

RELATIONSHIP BETWEEN TEACHERS' WELFARE PACKAGE AND STUDENTS' ACADEMIC ACHIEVEMENT IN POST BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

This study is on the relationship between teachers' welfare package and students' academic achievement in post-basic schools in Adamawa State, Nigeria. The study had two objectives, two research questions, and two null hypotheses. Correlational research design was adopted for the study. The population of the study was 55,469, consisting of 6,709 teachers and 48,760 Senior Secondary II students in public post-basic schools in Adamawa State. A sample size of 1,052 was used for the study, comprising 671 teachers and 381 students, selected through multistage sampling technique. The instruments for data collection were Teachers' Welfare Package Questionnaire (TWPQ) and Proforma of Students' Academic Achievement (PSAA). The TWPQ was validated by three experts. A reliability coefficient of 0.82 was obtained using Cronbach Alpha. Data collected were analyzed using descriptive statistic of the mean and the standard deviation, while Pearsons Product Moment Correlation and Multiple Correlation analyses were used to test the null hypotheses at 0.05 level of significance. The findings showed that teachers' welfare package in post-basic schools in Adamawa State were generally at a moderate level and significantly related to students' academic achievement. Teachers' working condition had a grand mean of 3.02 (SD = 1.42) and was also significantly related to students' academic achievement ($F(1,379) = 12.165, p < 0.05$). Teachers' welfare packages jointly and significantly predicted students' academic achievement ($F(5,375) = 2.961, p < 0.05$). The study concluded that teachers' welfare packages significantly influence students' academic achievement in post-basic schools in Adamawa State. The study recommended among others that the government and school management should adopt a comprehensive teachers' welfare policy that adequately addresses, teachers' working conditions.

Keywords: Teachers' welfare package, Teachers' working condition and Students academic achievement.

Introduction

Education has been recognised as the fundamental basis on which any nation could function effectively. Education is one of the most important avenues through which governments can address concerns of economic growth and equity. It's socio-

political and economic development depends solely on the quality education given to her citizens. Any nation that aspires to be recognised as a developed country must invest in its human resource. Human capital plays a significant role in the economic growth of nations (Topel 2022).

Hence, a country is said to be developed if the majority of her populace is highly educated. Teachers are a central actor in the learning process that takes place in schools, and teachers are the power tools for improving quality education through effective classroom practices in post basics schools (Davison, 2021). It is believed that a motivated teacher always complete the tasks set for him or her even when such a task is difficult or seen unattractive. Therefore, those that impact the requisite knowledge or those that build the character should be attained and motivated adequately, knowing that their welfare is the key to the student academic achievement.

Academic achievement is a significant concern in post basic schools learning and has become one of the most crucial objectives for students, their families, and other stakeholders. It represents an individual student's ability to efficiently and effectively utilise knowledge to meet their learning needs and academic goals (Mahmood, 2021). According to Maraichelvi and Rajan (2021), students' academic achievement refers to the quality of their effort or work in fulfilling academic requirements at school or college. Traditionally, academic achievement refers to the measurable learning outcomes of students in post basic schools, often indicated by examination scores, class achievement, and achievement in English language (Preeti, 2023). Academic achievement of students relies on effort made by teachers in post basic schools. If teachers' attend their lessons promptly and students attend promptly, the students will be productive in their academic activities. In post basic schools in Adamawa state, it is wild claim that teachers neglect their duties due to inadequate teachers' welfare from government and that can lead to low or poor students' academic achievement (Auwal, 2022).

Working conditions encompass the physical, social, and psychological environment where teachers perform their duties, including facilities, class sizes, and school climate. Favorable working conditions enable teachers to perform optimally and reduce job-related stress (Simons, 2017). Conversely, inadequate infrastructure, overcrowded classrooms, and insufficient teaching resources negatively affect teachers' instructional delivery (Okonkwo, 2021). In Adamawa State, many schools face infrastructural challenges that hinder effective teaching and reduce student engagement (Ololube, 2016). Supportive school climates characterised by collegial relationships and fair leadership enhance teacher motivation and job satisfaction (Simons, 2017). Teachers working in poor conditions experience higher burnout rates and absenteeism, disrupting continuity of student learning (Okonkwo, 2021).

