schools in Rivers State, Nigeria?

Table 3: Mean ratings of urban and rural principals on the extent administrative disciplinary measures in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State, Nigeria

S/N	Items	Urban Principals		Rural Principals		Average		Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}\bar{X}$	SD	
11.	Principals serve queries to truant teachers and this reduces chances of truancy.	3.48	.583	3.49	.604	3.49	.594	High Extent
12.	Withholding of benefits and entitlements from truant teachers is a disciplinary measure that curbs teachers' truancy.	3.46	.520	3.54	.565	3.50	.543	High Extent
13.	Publicly reprimanding truant teachers during staff meetings is effective in curbing teachers' truancy.	3.46	.401	3.53	.566	3.50	.484	High Extent
14.	Negative formal remarks documented in truant teachers' files by principals aid in curbing truancy among teachers.	3.48	.583	3.43	.566	3.46	.575	High Extent
15.	Withholding or delaying salary payment to teachers because of their truant behaviours is a disciplinary strategy that curbs truancy among teachers.	3.48	.540	3.67	.562	3.58	.551	High Extent
<b>Grand Mean</b>		<b>3.47</b>	<b>.525</b>	<b>3.53</b>	<b>.573</b>	<b>3.51</b>	<b>.550</b>	<b>High Extent</b>

Table 3 shows the mean ratings of urban and rural principals on the extent improved teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Five items (Item 11–15) were analyzed against a criterion mean of 2.50. The table reveals that each item has a mean score that is greater than the criterion mean, which implies that majority of the urban and rural principals agreed to a high extent that teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The items and their overall mean and standard deviation scores are: Principals serve queries to truant teachers and this reduces chances of truancy ( $3.49 \pm .594$ ); Withholding of benefits and entitlements from truant teachers is

a disciplinary measure that curbs teachers' truancy ( $3.50 \pm .543$ ); Publicly reprimanding truant teachers during staff meetings is effective in curbing teachers' truancy ( $3.50 \pm .484$ ); Negative formal remarks documented in truant teachers' files by principals aid in curbing truancy among teachers ( $3.46 \pm .575$ ); and Withholding or delaying salary payment to teachers because of their truant behaviours is a disciplinary strategy that curbs truancy among teachers ( $3.58 \pm .551$ ). The overall grand mean and standard deviation score was found to be  $3.51 \pm .550$ , which being greater than the criterion mean implies that majority of the respondents agreed that administrative disciplinary measures are to a high extent effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State.

## Test of Hypotheses

**Hypothesis One:** There is no significant difference in the mean ratings of urban and rural principals on the extent the employment of improved teachers' welfare package curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.

Table 4: Independent samples t-test of the mean ratings of urban and rural principals on the extent improved teachers' welfare in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State

Improved Teachers' Welfare		N	Mean	Std. Deviation	Std. Error Mean			
		48	3.6625	.36706	.05298			
		230	3.6530	.31907	.02104			
		t-test for Equality of Means						
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Improved teachers' Welfare	Equal variances assumed	.182	276	.856	.00946	.05201	-.09292	.11184
	Equal variances not assumed	.166	62.671	.869	.00946	.05701	-.10447	.12338

Table 4 shows the output of the independent samples t-test conducted to determine whether there is a significant difference in the mean ratings of urban and rural principals on the extent improved teachers' welfare is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The table contains the group statistics indicating the number of respondents, the mean, standard deviation and the standard error of each group and also contains the independent samples test output values. The results indicate that there is no significant difference between the mean rating of urban principals ( $M=3.6625$ ,  $SD=.36706$ ) and that of rural principals ( $M=3.6530$ ,  $SD=.31907$ ), [ $t(276) = .182$ ,  $p = .856 > .05$ ]. The p value is obviously greater than the significance level value of .05, and as such, the null hypothesis is upheld. By implication, majority of urban and rural principals share the same opinion on the extent improved teachers' welfare in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Thus, hypothesis one was accepted.

**Hypothesis Two:** There is no significant difference in the mean ratings of urban and rural principals on the extent the teachers' appraisal curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.

Table 5: Independent samples t-test of the mean ratings of urban and rural principals on the extent teachers' appraisal in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State

Teachers' Appraisal		N	Mean	Std. Deviation	Std. Error Mean			
		48	3.7458	.31620	.04564			
		230	3.7078	.31861	.02101			
		T	df	Sig. (2-tailed)	t-test for Equality of Means Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Teachers' Appraisal	Equal variances assumed	.753	276	.452	.03801	.05049	Lower -.06139	Upper .13741
	Equal variances not assumed	.756	68.397	.452	.03801	.05024	-.06224	.13825

Table 5 shows the output of the independent samples t-test conducted to determine whether there is a significant difference in the mean ratings of urban and rural principals on the extent teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. There are the group statistics indicating the number of respondents, the mean, standard deviation and the standard error of each group and the independent samples test output values. The results indicate that there is no significant difference between the mean rating of urban principals (M=3.7458, SD=.31620) and that of rural principals (M=3.7078, SD=.31861), [ $t(276) = .753$ ,  $p = .452 > .05$ ]. The p value is greater than the significance level value of .05, and as such, the null hypothesis is upheld. By implication, majority of urban and rural principals share the same opinion on the extent teachers' appraisal in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Thus, hypothesis two was accepted.

