

## Employee welfare: The case of secondary school teachers of Masbate City Division

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### **Abstract**

This study explored the employee welfare measures in the secondary public schools of Masbate City Division, focusing on health, monetary, and non-monetary aspects. Utilizing a quantitative research design, the study surveyed 218 secondary teachers to assess the availability of welfare measures, teachers' awareness, satisfaction levels, and issues concerning these measures. Data were analyzed using frequency count, percentage, and weighted mean. Results indicated that most health welfare measures were available except for destressing facilities. Monetary measures such as bonuses and incentives were also present, and non-monetary measures like rewards and promotions were implemented. Teachers demonstrated high awareness of health and non-monetary welfare measures, but moderate awareness regarding monetary measures. Satisfaction levels were high for health measures but average for monetary and non-monetary measures. Major issues included personal expenses for drinking facilities, insufficient allowances, and delayed cash allowances. Concerns also involved inadequate policies for employee safety and support during the pandemic. The study concludes that while welfare measures are generally available, improvements are needed. Recommendations include developing mental health programs, implementing financial literacy initiatives, and enhancing transparency in promotion and assessment processes. Additionally, it suggests encouraging part-time teaching opportunities to supplement income without affecting primary duties. These measures aim to address identified concerns and enhance overall employee welfare in the Masbate City Division's secondary public schools.

**Keywords:** employee welfare, benefits, awareness of benefits, teachers' satisfaction, teachers' benefits, welfare of teachers

## **Employee welfare: The case of secondary school teachers of Masbate City Division**

### **1. Introduction**

Labor welfare is an effort to make life worth living for workers. According to International Labor Organization, Labor welfare includes services, facilities, and amenities established in the vicinity of the workplace. It enables the persons employed to perform their work in healthy, pleasant surroundings and amenities conducive to good health and high morale. It is a highly essential factor, and that is the reason employer provides, statutory and non-statutory benefits along with proper compensation for enhancing their motivation, which may likewise bring more loyalty and trust of employees towards the organization (Chatterjee et al., 2018). The CSC then released PRIME-HRM or Program to Institutionalize Meritocracy and Excellence in Human Resource Management. This encompasses the employee welfare of different agencies in the government. The primary aim is to maximize the human resource management capacities of any agency in the government. Since employee welfare has been a recurring issue in the Department of Education, this Memorandum Circular serves as legal basis since government agencies are subjected to regular monitoring on how they perform their human resource functions. Due to the reason that teaching is a public service, credit must be given to whom credit is due.

Even before the pandemic, the struggles of the teachers are evident and when the pandemic struck, the issues intensified. Coming from the printing of modules, voluminous paper works, expenses shouldered by teachers such as purchasing of printers, inks, and bond papers. The list of purchases gets longer, so with the complaints and such sentiments are expressed through different avenues, social media as one, but these complaints are not heard by concerned agencies. PRIME-HRM aims to make the employee life easier, from the recruitment process where the applicant is matched with the available position based on the qualifications, providing equal opportunities to all who seek employment, providing just compensation and benefits based on the services provided by the employee; to rewarding and recognizing impactful actions of employees excelling in their field. Most of the R & R provided are such certificates of commendation, recognition and public affirmation of a work well done. Also, in line with the Revised Policies on Employees Suggestions and Incentive Awards System (ESIAS) provided under CSC Resolution No. 010112 and CSC MC No. 01, S. 2001, the Department of Education adopts the herein Program on Awards and Incentives for Service Excellence (PRAISE). This rewards and recognition policy aim to encourage, recognize, and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to organizational productivity.

The welfare measure, however, needs to cater the health, monetary, and non-monetary welfare measures. They can be in many forms. Employee welfare includes monitoring working conditions, creating organizational and physical harmony through infrastructure for health, industrial relations, and insurance against disease, accident, and employment for the workers and their families. Welfare management is one of the most complex and dynamic issues in human resource management (Sampson et al., 2019). It is also an infinite challenge for employers to cope with the demands of employees' ever-changing situations and needs. It is necessary for employees to feel appreciated and satisfied for it increases their productivity and the performance quality addition, a satisfied employee will not look for other job opportunities.

The existence of PRIME-HRM is essential in promoting employee's welfare, but the underlying question is, are the teachers feeling its effect or the teachers are still plagued with stress brought by the workload of being a teacher? In a study conducted in Kenya, it was found out that the Major strategies for teacher retention in Kajiado County center on dealing with hardship conditions such as: constructing teachers houses in schools; developing road infrastructure; ensuring availability of water; increasing hardship allowances; considering families before effecting transfers to remote hardship areas; granting transfer requests of teachers who serve in hardship conditions

after a specified period and availing more paid study leave slots to teachers serving in hardship areas. Other essential strategies include Aligning teacher salaries with civil servants' wages; encouraging professionalism among school administrators, regularly promoting teachers on merit. As such, the researcher decided to conduct this study to determine the case of Employees' Welfare in public secondary schools in DepEd Masbate City Division.

**Statement of the Problem** - The present study aimed to identify the Case of Employee Welfare in the Secondary Public Schools of Masbate City Division. Specifically, it sought answers the following questions:

- What are the employee welfare measures available in public secondary schools in Masbate City Division along: Health, Monetary, and Non-monetary?
- What is the level of teachers' awareness of Employee Welfare measures along: Health, Monetary, and Non- monetary?
- What is the level of employees' satisfaction towards the employee welfare measures in public secondary schools along: Health, Monetary, and Non- monetary?
- What are the issues and concerns of teachers on Employee welfare along: Health, Monetary, and Non-monetary?

**Significance of the Study** - The result of the study will be of great benefit to the following: a) Department of Education - the results of the research are expected to provide data that may be useful in formulating/ modifying enhancing plans for Employees' Welfare in both public and private schools. b) DepEd Masbate City Division - the results of the research are useful for Supervisors and School heads as it will provide data on the awareness & satisfaction level of the teachers on the Employees Welfare available in their respective schools. c) Researchers - this research will be a useful reference for future Human Resource Management related researches.

**Scope and Delimitation of the Study** - The study focused only on the following: The availability of the Employees' Welfare, Teachers' awareness, teachers' satisfaction level, and issues and concerns on Employees' welfare measures along health welfare measures, monetary and non-monetary welfare measures. This was conducted in public secondary schools of SDO Masbate City. This study only involved 218 respondents. The researcher utilized the random sampling, a sampling technique in which each sample has an equal probability of being chosen.