Teachers' welfare packages these refer to the total set of benefits and support systems provided to teachers such as competitive salary, working conditions, medical care, housing, and in-service training that ensues their job satisfaction and teaching effectiveness (Smith, 2018). Such welfare provisions are crucial as they positively influence teacher motivation, which directly affects students' academic achievements (Johnson, 2019). When teachers receive adequate welfare support, including fair remuneration and favourable working conditions, their commitment to teaching improves significantly (Kumar, 2020). Research demonstrates that teachers with strong welfare packages exhibit higher instructional quality and foster greater student engagement (Williams, 2021). Additionally, welfare benefits reduce absenteeism and turnover rates, promoting continuity in student learning and academic progress (Adams & Lee, 2022).

Statement of the Problem

Despite the critical role teachers play in shaping students' academic achievement in Nigeria secondary schools, many post basic school teachers in Adamawa state face challenges related to inadequate teacher welfare packages, which negatively affect teachers' motivation and job achievement. Evidence shows that over 81% of teachers in Adamawa state reported their dissatisfaction with their salaries and welfare benefits, leading to high absenteeism and low commitment to their teaching duties (Adamawa State Bureau of Statistics, 2024). Furthermore, recent studies indicate that students' academic achievement in post-basic schools remains below the national average, with pass rates in core subjects such as English Language standing at approximately 52%, compared to the national average of 68% (Federal Ministry of Education, 2024).

The persistent gap between expected and actual student academic achievement raises concerns about underlying factors, including teachers' poor working conditions, lack of medical care, insufficient staff housing, and limited professional development opportunities. These welfare deficiencies contribute to high teacher turnover rates estimated at 30% annually, disrupting instructional continuity and affecting student learning (Olaleye, 2023).

Theoretical Framework

This study is anchored in Expectancy Theory postulated by Victor. H. Vroom in 1964 in giving an abstract construction on employees' motivation on their work achievement. The theory "states that, motivation to perform will be high when people know what they have to do to get a reward, expecting that they will be able to get reward and expecting the reward will be worthwhile". According to the theory,

motivation is only when a clearly perceived and usable relationship exists between achievement and outcome, and the outcome is seen as a means of satisfying needs. Hackman and Porter (1968) spelt out that, the level of effort will be affected by the value of rewards and the probability that reward followed effort, but they pointed out that, only effort will not be enough to achieve high achievement.

Two additional factors affecting achievement has to be taken into account like (1) ability-individual characteristics such as intelligence, knowledge, skills and, (2) role perceptions what individuals want to do or think they are required to do. This theory is of importance to this study because: Expectation theory focuses on how motivation affects achievement and describes how people make choices about desired goals. It is generally accepted as the leading theory of motivation and has become an important basis for explaining what motivates people to work towards achievement.

This study therefore adopted Expectancy theory to establish the link with the influence of teachers' motivation toward academic achievement of students in public secondary schools because the theory explained that, when workers are motivated, they will increase their achievement in terms of curriculum delivery, thus, increasing achievement. In fact, motivated teachers will show their achievement very high and fulfil their responsibilities adequately. In this way, the theory was adopted to explain the factors influencing teacher motivation in public secondary schools, due to the fact that, motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how competitive salary, working conditions, medical care, provision staff housing, and in-service training opportunities for teachers affect teacher

motivation toward academic achievement of
students.

Purpose of the study

This study examined the relationship between teachers' welfare package and students' academic achievement in Post Basic Schools in Adamawa State, Nigeria. The objectives of the study were to find the relationship between:

1. Teachers' working condition and students' academic achievement in Post-Basic Schools in Adamawa State, Nigeria.
2. Teachers' welfare package (working condition) and students' academic achievement in Post-Basic Schools in Adamawa State.

Research Question

The following research questions were raised to guide the study:

1. What is the level of teachers' working condition in Post Basic Schools in Adamawa State, Nigeria?
2. What is the level of students' academic achievement in Post Basic Schools in Adamawa State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study and was tested at 0.05 Alpha level of significance:

HO1: There is no significant relationship between teachers' working condition and students' academic achievement in Post-Basic Schools in Adamawa State, Nigeria.