**Hypothesis Three:** There is no significant difference in the mean ratings of urban and rural principals on the extent the use of administrative disciplinary measures curb teachers' truancy for improved education delivery in public senior secondary schools in Rivers State.

Table 6: Independent samples t-test of the mean ratings of urban and rural principals on the extent administrative disciplinary measures in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State

Disciplinary Measures		N	Mean	Std. Deviation	Std. Error Mean			
		48	3.4792	.58308	.08416			
		230	3.5252	.54682	.03606			
		T	df	Sig. (2-tailed)	t-test for Equality of Means Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Disciplinary Measures	Equal variances assumed	-.525	276	.600	-.04605	.08778	Lower -.21885	Upper .12675
	Equal variances not assumed	-.503	65.385	.617	-.04605	.09156	-.22889	.13678

Table 6 shows the output of the independent samples t-test conducted to determine whether there is a significant difference in the mean ratings of urban and rural principals on the extent administrative disciplinary measures are effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The table shows the group statistics indicating the number of respondents, the mean, standard deviation and the

standard error of each group and also the independent samples test output values. The results indicate that there is no significant difference in the mean ratings of urban principals ( $M=3.4792$ ,  $SD=.58308$ ) and that of rural principals ( $M=3.5252$ ,  $SD=.54682$ ), [ $t(276) = -.525$ ,  $p = .600 > .05$ ]. The  $p$  value is greater than the significance level value of .05, and as such, the null hypothesis is upheld. By implication, majority of urban and rural principals share the same opinion on the extent administrative disciplinary measures in curbing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Consequently, hypothesis three was accepted.

## **DISCUSSION**

### **Improved Welfare Packages of Teachers in Managing Teachers' Truancy for Improved Education Delivery in Public Senior Secondary Schools in Rivers State**

The adoption of improved welfare packages for teachers was another variable that was investigated in the study. The finding in this regard showed a high extent effectiveness of the strategy in managing teachers' truancy for improved education delivery in public senior secondary schools in Rivers State. It was also found that principals from both urban and rural schools had the same opinion on the extent the use of improved welfare packages for teachers was effective in managing teachers' truancy in their schools.

The findings of this study in this regard are in line with those of Ashaba et al. (2020) who sought to establish the effect of teachers' welfare on teachers' job effectiveness among the secondary schools in Mbarara City in Uganda and found a moderate relationship between both variables. They therefore concluded that welfare packages reduced chances of teachers' ineffectiveness, and this by extension implies that improving teachers' welfare packages reduces their tendencies to be truant on their jobs even as ineffectiveness is a hallmark of teachers' truancy. In the same vein, the finding of the study supports that of Bawalla (2021) that rewarding employees through the administration of welfare boosts their commitment to their jobs. The researcher is however concerned about the poor status of welfare management in public senior secondary schools in Nigeria in general (Monafa, 2020), which is not different in Rivers State. This has by all means contributed to increasing occurrence of teachers' truancy in these schools, and tackling teachers' truancy may not be effectively done by principals without due consideration for teachers' welfare improvement. From the responses provided by the participants, there appears a somewhat general consensus that that improving teachers' welfare packages raises their commitment to their duties, reduces their chances of deliberately absenting themselves from school, motivates them to perform better on their jobs, enhances their attachment to their schools and students, and reduces their chances of leaving the school for their personal businesses during school hours – all of which results in reduced chances of truancy among teachers.

### **Teachers' Appraisal in Managing Teachers' Truancy for Improved Education Delivery in Public Senior Secondary Schools in Rivers State**

The study showed that teachers' appraisal was effective to a high extent in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. It further revealed that there was no significant difference in the mean ratings of urban and rural

principals on the extent teachers' appraisal is effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. This means that majority of the urban and rural principals share the same opinion on how effective teachers' appraisal is in ensuring that teachers carry out their roles dutifully in their schools.

These findings are in concord with that of Obona and Sampson (2019) who found that employee appraisal ensures that unacceptable behaviours of employees are checkmated in organizations. The findings are also in line with that of Ugoani (2020) who found a strong positive correlation between performance appraisal and employee productivity. The concept of appraisal as advanced in this study is a formal system of review and evaluation of individual teacher's performance. Their performance in this regard covers the way they go about their activities, their behaviours in the school towards students and other members of the school system, and importantly their attitude towards their work or their work ethics and effectiveness on their jobs. It also covers an acknowledgement of their level of contribution to the overall performance of the school system. The appraisal process, according to Credit Union Magazine (2019), must be formal, in that it must be scheduled full awareness of both the appraiser and the appraisee. It must not be random or impromptu.