**Research locale** - The research was conducted in the following secondary schools of Masbate city Division: Masbate National Comprehensive High School situated at Quezon street Masbate City, Nursery High School situated at Barangay Nursery, Masbate city, Usab High School situated at Barangay Usab Masbate City, Capitolina O. Legaspi Memorial High School situated at Barangay Malinta Masbate City, Bantigue High School situated at Barangay Bantigue, Masbate city, Bolo National High School situated at Barangay Bolo, Masbate city, and Bayombon High School situated at Barangay Bayombon, Masbate city.

## 2. Theoretical framework

The following are the theories that the researcher has anchored in for the results and findings of this study.

**Motivator – Hygiene Theory** - Herzberg explains that the two sets of factors are separate and distinct because they are concerned with two different needs. They are not opposites. The theory proposes that most factors that contribute to job satisfaction are motivators (achievement, recognition, the satisfaction of the work itself, responsibility and opportunities for advancement and growth), and most factors that contribute to job dissatisfaction are hygiene elements (company policy, general management, the individual relationship with their manager and working conditions). The research for this theory focused on white collar jobs, similar with the present study. The difference though is that Herzberg had Engineers and Accountants as the respondents, whereas

the present study has teachers as respondents. Also, Herzberg divided the factors of satisfaction into two, the Motivator and the Hygiene Factors as compared to the present study where there are no division among factors.

**Functional Theory of Labor welfare** - The concept behind this theory is that a happy and healthy person is a better, more productive worker. Here, interest is used to secure, preserve, and develop the efficiency and productivity of labor. The approach to any solutions, especially between the workers and the management, should be dialogue and an understanding of one another's viewpoint. The theory focuses on employees in general compared to the present study where a specific profession is pinpointed. Both are dealing with the welfare of the employees.

**Hierarchy of Needs theory** – Abraham Maslow believed that the central tenets of the Hierarchy of Needs theory apply to the working setting and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some benefits that help an employee meet their basic needs. Safety needs can manifest themselves through employees feeling as though they belong to the workplace. This theory believes that there are specific needs that employees seek to satisfy. It is like the present study where it aims to identify the welfare measures which satisfies the health, monetary, and non-monetary needs of the teachers.

## 2.1 Conceptual Framework

The researcher conceptualized this study by using the IPOO framework which are the input, process, output, and outcomes. The IPOO framework is particularly useful in this study because the researcher, through the findings and the recommendation by the respondents shall formulate policy-focused responses and actions to address observations such as inequalities or limitations on the government's responses on the welfare of employees in the DepEd. Further, the IPOO framework model further clarifies practical actions that must be executed from the policies that will be implemented. The **input** of this study is anchored on the secondary teachers of Masbate city Division. The availability of Employee Awareness and teachers' satisfaction. The **process** involved gathering data through the distribution of an online survey questionnaire which collected information such as availability of employees' welfare along health, monetary, non-monetary in the secondary schools of SDO Masbate city, teachers' awareness and satisfaction along health, monetary, and non-monetary towards the Employees Welfare measures, and issues and concerns along health, monetary, and non-monetary with regards to Employee welfare measures. The data were gathered, analyzed, and interpreted by the researcher. The research **output** of this study are interventions for Employees' Welfare of Teachers along health and non-monetary welfare measures. The projected outcomes of the study will be employees who are satisfied, comfortable, motivated, and productive, as pinned down in the theoretical framework.

## 2.2 Definition of Terms

For clarity of thought and understanding of different ideas conveyed by the researcher to the readers, there are major terms used in this study. The following terms are defined lexically and operationally:

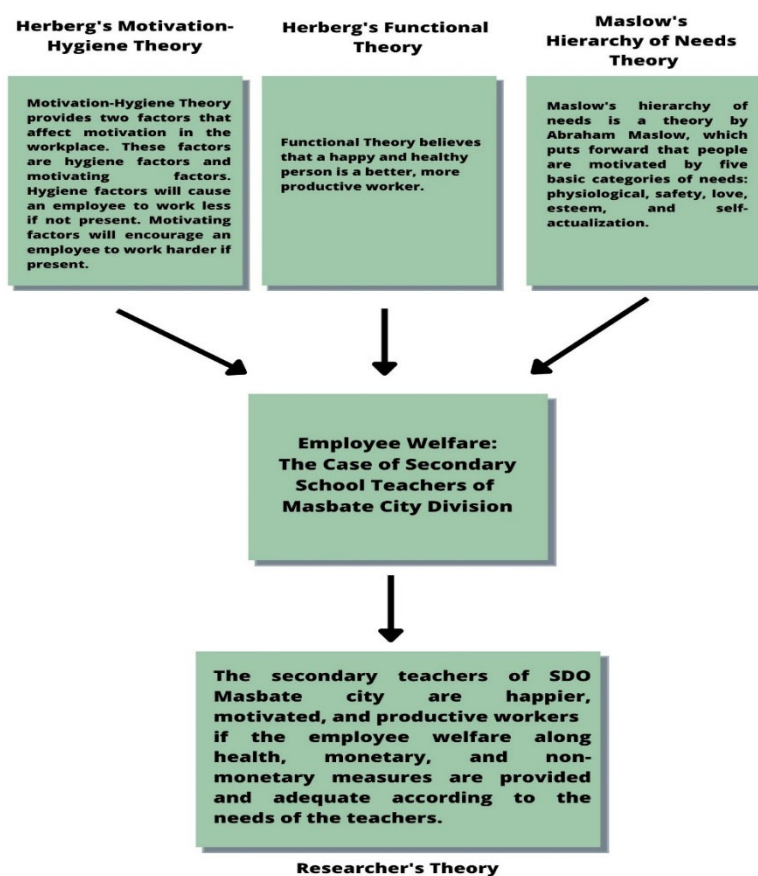
**Employee Welfare** – Operationally, it refers to the health, monetary, and non-monetary facilities and benefits provided by the employer.

