

# "The Impact of Teachers' Welfare on Performance: A Correlational Study of Selected Dimensions"

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## ABSTRACT

This study explores the impact of teachers' welfare on their performance, focusing on the importance of factors such as permanent housing, remuneration, professional development, and investment opportunities. The research used a correlational design to measure the impact of welfare components on teachers' performance within a sample of 2400 teachers and school administrators. The results showed significant correlations between each welfare component and teachers' performance, with remuneration being the most predictive factor. Professional development also showed a positive impact, while permanent housing and investment opportunities contributed to a lesser extent. High levels of perceived welfare support correlate with increased job satisfaction, which in turn enhances performance effectiveness. The study recommends that policymakers and school administrators prioritize the review and improvement of welfare packages for educators, including increasing remuneration, offering more robust professional development opportunities, and improving housing support. This will foster a more motivated and competent teaching workforce, ultimately leading to better student outcomes.

**Keywords:** Teachers' Welfare, Performance, Permanent Housing, Remuneration, Professional Development, Investment Opportunities, Correlational Study.

## INTRODUCTION

The performance of teachers is significantly influenced by various dimensions of their welfare, including housing, remuneration, professional development, and investment opportunities. Research indicates that teachers' well-being is crucial for their professional development and the creation of supportive learning environments, which in turn enhances student success and school atmosphere (Hidayati et al., 2023). Factors such as working conditions, including workload and classroom environment, directly affect teacher morale and motivation, ultimately impacting student academic performance (Efendi et al., 2023; Sehöl, 2022). Additionally, the welfare components for teachers, such as salary, allowances, and professional development opportunities, are essential for improving their quality of life and work satisfaction (Hasanah & Zainuddin, 2024). However, challenges remain, such as the emotional demands placed on teachers and the need for clearer roles in educational welfare practices (Clark et al., 2024; Hall-Kenyon et al., 2014; "Management of Teachers-Parents Relationship to Improve Teacher Subjective Well-Being: A Literature Review," 2023). Addressing these welfare dimensions is vital for fostering an effective educational environment and enhancing overall teacher performance.

In the competitive educational landscape, understanding the factors that motivate teachers is crucial for enhancing educational outcomes. Research indicates that work motivation, job satisfaction, and administrative support are significant predictors of teacher performance (Osias Kit T. Kilag et al., 2023). Key motivational factors include professional development opportunities, salary, and a supportive work environment, which collectively contribute to job satisfaction (GÜMÜŞTAŞ & GÜLBAHAR, 2022; D. Ma, 2022; Rana et al., 2024). Notably, intrinsic motivation, such as a sense of autonomy and competence, has a more substantial impact on job satisfaction than extrinsic factors (Tirana et al., 2023). Furthermore, studies reveal a moderate positive relationship between motivational factors and job satisfaction, emphasizing the importance of fostering a positive work culture and professional relationships among teachers (Cabaron & Oco, 2023). To improve overall job

satisfaction, schools should prioritize addressing teachers' basic psychological needs and provide adequate support and development opportunities, thereby reducing attrition rates and enhancing educational quality (GÜMÜŞTAŞ & GÜLBAHAR, 2022; D. Ma, 2022; Tirana et al., 2023).

The research on the effects of independent variables on teachers' performance highlights several key welfare aspects that resonate with educators. Studies indicate that principals' administrative strategies, particularly open communication, involvement in decision-making, and management of staff welfare, significantly enhance teachers' job performance in secondary schools (Chukwuemeka Joseph et al., 2021; Esther & Udoka, 2023; Okoye & Ogwurumba, 2023; Puspitasari et al., 2024; Udoka Eze et al., 2023). These strategies foster a supportive work environment, which is crucial for teacher motivation and effectiveness. Additionally, the quality of work life, organizational culture, and workload have been shown to collectively influence teacher performance, suggesting that a holistic approach to welfare can yield positive outcomes (Puspitasari et al., 2024). The findings emphasize the importance of school administrators adopting these strategies to improve teaching quality, which in turn can lead to better student learning outcomes. However, the studies primarily focus on correlational data, which may limit causal inferences, indicating a need for further research to explore these relationships more deeply (Puspitasari et al., 2024; Udoka Eze et al., 2023).

## METHODS

The study involving 2400 teachers and school administrators utilized a simple random sampling technique to ensure a representative sample, thereby enhancing the generalizability of its findings. This method is crucial in educational research as it minimizes selection bias, allowing every member of the population an equal opportunity to participate, which is essential for the validity of the results. The importance of generalizability is echoed in various studies, such as those applying generalizability theory to assess measurement reliability in different contexts, including sports psychology and educational practices (Kim et al., 2022; Sturgis et al., 2022). Furthermore, the findings from Aguilar's research highlight that teachers' knowledge and adaptability significantly influence educational practices, reinforcing the need for a representative sample to accurately reflect diverse educator experiences and perspectives (Justfer John D. Aguilar, 2023). Overall, employing a simple random sampling method is a robust approach to ensure that the study's conclusions can be reliably extended to the broader population of educators.