One of the challenges of the formal nature of teachers' appraisal process, however, is that the fact that teachers are pre-informed about the appraisal gives room for pretence. Truant teachers may begin to quickly make adjustments in their behaviours once the time for appraisal begins to draw closer, and in the typical Nigerian system where acts of bribery and corruption are quite common in the civil service, there are always the chances that some school administrators may fall for the gimmicks of truant teachers who use gifts and familiarity to obtain good appraisal reports. However, principals must understand that engaging in such acts will only lead to administrative failure, because when underperforming teachers are covered up by the school administrator for whatever reasons, it is always to the detriment of school improvement efforts of the school administrator. As such, administrators must be firm and honest in appraising teachers. Additionally, the process of teachers' appraisal must be a cumulative process of observed performances over the given period of time (monthly, termly or yearly), rather than being based on just the performance of teachers within the period of the appraisal.

### **Administrative Disciplinary Strategies in Managing Teachers' Truancy for Improved Education Delivery in Public Senior Secondary Schools in Rivers State**

The study in this regard found that administrative disciplinary strategies are effective to a high extent in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. The study further found that there is no significant difference in the mean ratings of urban and rural principals on the extent administrative disciplinary strategies are effective in managing teachers' truancy for improved education delivery in public Senior Secondary Schools in Rivers State. Majority of urban and rural principals agreed that teachers' truancy is reduced to a high extent when school administrators discipline truant teachers. This cushions the errant teachers and serves as deterrent to other teachers from taking after such unprofessional conducts.

Administrative disciplinary measures are measures adopted by school administrators to ensure that teachers maintain disciplined conducts in the discharge of their duties. Improved education delivery cannot be achieved without disciplined conduct of teachers in the areas of attendance and punctuality to school, respecting school time, instructional delivery, attitude

towards work, and in general idiosyncrasies in the work place. Owan and Ekpe (2019) in this regard posited that school administrators could regulate teachers' truant tendencies through the use of disciplinary measures such as warnings, reprimand, query, suspension, deprivation of privileges, salary deductions, demotion and dismissal. This is in accord with the position of Ezeugbor and Eboatu (2018) who suggested the use of warning, interdiction, suspension, termination, dismissal, compulsory retirement, and demotion by principals on infracted teachers. Truancy in all of its forms is an act of infraction. It is deliberate in most cases; hence the adoption of any of these disciplinary measures may be justified depending on the nature and severity of the case of truancy. Disciplinary measures are ways principals can tell a teacher that his actions are wrong and unacceptable. They also allow principals to explain clearly what improvement is needed and they give teachers the opportunity to explain their side of a situation. Hence, disciplinary measures serve as punishment to truant teachers and also enable them to exhibit acceptable professional conducts, which bring about improved education delivery in their schools.

## **CONCLUSION**

The findings of this study indicate that teachers' welfare, appraisal, and administrative disciplinary measures play critical roles in enhancing education delivery in public Senior Secondary Schools in Rivers State. Improved welfare packages motivate teachers, reducing absenteeism and increasing instructional effectiveness. Performance appraisal systems, when implemented fairly and regularly, contribute to teachers' commitment and job satisfaction. Moreover, administrative disciplinary measures serve as effective tools for ensuring professional conduct and accountability among teachers.

Despite the effectiveness of these strategies, challenges such as inconsistent implementation of welfare policies, bias in appraisal processes, and leniency in disciplinary actions remain prevalent. To address these issues, the study recommends that educational authorities prioritize teachers' welfare by ensuring timely payment of salaries and benefits. Additionally, appraisal mechanisms should be transparent, performance-driven, and aligned with teachers' professional development. Disciplinary measures should be consistently enforced while maintaining fairness and due process.

Public senior secondary schools in Rivers State can foster a more disciplined, motivated, and efficient teaching workforce, ultimately leading to improved student performance and overall educational outcomes by implementing the recommendations. Further research is encouraged to explore additional factors affecting teachers' productivity and education delivery in the Nigerian context.

## **Recommendations**

The following recommendations are made based on the findings from this study:

- Concerted efforts should always be made by educational employers to identify teachers' pressing needs and to meet them as much as possible in order to motivate teachers to commit to their schools with undivided attention.
- Principals should endeavour to carry out teachers' appraisal on a periodic basis and the outcomes of such appraisals should always be communicated to teachers with the



intention of helping them get better at their jobs, and not just to penalize them. This may help in reducing the occurrence of truancy among teachers.

- Principals' disciplinary rods should not be spared when teachers are found truant. Such teachers should be invited for dialogue to know what the problem is and where principals could help them. Where such friendly measures fail, warning, query, suspension, deprivation of benefits or other disciplinary measures should be taken against such teachers, as found commensurate with the gravity of their truancy.

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