**Health** – Operationally, it refers to the physical, mental, emotional facilities and welfare.

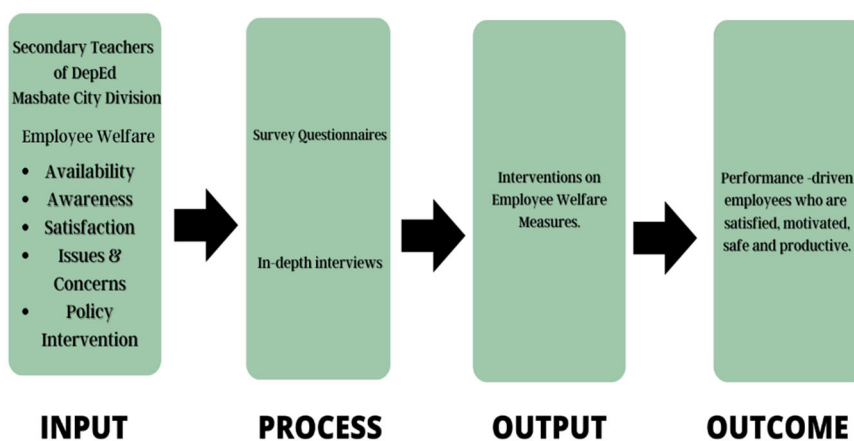
**Monetary** – Operationally, it refers to the monetary or financial benefits and incentives funded by the government.

**Non-monetary** - Operationally, it refers to the rewards, recognitions, and other benefits/incentives provided by the institution.

**Welfare** - Lexically, it refers to the state of doing well, especially with one's happiness or success. As used in this study, welfare means the condition that is most wanted by the DepEd Masbate City Division employees.



*Paradigm of the Theoretical Framework*



*Paradigm of the Conceptual Framework*

### 3. Background literature

#### 3.1 Employee Welfare Measures

It is well acknowledged that teachers are the most important in-school factor contributing to student success, satisfaction, and achievement; for all children regardless of their circumstances, location, or social status (Hattie, 2003). In Australia, for instance, the 2015 Teacher Education Ministerial Advisory Group (TEMAG) report

declared that enhancing the capability of teachers is vital to raising the overall quality of Australia's school system and lifting student outcomes. Teacher quality, retention, satisfaction, and wellbeing are key elements for a sustained profession, to maintain motivation, and prepare teachers to fulfil aspirational outcomes as leaders (McCallum & Price, 2015). Yet for several reasons, quality, retention, and satisfaction are all being challenged, with consequences for both teachers and students. The satisfaction of an employee is defined as the overall effective state of mind resulting from an approval of all areas in his/her chosen field, which is how Hossan defines it. It is also revealed that work satisfaction can potentially increase when an employee participates in many areas, his supervisors have his trust, and recognize his job as challenging and rewarding at the same time (Gürbüz, 2008).

Meng and Zhao (2018) stated that expert and reward powers used by supervisors or managers have positive relationship with satisfaction with supervision. A worker's level of pleasure toward his work varies with specific aspect of the work. When workers are greatly dissatisfied with the salary, they must not be happy with the benefit packages they get. Kumari and Tatareddy (2014) stated on her study Impact of Employee Welfare Facilities on the Job Satisfaction published in [www.scholink.org](http://www.scholink.org), "Employee welfare entails everything from services, facilities and benefits that are provided or done by an employer for the advantage or comfort of an employee". This satisfaction is due to the workers' lack of awareness regarding the standards of working environment, knowing that employees have these measures is equally as important as receiving it. Kumar (2020), stressed on the fact that labor welfare has a special significance as the constitution provides for the promotion of welfare of the labor for human conditions of work and securing to all workers. The various welfare measures provided by and for the employees will have immediate impact on the health, physical and mental efficiency, alertness, morale, and overall efficiency of the workers and thereby contributing to the highest productivity. Labor welfare means activities designed for the promotion of the economic, social, and cultural well-being of the employees. Welfare measures improve the physical and physiological health of the employees, which in turn enhances their efficiency and productivity. It promotes a real and significant effect on the employee as well as the employers for it creates perception that they (employees) are given importance and not neglected.

Lalitha and Priyanka (2014), further elaborated on employee welfare by defining it as "term" including various services, benefits and facilities offered to employees by the employers. Chandrasekaran and Ganeshprabhu (2020), mentioned in their study that employees are satisfied with various facilities like festival advances, medical, lighting, sitting and drinking water. It is observed that the welfare measures reduce the labor absenteeism and increase the efficiency of the employees. Also, they are directly related with productivity and to achieve it the companies provide many welfare packages to employees for increasing the efficiency and productivity. Fair wages to be provided based on the contribution of employees to the organization/agency with job security, safe health working environment etc. which increases the productivity and minimize the cost.

Asumah et al. (2019) made clear that welfare management is one of the most complex and dynamic issues in the field of human resource management. For an organization to attain its stated objectives, there is the need to effectively manage the human resources aspect of the organization, taken into knowledge one of the core aspects of resource management known as employee welfare management. This study speaks of objectives and vision of an organization. It was mentioned that the ability of a school to achieve its stated objectives, to a large extent, depends on the effective implementation of welfare packages to motivate the teachers and other employees. This simply implies there are many factors that might affect and influence performance of schools, it is an undeniable fact that welfare provision is vital in determining the success of schools because it is one of the bases of motivation of staff. While, Waititu et al. (2017), determined the effects of welfare activities on performance of the employees and stated that five employee welfare programs such as health, succession plans, training and development, employee referral scheme and remuneration regulations have giant impact on performance of the employees. Agrawal and Dhamija (2020), observed that decision making is a volatile process which includes certain level of risk. This is applicable on the employee welfare programs as well because decisions need to be taken in this regard by the higher management wherein the employees need to be considered as per their standing in the organization which is a subjective assessment hence risky.

### 3.2 Health Welfare Measures

Hemalatha et al. (2017), noted in their study that 87% of personnel are quite happy with medical and protection measures provided by means of a corporation in Chennai and strongly made opinion that employee welfare has a significant on productivity and advised to improve the transportation facility to be able to attain more pleasure stage of personnel which similarly leads to a much-increased productivity. Vadnala and Kumari (2017), measured the satisfaction stage of personnel on welfare facilities by sampling 100 employees from numerous departments, facts changed into amassed through the structured welfare measures questionnaire and analyzed via percent evaluation and correlation method and stated that most of the employees felt that statutory welfare measures are not that beneficial to the business compared to non-statutory measures and additionally advised to improve the healthcare measures that allows you to acquire more employee pleasure.