### Population and Sample Size

The study utilized a self-administered questionnaire to assess teachers' welfare and performance, ensuring clarity through pre-testing with a small educator sample. This approach aligns with findings that emphasize the importance of teacher well-being for professional development and student success, as highlighted in the literature review by Mo, which discusses various antecedents and outcomes of teacher well-being (Hidayati et al., 2023). Additionally, the meta-analysis by Zhou et al. underscores the significance of factors such as psychological capital and job competencies in enhancing teacher well-being, which could be reflected in the questionnaire's design (K. Ma et al., 2022). The qualitative exploration by Cavioni et al. further supports the need for targeted interventions, suggesting that structured items in the questionnaire could effectively capture the multifaceted nature of teacher well-being (Temam et al., 2019). Overall, the methodology employed in this study is consistent with current research advocating for comprehensive assessments of teacher welfare to inform effective educational practices (Abou Assali & Al Abdouli, 2024; Hidayati et al., 2023).

### Data Collection

Data was collected using a self-administered questionnaire designed specifically for this study. The questionnaire included structured items that addressed the five dimensions of teachers' welfare, as well as questions measuring teachers' performance. To ensure clarity and comprehensibility, the questionnaire was pre-tested on a small sample of educators, leading to necessary adjustments before the main study.

### Reliability and Validity

The reliability of the questionnaire was determined using Cronbach's alpha coefficient, which yielded a result of 0.88, indicating a high level of internal consistency. Additionally, the Content Validity Index (CVI) was

calculated to assess the validity of the instrument, resulting in a CVI of 0.86, which signifies adequate content validity. Both reliability and validity assessments confirmed that the data collection instrument was appropriate for measuring the variables of interest.

### **Ethical Considerations**

The study adhered to ethical research guidelines, ensuring informed consent was obtained from all participants prior to data collection. Participants were informed about the study's purpose, their right to withdraw at any time, and the confidentiality of their responses. These ethical practices were integral to maintaining the integrity of the research process.

## **RESULTS**

The analysis of the data collected through the questionnaire revealed key findings regarding the relationships between teachers' welfare components and their performance: **Descriptive Statistics:** Initial analysis showed that a majority of respondents (approximately 75%) felt that their current welfare conditions were inadequate, specifically in the areas of remuneration and housing. **Correlational Analysis:** The correlational analysis indicated strong positive correlations between each welfare dimension and teachers' performance: **Remuneration:** A significant positive correlation ( $r = 0.68, p < 0.01$ ) was found between remuneration levels and overall teachers' performance scores. Higher remuneration was associated with increased job satisfaction and effectiveness in curriculum delivery. **Professional Development:** The correlation between access to professional development opportunities and teachers' performance was also significant ( $r = 0.65, p < 0.01$ ), indicating that teachers who participated in continuous professional development reported higher performance levels. **Permanent Housing:** The correlation between perceived housing stability and performance was moderately significant ( $r = 0.48, p < 0.05$ ). Teachers who reported stable housing conditions exhibited better job commitment and performance metrics. **Investment Opportunities:** The relationship between perceived investment opportunities and performance was similarly positive ( $r = 0.53, p < 0.05$ ), suggesting that teachers who engaged in investment programs or financial planning felt more secure and motivated.

**Regression Analysis:** Multiple regression analysis was conducted to further assess the predictive powers of the welfare components on teachers' performance. The results indicated that together, the welfare dimensions accounted for approximately 42% of the total variance in teachers' performance scores ( $R^2 = 0.42$ ). Notably, remuneration alone contributed 27% ( $\beta = 0.52, p < 0.01$ ) of the variance.

**Qualitative Insights:** Open-ended responses from participants further reinforced the quantitative findings, with many educators emphasizing the necessity of fair compensation as a foundation for their commitment and performance. Instances of stress related to financial insecurity were reported as detrimental to teaching efficacy.

These results clearly demonstrate the critical role that welfare elements play in influencing teachers' performance and underscore the need for targeted policies that enhance these components within educational systems.

## **DISCUSSION**

The analysis of various factors influencing teachers' welfare reveals a significant relationship with their performance, particularly highlighting remuneration as the most critical predictor. Research indicates that teacher welfare encompasses multiple dimensions, including permanent housing, professional development, and investment opportunities, all of which contribute positively to teachers' overall wellbeing and job satisfaction (Kaur, 2023; K. Ma et al., 2022). However, remuneration stands out as a primary concern, with studies showing that financial security and income are paramount for teachers, directly impacting their job performance and educational quality (Fatria et al., 2022; Temam et al., 2019). Furthermore, the welfare measures, such as salary and benefits, are essential for maintaining teacher morale and enhancing educational outcomes (Kaur, 2023; Nabila Rahma Aulia et al., 2023). This synthesis underscores the necessity for educational policies to prioritize competitive remuneration alongside other welfare components to foster an environment conducive to high teacher performance and retention. Thus, while all dimensions are important, remuneration is pivotal in driving teachers' effectiveness and satisfaction in their roles (Fatria et al., 2022; K. Ma

et al., 2022).