HO2: There is no significant relationship between teachers' welfare package (working condition) and students' academic achievement in Post-Basic Schools in Adamawa State, Nigeria.

Methodology

Correlational survey research design was adopted for this study. The study was carried

out in Adamawa state, North East Nigeria. The population of this study consists of 55,469 (i.e 6,709 teachers and 48,760 SS II students in the Post Basic Schools in Adamawa State. The sample size for this study is 1,052 respondents, comprising 671 teachers and 381 students selected from post-basic schools in Adamawa State. The instruments for data collection for the study were Teachers' Welfare Packages Questionnaire (TWPQ) and Proforma of Students Academic Achievement (PSAA). The items were structured on a five-point Likert modified type rating scale of VHL=Very High Level (5), HL=High Level (4), ML=Moderate Level (3), LL=Low Level (2) and VLL=Very Low Level (1). The instruments was subjected to face and content validity by three experts from the Department of Educational foundation, Faculty of Education, Modibbo Adama University, Yola. Pilot study was conducted in Yola North Local Government Area, Adamawa State which did not form part of the main study but possess similar characteristics as those of the study. Thirty-Five (35) copies of questionnaire were given to the 35 selected respondents to answer and collected back by the researcher. Data were collated and analysed for reliability using Cronbach Alpha method to determine the internal consistency of items of the instrument. The reliability coefficient of 0.82 was obtained. Mean and standard deviation were used to answer research questions was based on the real limit of numbers and Pearsons Product Moment Correlation Analysis was used to test Hypothesis 1, while multiple correlation Analysis was used to test the hypothesis 2 at 0.05 Alpha level of significance. If $p \leq$ value is less than 0.05 level of significance, the null hypothesis is rejected or otherwise do not reject.

Results

Research Question 1

What is level of teachers' working condition in Post Basic Schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Teachers' Working Condition in Post Basic Schools in Adamawa State, Nigeria

S/N	Item (n = 671)	Mean	S. D	Remark
11	Teachers are provided with reasonable workload	2.45	1.41	LL
12	Teachers are provided with opportunities for professional development.	2.94	1.40	ML
13	The work environment provide teachers with opportunities for collaboration through supportive leadership.	3.07	1.46	ML
14	Teaching aids and materials are readily available.	3.06	1.43	ML
15	Regular electricity supports modern teaching methods.	3.09	1.39	ML
16	The school ensures the safety of staff and students.	3.01	1.44	ML
17	ICT tools are available for effective teaching.	2.98	1.42	ML
18	A quiet, peaceful environment supports student concentration.	3.60	1.42	HL
19	Clean and accessible restrooms are provided for staff.	3.08	1.44	ML
20	Good working conditions lead to better teacher commitment.	2.92	1.40	ML
	Grand Mean	3.02	1.42	ML

Table 1 reveals that the level of teachers' working condition in post-basic schools in Adamawa State is moderate. The mean scores ranged from 2.45 to 3.60, and the standard deviation ranged from 1.39 to 1.46, suggesting moderate consistency in respondents' opinions. The highest mean (3.60) was for the provision of a quiet and

peaceful environment that supports student concentration, while the lowest mean (2.45) was for reasonable workload. The grand mean of 3.02 and standard deviation of 1.42 imply that teachers' working conditions are moderately favourable, with respondents showing similar perceptions across the items.

Research Question 2

What is the level of students' academic achievement in Post Basic Schools in Adamawa State, Nigeria?

Table 2: Percentage Level of Students' Academic Achievement in Post Basic Schools in Adamawa State, Nigeria

	N	Mean (%)	Std. Deviation (%)	Level
Academic Performance	381	61.39%	11.19%	Moderately High

Table 2 indicates that students' academic achievement in post-basic schools in Adamawa State is moderately high. The findings show a mean percentage score of 61.39% with a standard deviation of 11.19%. The mean percentage suggests that, on average, students achieved 61.39% of the

total obtainable score, indicating performance above the average level. The standard deviation of 11.19% shows a moderate degree of variability in students' academic performance, implying that while most students performed reasonably well, their achievement levels differed to some

extent. Overall, the result suggests that students' academic achievement is moderately high, although there remains room for improvement in overall performance.