Sabarirajan et al. (2010) stated that employees having 5-10 years of revel in are exceptionally happy with the safety measures, operating situations and showed that 15% of the employees are tremendously glad with their welfare measures, these measures plays an crucial position in employee pride and it consequences in improved excellent of labor lifestyles recommended to enhance the leisure centers such as go away truthful, safety equipment and compensatory preparations on medical grounds with a purpose to growth the employee pleasure. Suji et al. (2021) mentioned that Labor health, safety and welfare are the measure of promoting the efficiency of labor. The various welfare measures provided by the employer will have immediate impact on the health, physical and mental efficiency and moral and overall efficiency of the worker and there by contributing to the higher productivity. Some of the facilities and services which fall within the preview of labor welfare are adequate canteen facilities, accommodation arrangements, recreational facilities, medical facilities. St. Joseph's Journal of Humanities and Science claimed that employee welfare facilities in the organization affect the behavior of the employees as well as on the productivity of the organization. While getting work done through employees the management must provide required good facilities to all employees. The management should provide required good facilities to all employees in such way that employees become satisfied, and they work harder and more efficiently and effectively. It was also stated in the published article that employee welfare is an area of social welfare conceptually and operationally. It covers a broad field and connotes a state of well-being, happiness, satisfaction, conservation, and development of human resources and also helps to motivation of employee. The basic propose of employee welfare is to enrich the life of employees and to keep them happy and conducted. They stressed on the thought that every employee is entitled to employee welfare measures. In connection with that, employees with good welfare measures will perform better and provide better outputs.

A quote from IJRAR.ORG, "It is crystal clear that employee welfare is the most important machinery in any organizations to get the productive result from the workers. It has been understood that for last few decades the proper welfare facilities are constantly generating motivation of the workers towards their work and that ultimately is reducing the attrition rate in the organization". Employee welfare is an extremely essential factor and that is the reason employer provides workers, statutory and non-statutory benefits along with proper compensation for enhancing their motivation, which may likewise bring more loyalty and trust of employees towards the organization. Idea such as this one is becoming more and more redundant and essentially becoming one of the reasons for providing employee welfare measures. Das and Gope (2013) studied the employee per section on quality of work life in sugar mills of Uttar Pradesh (UP) found that private sugar mill employees enjoy better QWL practices in comparison to cooperative sector or employees. On lighting facilities (LF), safety measure (SF), health facilities (HF), welfare facility (WF), etc. but cooperative sugar mill employees enjoy better employee welfare facilities & supervisor interference (SI) to private sugar mill employees. He suggested that to improve QWL is first to try identify & then to satisfy employees important needs in through their experience in their working environment.

### 3.3 Monetary Welfare Measures

Employees' quality of work-life depends on bonus, attendance bonus and wage increment Zohir (2007). It is

backed up by the statement of Taylor and Bowers (1972) that when someone's work is interesting, pay is fair then a situational approach leads one to predict worker is pleased with their work. In the study of Huda and Akhtar (2011) it was found that workers of garment sector in Bangladesh are not satisfied with wage and promotion policy, but they are satisfied with their overtime benefits. Workers satisfaction in RMG sector is not only dependent on financial factor like salary, bonus & incentives' and other financial benefit like health care sick leaves and many others, but also depend on some nonfinancial factors like work description and orientation, unbiased work performance, flexibility, training, job security, efficient and supportive line manager, good work environment etc., as a support to the fact that not all welfare measures are in monetary compensation.

Vanaja and Harini (2020) stated that welfare measures may be both statutory and non-statutory, employers must extend certain benefits to employees in addition to wages or salaries and the law requires it. It enhances the standard of living of workers by indirectly reducing the burden on their pocket. The workplace should provide reasonable amenities for the worker's essential need, for they are the ones who are deployed and are in the frontline. Employee welfare and safety at the workplace is one of the important measures of life at work place. It was further discussed that organizations need to ensure that the exposure of their employees to risk will not affect their physical, emotional, and mental health. Once again providing a support statement to the idea that not only monetary welfare is to be provided to the employees.

The study of Sukdeo et al. (2017) concluded that job satisfaction and work-life balance are essential and has that impact on employees' work and personal lives. The escalating landscape of the working world is driven by new challenges in today's competitive work environment and, the emerging role of corporate responsibility has taken a dramatic shift in ensuring that greater focus is given to critical factors, such as, work-life balance and job satisfaction. Continuous work pressures and responsibilities impacts tremendously on employees' daily lives, and stress is a lot to deal with for the employees. Job satisfaction dictates a lot for the employees as well as employers. For increased levels of performance, consideration needs to be given to uplift the working conditions, work tasks, job security, pay and promotion of employees. Undesirable working conditions impacts poorly on employees' mental and physical well-being resulting to poor outputs, and even poorer retention. Employees have that fear of losing their job, but that fear is then overcome when an employee becomes dissatisfied.

Balaji and Nanak (2019) explored the influence of rewards & welfare on job satisfaction & productivity of both public and private sector employees in measure Industrial cities of Tamilnadu. The working environment was fair in terms of office accommodation & furniture, working material, health & safety facilities but on the other side he recommended salary increment, allowances, bonus, fringe benefit & compensation on regular & specific periods to keep their moral high and make them productive. Others identified various welfare activities provided in insurance and banking sector using factor analysis and Improvement in operating circumstance have been cautioned to improve effectiveness of the employee welfare measures like canteen facility, spittoons, educational loan, and home loan benefits and concluded that welfare activities have direct impact on employee satisfaction, employee performance and employee development.

### *3.4 Non-monetary Welfare Measures*

Sethuram and Sankari (2018) mentioned that anything done for the comfort and improvement of employees is comprised in these welfare measures. To quote them "Welfare measures consists of intra mural welfare, extra mural welfare, social security schemes and work environment". The purpose and aim of these welfare measures is to keep the employees' comfortable work life. They further stressed that these welfare measures can be used as a strategy to improve job performance, for satisfaction entails better output and performance. A closer look on the literature of Dhamija (2020) in the paper of European Journal of Molecular & Clinical Medicine, the proponent asserted that the measures will improve the physique, intelligence, morality and trendy of living of the workers, which in turn enhance their efficiency and productiveness. It is observed that various welfare facilities are causing negative impact on employee satisfaction which means that by changing the welfare schemes by considering the preference levels of employees will provide clear idea to employers about employee needs and leads to positive



internal relations. The measures also contribute to growing in productivity of the organization and improving efficiency of the worker and increases their well-known of living.