Research consistently indicates that adequate and competitive remuneration significantly enhances teachers' job satisfaction and commitment, ultimately leading to improved educational outcomes. For instance, a study found that public school teachers who perceived their compensation positively demonstrated strong performance across various dimensions, highlighting the critical role of monetary compensation in motivating educators(Ijiwole et al., 2019). Similarly, another review emphasized that fair salaries correlate with increased teacher motivation, satisfaction, and dedication, which are essential for maintaining educational quality(Ngabiyanto et al., 2023). Furthermore, research indicates that remuneration influences job satisfaction, which in turn affects performance, suggesting that a supportive compensation structure is vital for fostering a productive educational environment(Muntasir et al., 2023). Additionally, findings show a strong positive correlation between teachers' remuneration and job satisfaction, reinforcing the notion that competitive pay is crucial for attracting and retaining quality educators(Rotich et al., 2023). Collectively, these studies underscore the importance of competitive salaries in enhancing teacher morale and student outcomes.

Professional development is crucial for enhancing teachers' skills and instructional strategies, yet its effectiveness is significantly influenced by the monetary compensation teachers receive. Research indicates that teachers are more inclined to pursue further professional development when they feel secure and adequately rewarded, highlighting the importance of a robust compensation package in fostering professional growth(Marinette & Hui, 2020). While non-monetary factors, such as training and capacity development, also contribute to classroom delivery, they are often overshadowed by the impact of financial rewards(Mukrim et al., 2023). Additionally, the dimensions of permanent housing and investment opportunities positively affect teacher performance, but these factors are not as critical as remuneration(Marinette & Hui, 2020). Overall, a comprehensive approach that combines competitive compensation with high-quality professional development initiatives is essential for cultivating an effective teaching workforce capable of improving student outcomes(Makuachukwu, 2023).

The necessity for educational policymakers to prioritize teachers' compensation and welfare is strongly supported by recent research. A study found that a well-structured compensation package positively influences teachers' work performance, particularly in task-related areas, thereby enhancing retention and job satisfaction(Marinette & Hui, 2020). Furthermore, the provision of welfare packages, including allowances and healthcare, has been shown to significantly impact teachers' motivation and performance, which in turn affects student outcomes(Rotich et al., 2023). Conversely, merit pay systems have produced mixed results, sometimes increasing stress and turnover without improving student performance, highlighting the need for careful implementation(Sass, 2008). Additionally, factors such as education level and training positively correlate with teacher welfare, suggesting that comprehensive support systems are essential for maintaining teacher quality(Johnson et al., 2023). Overall, investing in teachers' compensation and welfare not only fosters a more effective teaching workforce but also enhances educational practices and student learning experiences(Johnson et al., 2023; Springer, 2023).

In conclusion, the study illustrates a clear linkage between teachers' welfare and their performance, with remuneration being the standout dimension that warrants attention for systemic change. The findings pave the way for further research into implementing effective welfare policies that not only support teachers but also elevate the overall educational landscape.

## CONCLUSION

The findings of this study underscore the significant relationship between various dimensions of teachers' welfare and their performance in educational settings. The results indicate that while all aspects of welfare examined contribute positively to teachers' effectiveness, remuneration stands out as the strongest predictor of performance. This highlights the essential role that adequate compensation plays in motivating teachers, establishing job satisfaction, and enhancing overall educational delivery. Professional development, while also influential, is particularly effective when teachers feel adequately compensated and supported, suggesting an interconnectedness among welfare factors that must be considered in policy formulations.



Given these insights, it is crucial for educational stakeholders to recognize the importance of a holistic approach to teachers' welfare. Investments in housing, remuneration, and professional development are not merely beneficial to teachers; they are foundational to the creation of an effective educational system.

## **RECOMMENDATIONS**

Based on the findings, the following recommendations are proposed:

**Enhance Remuneration Packages:** Educational institutions should conduct a comprehensive review of teachers' pay structures to ensure that compensation is competitive and not only reflects the cost of living but also the value of educators' contributions to society.

**Prioritize Professional Development:** Schools should implement ongoing and accessible professional development programs that cater to the diverse needs of educators, fostering an environment of continuous improvement and career growth.

**Strengthen Housing Support:** Institutions should explore partnerships with housing authorities or developers to provide affordable housing options for teachers, particularly in high-cost areas. This could include subsidies, low-interest loans, or housing allowances.

**Invest in Investment Opportunities:** Schools should develop and provide opportunities for teachers to invest in personal and professional growth, such as scholarships for advanced degrees, mentoring programs, or avenues for collaboration and research.

**Conduct Longitudinal Studies:** Future research should include longitudinal studies that track the long-term effects of improved welfare policies on teacher performance and student outcomes, which would provide deeper insights into the dynamics of educational effectiveness.

By addressing these areas, educational institutions can create a more supportive working environment for teachers, ultimately leading to enhanced academic performance and outcomes for students.

### **Data availability**

Data will be availed on request.

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### **Competing interests**

There is no competing interest

### **Authors contribution**

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