H₀₂: There is no significant relationship between teachers' working and students' academic achievement in Post-Basic Schools in Adamawa State, Nigeria.

Table 3a: Summary of ANOVA from Regression Analysis of Relationship between Teachers' Working Condition and Students' Academic Achievement in Post-Basic Schools

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1479.412	1	1479.412	12.165	.001 ^b
	Residual	46091.318	379	121.613		
	Total	47570.730	380			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), WORKING CONDITION

Table 3a presents the ANOVA summary of the regression analysis on the relationship between teachers' working condition and students' academic achievement in post-basic schools in Adamawa State. The result indicates that the regression model is

statistically significant, $F(1, 379) = 12.165$, $p < 0.05$. Since the p-value of 0.001 is less than 0.05, the null hypothesis is rejected. This means that teachers' working condition significantly relates to students' academic achievement.

Table 5b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176 ^a	.031	.029	11.02783

a. Predictors: (Constant), GOOD WORKING CONDITION

Table 3b presents the model summary of the relationship between teachers' working condition and students' academic achievement. The correlation coefficient $R = 0.176$ indicates a positive relationship between teachers' working condition and students' academic achievement. The $R^2 = 0.031$ shows that teachers' working condition accounted for 3.1% of the

variance in students' academic achievement. The adjusted R^2 of 0.029 suggests that the explanatory power of the model remains positive after adjustment. The standard error estimate of 11.02783 indicates the degree of dispersion of students' academic achievement scores around the regression line.

Table 3c: Coefficients of Beta

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.576	4.001		11.891	.000
	WORKING CONDITION	4.558	1.307	.176	3.488	.001

a. Dependent Variable: Academic Performance

Table 3c presents the coefficient analysis for teachers' working condition and students' academic achievement. The result shows that teachers' working condition has a positive regression coefficient ($B = 4.558$) and a standardised beta coefficient ($\beta =$

0.176). The t-value of 3.488 with a significance value of 0.001 indicates that the contribution is statistically significant. This implies that improved teachers' working condition positively influences students' academic achievement.

H₀₂: There is no significant relationship between teachers welfare package (working condition) and students' academic achievement in Post-Basic Schools in Adamawa State, Nigeria.

Table 4a: Summary of ANOVA from Regression Analysis of Relationship between Teachers Welfare Package and Students' Academic Achievement in Post-Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1806.658	5	361.332	2.961	.012 ^b
	Residual	45764.071	375	122.038		
	Total	47570.730	380			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Working Condition

Table 4a presents the ANOVA summary of the multiple regression analysis on the relationship between teachers' welfare packages and students' academic achievement in post-basic schools in Adamawa State. The result shows that the regression model is statistically significant, **F (5, 375) = 2.961, p < 0.05**. Since the significance value of **0.012** is less than 0.05,

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195 ^a	.038	.025	11.04706

a. Predictors: (Constant), Working Condition

Table 4b presents the model summary of the relationship between teachers' welfare package and students' academic achievement. The result shows a multiple correlation coefficient of **R = 0.195**, indicating a positive relationship between teachers' welfare package and students' academic achievement. The **R² value of**

the null hypothesis is rejected. This indicates that teachers' welfare packages taken together good working condition have a significant combined relationship with students' academic achievement. This implies that teacher welfare as a whole plays an important role in influencing students' academic outcomes.

0.038 shows that teachers' welfare package explain **3.8%** of the variance in students' academic achievement. The adjusted R² of **0.025** indicates that after adjustment, the model still explains **2.5%** of the variation in students' academic achievement. The standard error of estimate of **11.04706** reflects the average variation of students'

academic achievement scores from the regression model. This suggests that contribution is modest, teachers' welfare

package have a meaningful influence on students' academic achievement.