Ankita and Ankita (2014), defined about the effect of welfare measures on banking industry personnel satisfaction. They stated that employees are tremendously glad about operating hours and advised to offer growth opportunities to the personnel, so that attrition fees can decrease down and must provide beyond regular time pay and leave to each one and additionally to alter the reimbursement coverage in an effort to acquire better worker pleasure. Srinivas (2013), identified the impact of welfare facilities on employee delight and observed that respondents are aware of the statutory and non - statutory employee welfare centers furnished on the business enterprise, welfare centers like scientific, canteen, operating environment, safety measures etc., are supplied via the employer and most of the employees are satisfied with the welfare centers followed there for the worker's benefit and suggested to provide recreational centers to reinforce employees morale. Kadam et al. (2012), conducted an empirical study on welfare facilities. Studied the impact of welfare facilities on worker overall performance and located that ninety eight percent employees have been satisfied with cultural activities taken with the aid of the enterprise and 2% have been in two minds however no one changed into unhappy with it and also said that employees are greater glad with the running surroundings and cautioned to goal at transportation provider to be made extra bendy and pleasant and also to promote worker improvement and department gelling seminars, enhance canteen and scientific facilities.

#### 4. Method

**Research Design** - Since the main concern of the study was to identify the case of secondary teachers of SDO Masbate city in terms of Employee welfare, this study used a quantitative research design, particularly the descriptive research method. In this study, the quantitative research approach in analyzing and understanding the availability, level of awareness, level of satisfaction and issues & concerns on employee welfare measures.

**Respondents** - The respondents of the study were the secondary level teachers of DepEd Masbate City Division. The total number of teachers is 480, and after using Slovin's formula the number of respondents identified is 218. The researcher used the Slovin's formula to calculate the sample size necessary to achieve a certain confidence interval when sampling a population.

**Sampling Method** - The researcher utilized the convenience sampling. The respondents were selected from the following secondary schools: Masbate National Comprehensive High School, Nursery High School, Usab High School, Capitolina O. Legaspi Memorial High School, Bayombon High School, Bantigue High School, and Bolo National High School. The availability of the teachers was also considered during the conduct of research since Work-from-home schedule was still implemented during the gathering of data.

**Research Instrument** - The researcher formulated and utilized an online survey questionnaire which was created in google forms to gather demographic profiles, availability of employee welfare measures, teachers' awareness and satisfaction towards the Employees' Welfare measures, and the issues and concerns regarding Employees' Welfare.

**Data Gathering Procedure** - The researcher secured a certificate and letter of request from the Graduate School of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology. Then, approval of the OIC, Schools Division Superintendent in the Division of Masbate City was sought for the conduct of the study. Similar permission was obtained from the principals of secondary schools. The researcher disseminated the link for online questionnaire. However, due to the small number of responses, the researcher did the actual data gathering instead. The data gathered were tallied, organized, treated statistically, interpreted, and analyzed.

**Data Analysis** - The researcher analyzed the data immediately after all the data needed were gathered. To answer research problem number 1 and 4, the researcher counted the Frequency of answers and computed its Percentage from the total population. For research problem number 2, the following scale was utilized 5 – Very

High, 4 – High, 3 - Moderate, 2- Low, and 1 – Very Low. Average Weighted Mean was also computed and used the following intervals for interpretation 1.0 -1.79 Very Low, 1.80 – 2.59 Low, 2.60- 3.39 Moderate, 3.40- 4.19 High, and 4.20 -5.0 – Very High. For research problem number 3, Weighted Mean and Average Weighted Mean were utilized. The Intervals used for the adjectival rating and interpretation are as follows 1.0 -1.79 Highly Dissatisfied, 1.80 – 2.59 Dissatisfied, 2.60- 3.39 Averagely Satisfied, 3.40- 4.19 Satisfied, and 4.20 -5.0 – Highly Satisfied.

## 5. Results

**Table 1.1**

*Health welfare measures available in The Secondary Schools of Masbate City Division*

Indicator	Frequency	Percent
Work from home schedule	196	90%
Sick leave	195	89%
GAD	184	84%
Mental health related Seminars	164	75%
Medical Facilities	163	75%
Latrine & Urinals Facilities	163	75%
Drinking	136	62%
Washing and Bathing	129	59%
Canteen Services	121	56%
Wellness & Fitness	98	45%
Counseling services	72	33%
Teachers' lounge	63	29%
Employee guidance	45	21%
Destressing facilities	9	4%

Table 1.1 presents the number of responses in welfare measures that encompass the health welfare measures. As indicated in table 1.1, Work from home schedule ranked 1<sup>st</sup> as the most known and available welfare measure for employees, while at 14<sup>th</sup> is Destressing facilities. It can be inferred from the responses the existence of inexistence of the facilities. For instance, Destressing Facilities ranked last since it was not really existing and was never prioritized. It was only during the pandemic where the teachers have availed of mental health related seminars. This implies that the secondary schools in Masbate City Division have all the health facilities except for Destressing facilities. The available health welfare measure addresses the physical, emotional, and psychological needs of the teachers. It can also be inferred that the teachers themselves are exerting efforts to put up or enhance facilities for health and for their own well- being as their state directly affects and contributes to the quality of work they render.

These findings support the findings of (Mccallum,2021) that teachers can contribute to the social, emotional, cognitive, spiritual, and physical wellbeing of their students' academic development as well. It also supports the second level of the Hierarchy of Needs theory by Abraham Maslow where an individual must obtain the feeling of safety in terms of Health or Health Security. Only then an individual will become motivated to move forward to another level. In the case of the teachers, it is only then that they will be motivated to perform better if their basic needs in terms of health are readily available and adequate

**Table 1.2**

*Monetary Aspect as a Welfare Measure Among Secondary School Teachers of Masbate City Division*

Monetary Aspect	Frequency	Percent
Performance Based Bonus	205	94%
Step increments	200	92%
WTD I	181	83%
PEI	171	78%
Cash gifts	170	78%
Loyalty incentives	159	73%
Transportation	61	28%
Cost of living	45	21%
Career and self-Development	26	12%
Medical allowance	43	20%
OT Pay	9	4%

Table 1.2 shows the data gathered in terms of monetary aspects in welfare measures. PBB gained the most responses with 205 or 94% of the respondents expressing their awareness of its existence, On the Contrary, at 11th is OT Pay, with 9 responses or 4% of the respondents. Generally, there are still teachers who are not aware of the monetary benefits they are receiving. This is evident on some of the responses, as per one of the respondents “we don’t have that kind of incentives” when asked about monetary benefits such as Career and Self-Development, showing unawareness on the scholarships provided by their institution to improve their professional growth, another answer from the respondent is “we have not yet received loyalty incentive”, this response shows lack of knowledge on the criteria that has to be met to receive such incentive.

As to the Overtime pay, it can be inferred that teachers are still expecting to receive overtime pay without knowing that there are existing provisions which explains that incase the Overtime pay is not possible, a teacher is entitled to receive service credit instead. Furthermore, the respondents admitted that these monetary benefits motivate them to be efficient in work. This finding is in line with Houston (2013) who said that monetary rewards improve teachers’ attendance and performance. In Abraham Maslow theory of Hierarchy of Needs, Monetary aspect falls under level 2 which was said that an individual wants control and order for them to have financial security. Thus, when monetary welfare measures are available and adequate employees can work efficiently and focused without the fear that they may run out of their resources and lose their financial security.

**Table 1.3**

*Non-monetary Welfare Measures Among Secondary School Teachers of Masbate City Division*

Indicators	Frequency	Percent
Rewards and recognition	158	72%
Verbal Appreciation	137	63%
Promotion	126	58%

Table 1.3 presents the accumulated data for employee welfare measures covering non-monetary aspects. 1st in rank is promotion and recognition with a total of 158 responses or 72 percent. While at last is promotion with 126 responses or 58% of the respondents. This implies that the secondary teachers of Masbate city division have experienced or at least aware of rewards and recognition, verbal appreciation, and promotion. This supports the findings of Sabina, Okibo, Nyang’au, Ondima (2015), that promotion criterion was good although it was noted that promotions are not rewarded regularly. It is in the digression of the teacher if they will undergo the assessment or not. As to rewards and Recognition, the study of Kapur, R. (2020) entitled Rewards and Recognition: Tools in Development of Motivation towards Job Duties. It was stated in his study that Rewards and recognition are regarded as powerful tools, which are given to the individuals in educational institutions at all levels and in various types of organizations for the good work.

**Table 2.1**

*Level of Teachers’ Awareness on Health Welfare Measures*

Indicator	Scale	Level of Awareness
Work From home schedule	5	Very High
Sick leave	5	Very High
GAD	5	Very High
Mental health related Seminars	4	High
Medical Facilities	4	High
Latrine & Urinals Facilities	4	High
Drinking	4	High
Washing and Bathing	3	Moderate
Canteen Services	3	Moderate
Wellness & Fitness	3	Moderate
Counseling services	2	Low
Teachers’ lounge	2	Low
Employee guidance	2	Low
Destressing facilities	1	Very low
Average Weighted Mean	3.35	High

When the individuals do well in their tasks and activities and they are rewarded, they develop motivation and

constructive viewpoints in terms of their job duties and responsibilities as well as various other aspects of the educational institutions or organizations. To earn rewards and recognition, this is apparent that the individuals need to be well-aware in terms of the methods, strategies, and approaches to carry out their job duties and responsibilities. Furthermore, they need to inculcate the traits of diligence, resourcefulness, and conscientiousness. This finding is also in line with Herzberg's Motivation-Hygiene theory that the availability of Rewards and recognition which can be classified as Motivators result to productive and motivated employees. Thus, the availability of these helps the employees in their progress, achievement, and recognition which boost their motivation.

Table 2.1 presents the level of awareness of the secondary school teachers of Masbate City Division in terms of Health Welfare Measures. Work from home, Sick leave, and GAD were all under the scale of 5 which corresponds to very high level of awareness. The sole measure on the scale of 1 with very low level of awareness is Destressing Facility. The weighed mean for all the responses is 3.35 which corresponds to High level of awareness. This implies that the teachers are aware of these facilities, it means that the school or division provides such measures to their teachers. However, it is noticeable that destressing facility is at the lowest awareness, based on the responses of the respondents, there is a felt need to establish this facility. In the study of Caspi et al., it was mentioned that the level of depression is high for the teachers teaching in the government sector than in the private institutions. It was also presented that junior and elementary grade levels teachers are more depressed than other educators.

It was also shown that Workplace depression is lower in vocational and college level compared to any other educational level. A workload and stress may have a contributory factor in the level of depression especially among those working full time. The findings prompt the concerned parties to focus a bit more on alleviating stress of the teachers since some are already on their limits. The concern on the unavailability of Destressing facilities can be classified into Hygiene Factor in Herberg's Theory. Although it can be a cause of demotivation of employees, the administration can still address by incorporating Positive KITA (Kick-in-the-ass) factors to move the spectrum of employees' awareness from having a very low awareness which can imply its inexistence to very high.

**Table 2.2**  
*Level of Teachers' Awareness on Monetary Welfare Measures*

Monetary Aspect	Scale	Level of Awareness
Performance Based Bonus	5	Very high
Step increments	5	Very high
WTD I	5	Very high
PEI	4	High
Cash gifts	4	High
Loyalty incentives	4	High
Transportation	2	Low
Cost of living	2	Low
Career and self-Development	1	Very Low
Medical allowance	1	Very Low
OT Pay	1	Very Low
Average Weighted Mean	3.09	Moderate

Table 2.2 shows the level of awareness of secondary school teachers of Masbate in terms of monetary aspects. PBB, Step increments and WTD Incentive were all clustered under the scale of 5 which is equivalent to very high level of awareness. 3 measures were clustered under the scale of 1 with very low level of awareness, those measures were Career and Self-Development, Medical allowance, and OT Pay. The weighed mean for all the responses is 3.09 with an equivalent of moderate level of awareness. The responses show that there is more to know for the teachers regarding the welfare measures provided to them by the division. It was also evident in some answers that some teachers need to refresh their memories or be informed that there are certain qualifications to attain such measure. It agrees with the study of Ruffa V. Suelto Cordovilla and Ruth A. Ortega Dela Cruz, (2021) that some teachers lack awareness on how some welfares are given or what the criteria are, the researchers study differ however on what specific monetary welfare.

According to Cordovilla and Dela Cruz,(2021) "In addition, other problems encountered by the teachers were

rooted from their lack of understanding about the process. These included the process for calculating the amount of the PBB disbursed to each public high school. They were even in doubt of its evaluation on how the distribution of performance pay awards is being done by the government unit. The problems showed that the teachers did not really understand the nature of this so-called the PBB". This supports the claim of the researcher that there is a need for the teachers to know more about what they are receiving, especially the newer ones. It does not imply negative things though since this problem can be remedied on the side of the teachers through further information gathering which can be done on the teacher's side.