Table 4c: Coefficients of Beta

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.541	4.721		9.859	.000
	Good working condition	4.455	2.111	.172	2.110	.035

a. Dependent Variable: Academic Performance

Discussion of Findings

The finding of the study also reveals that teachers' working condition in post-basic schools in Adamawa State is at a moderate level. The finding also reveals that teachers' working condition is significantly related with students' academic achievement in post-basic schools in Adamawa State, Nigeria. This finding indicates that the working conditions available to teachers in post-basic schools are moderately conducive for effective teaching and learning. This suggests that although some school facilities and supportive structures are available, they may not be sufficient enough to provide an ideal teaching environment. Such conditions may include classroom space, furniture, instructional materials, school infrastructure, administrative support, and a generally conducive school atmosphere. The finding further implies that teachers' working condition plays an important role in determining the quality of teaching delivered in schools. Teachers who work in a favourable and supportive environment are more likely to be motivated, productive, and committed to their duties, which positively affects students' learning outcomes and academic achievement.

The finding is consistent with the finding of Adeyemi and Garba (2023), who found that teachers' working conditions had a significant positive relationship with students' academic achievement, noting that better school facilities and supportive environments improved student outcomes. The finding also agrees with Ojo and Bello (2021), who reported that teachers' welfare packages, including conducive working environments, significantly improved students' academic performance. Likewise, the result corroborated that of Adewale and Musa (2023), who found a significant positive relationship between teachers' welfare package and students' academic achievement. The present finding is therefore in harmony with previous empirical evidence that supportive working conditions enhance teacher morale, reduce work-related stress, and improve instructional effectiveness, which ultimately promotes better academic performance among students.

Additionally, the finding of the study reveals that teachers' welfare package (good working condition) significantly predict students' academic achievement in post-basic schools in Adamawa State, Nigeria. This finding suggests that teachers' welfare

should not be viewed as separate isolated variables but as interconnected components that collectively shape teacher effectiveness and educational outcomes. The finding implies that when teachers are supported through conducive working conditions, they become more motivated, stable, productive, and committed to teaching. These welfare provisions together contribute to improved job satisfaction, stronger morale, better attendance, instructional continuity, enhanced lesson delivery, and improved teacher–student interaction, all of which positively influence students’ academic achievement. The significance of their joint prediction indicates that students’ academic performance is strongly tied to the overall welfare condition of teachers.

This finding agrees with the finding of Ojo and Bello (2021), who found that teachers’ welfare package had a significant positive relationship with students’ academic achievement, with conducive working environments improving students’ academic performance. The finding is also consistent with Adewale and Musa (2023), who found a significant positive relationship between teachers’ welfare packages and students’ academic achievement

The result further supports the broader body of empirical evidence presented by Afolabi and Eze (2022), Yusuf (2022), Adeyemi and Garba (2023), Ahmed and Umar (2023), Ibrahim and Musa (2023), Bello and Mohammed (2024), and Nwachukwu and Abubakar (2024), all of which point to the importance of different dimensions of teacher welfare in improving students’ academic outcomes. The agreement between the present study and previous studies may be because teacher welfare directly affects motivation, retention, attendance, effectiveness, and commitment, which are

critical drivers of student success in the school system.

Conclusion

Based on the findings of this study, it is concluded that teachers’ welfare package have a significant relationship with students’ academic achievement in post-basic schools in Adamawa State, Nigeria. The study established that working conditions are available at a moderate level in post-basic schools across the state. Although these welfare components were not found to be highly adequate, they were shown to contribute meaningfully to students’ academic performance.

The study further concludes that each welfare package examined conducive working condition, has a significant relationship with students’ academic achievement. This implies that improvements in teachers’ welfare are to enhance teachers’ commitment, motivation, and effectiveness in the teaching-learning process, which in turn positively influences students’ academic outcomes.

Recommendations

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

School administrators and government should provide a more conducive working environment by improving school facilities, teaching resources, and general workplace conditions to enable teachers perform effectively.

The government and school management should adopt a comprehensive teachers’ welfare policy that adequately addresses salary and working conditions, as this will improve teacher effectiveness and ultimately enhance students’ academic achievement in post-basic schools in Adamawa State.

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