**Table 2.3***Level of Teachers' Awareness on Non-Monetary Welfare*

Indicators	Scale	Level of Awareness
Promotion	3	Moderate
Verbal Appreciation	4	High
Rewards and Recognition	4	High
Average Weighted Mean	3.66	HIGH

Table 2.3 presents the level of secondary school teachers' awareness of Masbate city division on non-monetary welfare measures. Verbal Appreciation and Promotion & Recognition both had high level of awareness at scale 4. Promotion is on 3 with moderate level of awareness. This implies that the School/Division recognizes the efforts of their teachers verbally. It also shows that the teachers appreciate the praises they receive, in addition to it, there are teachers who stated that receiving such measures boost their morale, meaning there is a need for it along with monetary welfare measures. These findings of the current study support the idea of Odden (2000) that teachers who are not motivated by financial rewards, can be encouraged with nonfinancial incentives. This also support the idea of Elton Mayo (1930's) who emphasize that the need of recognition, self-respect and growth, meaningful work, social activities (Non-financial incentives) are important as monetary incentives in the increase of employee morale and motivation.

**Table 3.1***Satisfaction Level of Teachers on Health Welfare Measures*

Indicator	Weighted Mean	Adverbial Rating
Working Environment	3.83	Highly Satisfied
Medical Benefits	3.20	Averagely Satisfied
Working hours	3.66	Highly Satisfied
Canteen Services	3.10	Averagely Satisfied
Restrooms & Teachers' Lounge	3.24	Averagely Satisfied
EW during pandemic	3.68	Highly Satisfied
Maternity Leave	4.00	Very Satisfied
Average Weighted Mean	3.53	Highly Satisfied

Table 3.1 presents the satisfaction level of secondary school teachers of SDO Masbate City on Health welfare measures. Aspects with highly satisfied responses include working environment with an average of 3.83, EW during pandemic with 3.68, and working hours with 3.66. Clustered under averagely satisfied were restrooms & teachers' lounge with an average of 3.24, medical benefits with 3.20, and with an average of 3.10 was canteen services. The weighed mean for all the responses was 3.53, which corresponds to highly satisfied. This shows an appreciation of what was provided to the teachers as welfare measures on health. This also implies that the school/division, based on the satisfaction level, has more room to improve in terms of providing such measures.

It can also be inferred that there is a direct relation with the teachers' satisfaction to the effectiveness of teachers in their field. Dr. P. Vinkatesh, Maanasa Devi S., Mr. Y. Thiyagarajan, and Dr. Arhan Sthapit concluded in their study that Employees are satisfied with various facilities like medical, pantry, safety measures, free food in canteen, HR allowances. It is observed that the welfare measures the labor absenteeism and increase the efficiency of the employees also; they are directly related with productivity and to achieve the morale of the employees. This finding is supported by Herzberg's Motivation-Hygiene Theory, it states that when employees are highly satisfied with the welfare measures provided, they are more motivated to work and perform their duties.

**Table 3.2***Satisfaction Level of Secondary teachers of Masbate City on Monetary Welfare*

Indicator	Weighted Mean	Adjectival Description
Medical Allowance	1.47	Highly Dissatisfied
Conveyance Allowance	3.96	Highly Satisfied
Allowances	1.49	Highly Dissatisfied
Salary Increment	3.54	Highly satisfied
Average Weighted Mean	2.61	Averagely Satisfied

In table 3.2 are the employee welfare measures provided by the city division to its secondary school teachers. The satisfaction levels were gauged through averaging and the corresponding adverbial rating. Those responses with highly satisfied marks were Conveyance allowance with an average of 3.96 and Salary Increment with 3.54. Two measures were under highly dissatisfied, those were allowances with an average of 1.49 and medical allowances with an average of 1.47. The weighed mean for this aspect of welfare measure was 2.61, which corresponds to averagely satisfied. There were dissatisfactions especially on allowances, this shows that there are teachers who are unable to make both ends meet. The school/division must review the measure they are currently providing to the employees. The rating is good because the teachers are satisfied with the monetary benefits, however there are areas of concern for specific measures. It's the allowances that had low level of satisfaction, comments such compensations come late are common grievance from teachers.

According to Manisha Gupta "Compensation is an important determinant of employees' satisfaction. Employees who have job satisfaction more often than not have motivation to perform their jobs well. A good compensation package is important to motivate the employees to increase the organizational productivity. Unless compensation is provided no one will come and work for the organization. Compensation helps in running an organization effectively and accomplishing its goals. Thus, compensation serves the purpose. The most competitive compensation will help the organization to attract and sustain the best talent. The compensation package should be as per industry standards.". She also added "Employees receive compensation from a company in return for work performed. While most people think compensation and pay are the same, the fact is that compensation is much more than just the monetary rewards provided by an employer.

**Table 3.3***Satisfaction Level of Secondary teachers of Masbate City on Non-Monetary Welfare Measures*

Indicator	Weighted Mean	Adjectival Description
Rewards and Recognition	3.21	Averagely Satisfied

Table 3.3 shows the level of satisfaction on non-monetary welfare measures provided on Masbate city division. Rewards and recognition had an average of 3.21 which corresponds to averagely satisfied. Teachers state that not only monetary aspects make them feel appreciated in the teaching profession. Apart from the salary and working environment, non-monetary aspects such as recognition and rewards come into play. This implies that secondary teachers of Masbate city are also intrinsically motivated with rewards and recognitions. Not all teachers are motivated only with money but rewards and recognition as well. It boosts their morale and confidence that their performance or efforts were recognized. This finding is in line with Thomas' (2009) findings in his study that these intrinsic rewards reinforce the self-management efforts and motivate employees to be engaged with work. An implementation of intrinsic reward creates positive feelings and experiences among employees and management. Also, this proves the theory of Abraham Maslow, (1943) that an individual has the need for appreciation and respect (Level 4) too.

**Table 4.1***Secondary School Teachers' Responses on Issues and Concerns on Health Welfare Measures*

Issues and Concerns	Frequency	Percent
The teachers shoulder expenses for drinking facilities.	76	35%
Facilities are not functional.	74	34%

It can be gleaned on table 4.1 the responses of the secondary teachers of SDO Masbate city on the issues and

concern with regards health welfare measures. According to the responses, 76 of the respondents agreed that they are the once who are shouldering the expenses for drinking facilities. While 74 of the respondents said that some facilities were unfunctional. It implies that the secondary school have drinking facilities mostly not provided by the institution but provided by the PTA or the teachers themselves. They are also the once who are purchasing mineral waters. Although in some schools, tap water is available, the teachers opted to buy mineral water for safety purposes. It can also be implied that some of the facilities in the secondary schools of SDO Masbate city were unfunctional. Thus, needs replacement or repair. These findings were also similar to the study conducted in Large California School District by Patel, A. I., Bogart, L. M., Uyeda, K. E., Rabin, A., & Schuster, M. A. (2010). Where it was found out that although there is an available drinking facility which is a tap water fountain, teachers and students opted not to drink from it for safety reasons. As to the issues and concerns for facilities, the findings is also in line with the study Earthman, (2002) that poor condition of school facilities negatively affects the teachers' performance hence will decrease the academic performance of students in the class.

**Table 4.2***Secondary School Teachers' Responses on Issues and Concerns on Monetary Welfare Measures*

Issues and Concerns	Frequency	Percent
The allowances are not enough.	146	67%
Medical allowance is insufficient.	143	65%
Delayed release of cash Incentives.	95	44%

It is reflected in table 4.2 the responses of the secondary teachers of SDO Masbate city on the issues and concerns on Monetary Welfare Measures. The insufficient allowances ranked 1st while delayed release of cash allowances ranked last. It can be inferred that most of the secondary teachers of Masbate city division receive allowances which do not cover their expenses. Of course, this is not true to all teachers. According to Selvan & Parvathapathini (2017) There are Several factors can be attributed to this issues e.g gender, marital status, monthly income, family income per month, total number of years of teaching experience, pattern of school , and working hours per day. Dolizo's (2019) finding supports the top 3 issues and concerns based on the results. According to his findings teachers are overworked but underpaid.

These issues are also related to teachers' performance. "A teacher cannot possibly dedicate fully his or her attention to students if day to day survival remains an issue". On the contrary, Lala, Abbas, and Akber's (2015) findings that Job satisfaction of employees was significantly affected by demographic, financial and non-financial factors. Employees who are older than 50 years, with greater experience, and in higher management positions were more satisfied with pay, promotion, work stress, work condition and working environment. This supports the thought that there are factors affecting employees' satisfaction on welfare measures.

**Table 4.3***Secondary School Teachers' Responses on Issues and Concerns on Non-monetary Welfare Measures*

Issues and Concerns	Frequency	Percent
Absence of policies for employees' safety.	48	22%
Safety of employees during pandemic is not attended to	31	14%
Cooperative for workers is inexistent.	28	13%

Based on the table presented, it is revealed that, Absence of policies for employees and safety rank 1st with 48 responses, followed by safety of employees during pandemic was not attended to with 31 responses and 28 responses for cooperative for workers is inexistent. It implies that the policies on safety in schools were not properly implemented thus make the teachers unaware and unsatisfied. While other small schools do not have existing cooperatives. The finding contradicts to Prinsloo and Beckmann (1988) education departments require that each school should have a clear safety program and policy for learners and teachers. There are policies formulated for the safety of both teachers and students. However, some schools do not sustain the implementation of these policies. Thus, the Canadian Safe School Task Force (1994) suggests that each school should establish a main school safety committee that will be divided into subcommittees. This is to ensure that peace and safety are maintained fairly in various school situations. The finding also confirms the theory of Herzberg, (1964) that issues

on policies are considered Hygiene factors which demotivates the workers.

## 6. Conclusion and Recommendation

### 6.1 Findings

The data were analyzed, interpreted, and presented with the following findings.

- All Health welfare measures except for destressing facilities are available. For Monetary welfare measures, it was found out that Bonuses, incentives, and other monetary welfare measures were also available. In Addition, for non-monetary welfare measures, rewards and recognition, verbal appreciation and promotion were also available in the secondary schools of Masbate city division.
- The level of awareness among the secondary teachers of Masbate city division on Health and Non-monetary welfares measures were High. While there is a moderate level of awareness for Monetary welfare measures.
- Secondary Teachers of SDO Masbate City have High Satisfaction level on Health welfare measures available in their respective schools. While they were Averagely Satisfied on Monetary and non – monetary welfare measures.
- The issues and concerns on health welfare measures, include: shouldering the expenses for drinking facilities, some facilities were unfunctional. For Monetary welfare measures, most responses identified the insufficient allowances followed by Insufficient medical allowance and Delayed release of cash allowances. Absence of policies for the safety of employees was primarily identified, followed by the safety of employees not attended during pandemic and cooperative for workers is not available.

### 6.2 Conclusions

- Destressing Facility was the only facility that was inexistent in the secondary schools of SDO Masbate city. While all Monetary and Non-monetary welfare measures were all available.
- Secondary Teachers of SDO Masbate city have High level of awareness on health and non-monetary measures, while they have moderate level of awareness on monetary measures. These can be attributed to seminars, programs conducted by SDO Masbate city, and the experiences of the secondary teachers of the health, monetary & non-monetary programs and projects being implemented.
- There is an average satisfaction level on the monetary and non-monetary welfare measures among the secondary teachers of SDO Masbate city. Some of the teachers demanded for salary increase to cope with the inflation while others wish and hope to have school-based rewards and recognition as it boosts their morale and confidence.
- The following were the top issues and concerns on health, monetary, and non-monetary welfare measures gleaned from the responses respectively; Teachers were shouldering the expenses for drinking facilities, the insufficient allowances, and absence of policies for employees and safety.

### 6.3 Recommendations

The researcher formulated the following recommendations based on the conclusions of the study.

- The SDO Masbate city may plan, structure, formulate relevant policies, and launch programs handled by authorities that will cater to the health specifically, mental health of the teachers. Aside from webinars, they may have a free psychological consultation or stress management programs to somehow assist in



the mental wellness of teachers.

- The SDO Masbate may craft an Employee Welfare handbook that are readily available for teachers.
- The SDO Masbate city may have a financial literacy program for the secondary teachers of SDO Masbate city. For them to understand better how to manage their finances.
- The SDO Masbate city may strengthen the DepEd Water Sanitation and Hygiene in Schools (WINS) program Further, there should be a regular posting of promotion, vacancies available, as well as schedule of assessment so teachers can readily prepare their documents and participate in the assessment. Also, teachers may be encouraged to venture on part-time teaching tutorial sessions to augment their income provided that primary tasks in the school will not be sacrificed.

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