



The Impact of Teachers' Welfare Package on Teachers' Job Satisfaction

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Abstract

The critical role of education in national development is widely acknowledged, with the 2016 UNESCO recommendation on the status of teachers highlighting its significance. The quality of education, encompassing both learning and character development, is a central goal for every country's educational system. Globally, welfare programs are crucial in enhancing teachers' job performance and motivating teaching activities. This study examines the impact of teachers' welfare packages on job satisfaction in Edo State, Nigeria. The sample includes 80 respondents from eight secondary schools. A questionnaire was administered to collect data, which was analyzed using chi-square analysis. The findings suggest that teachers' welfare packages positively influence job satisfaction in Edo State. The study recommends strengthening government policies to ensure teachers are better supported, encouraging them to engage in their teaching roles for improved learning outcomes fully.

Keywords: Impact, Teacher's Welfare Package, Teacher's Job Satisfaction

1. Introduction

The industrialized world has recognized the critical role that education plays in a country's growth, and the United Nations Educational Scientific and Cultural Organization's (UNESCO) 2016 recommendation about the status of teachers is a powerful testament to this understanding. In this regard, it is noted that no nation can afford to give lip service to its citizens' education,¹ that no educational system surpasses the caliber and standing of its teachers, and that no nation rises above its education level. Any country that disregards the value of education is doing it at its own risk. This claim aims to dispel the myth that teachers receive benefits in heaven. This is supported by section 9 No. 59 of the Federal Republic of Nigeria states:² "teachers' education will continue

¹ Abwalla, J. (2014). The Principals' Leadership Styles and Teachers' Performance in General Secondary Schools of Gambella Regional State. A master's Thesis Submitted to the Department of Educational Planning and Management, Jimma University, Ethiopia.

² Federal Republic of Nigeria (2014). National Policy on Education (Revised): Lagos NERC.

to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers". The section also added that all teachers in our educational institutions, from pre-primary to university, will be trained. This has led to the elimination of uncertified teachers from classrooms in Isin Local Government Area and Kwara State. Schools can change society for the better through teachers' agency, but society must first empower teachers and enrich the school's climate.³ I believe that education is a worthwhile endeavour and that its benefits will determine the course of the earth in the future. Education is the source of information, enlightenment, technology, and transportation, which delightfully make the world a smaller, more interconnected town about contact, connection, and communication. Hence, producing high-quality education in terms of learning and character is the aim of any country. Welfare programs have a significant impact on teachers' job performance worldwide. According to Latham⁴, an employee who is happy produces more, which can be used to establish a connection between job performance, motivation, and pleasure. Employee motivation is a fundamental problem in any firm that wants to reach its objectives. For teachers to perform well, they occasionally need to boost their motivation through incentives, just like employees in other firms.

According to its constitution, the Nigerian Union of Teachers is a forum for teacher cooperation, welfare promotion, and advancing education in the teaching profession.⁵ The study revealed that motivation significantly affected teachers' job performance.⁶ Training and experience significantly influence teachers' work performance, according to his survey research on these factors as predictors of teachers' productivity in Nigerian secondary schools. The outcome of this research agrees with that training and experience enhance teachers' productivity.⁷ The idea is that welfare programs encourage teachers to perform better on the job. They take the shape of pay raises, gratuities, frequent promotions, job security, and friendship building among educators.

Job satisfaction is among the most often examined factors in organizational behaviour research. This is most likely because it improves organizational efficiency and effectiveness.⁸ Additionally, he emphasized that secondary school teachers' efficacy allows them to create and implement improvements in the school. Teachers work hard to make schools more effective and efficient, but often don't receive the pay, recognition, or social standing they deserve. This suggests that educators who put in a great deal of effort to help the school grow by helping the kids grow are not given the respect and acknowledgment they merit. This significantly impacts teaching and learning over time and affects their job satisfaction. Employees are typically tempted to switch jobs in pursuit of

³ Nairuba, J. (2011). Motivational practices and Teacher's performance in Jinja Municipality Secondary schools. A master's Thesis. Bugema University: Unpublished.

⁴ Locke, E.A and G.P. Latham (2014) What should we do about Motivation theory? Six Recommendations for the Twenty - First Century. *Academy of Management Review*. Vol. 29(3) 388 - 403.

⁵ Achimugu, L (2015) *The Agonies of Nigerian Teachers*. Ibadan: Heinemann Educational Books.

⁶ Akor, P.U (2010) Motivation as a Correlate to Job Performance of Professional Librarians in the University Libraries in Makurdi, Benue State. *UNIZIK Journal of Research in Library and Information Sciences*. 2(1):54 - 64. See more, Jabuya, M. A (2010). Influence of Motivation on Teachers' Performance in Secondary Schools in Uriri District Nyanza Province, Kenya. An Unpublished MA Thesis, College of Humanities and Social Sciences, University of Nairobi, Kenya. See also Adeogun, A. A. (2016) Training and Experience as Predictors of Teacher's Productivity in Secondary Schools in Nigeria. *International Journal of Educational Management*.4, 38 - 49.

⁷ Ahiaba, K.P (2012) Training and experience as Correlate of Teachers Productivity in Secondary Schools in Ojo Local Education District of Lagos State. A PGDE Project, Adekunle Ajasin University, Akungba, Ondo State, Nigeria. See also Luthans, F (2015) *Organization Behavior* (10th Edition). Boston: Mc Graw Hill/Irwin.

⁸ Umar, D. (2018). Principals' instructional supervision and teachers' performance of secondary schools in Danko Wasagu Local Government Area, Kebbi State, North-West Nigeria.

greater job satisfaction. They⁹ said educators dissatisfied with their positions leave positions that they feel could better meet their demands. Since job happiness is a determining factor in employees' decisions to stay in the teaching profession or leave, length of service may be helpful in gauging instructors' job satisfaction. Sustaining a high degree of employee job satisfaction is essential for boosting organizational output.¹⁰

A general lack of satisfaction among teachers inevitably impacts the entire educational system, particularly secondary schools that supply inputs to universities. Therefore, this problem is unrelated to the nation's low education quality. Teachers in the state are not as motivated to do their jobs as they should be, which leads to a lack of job satisfaction.¹¹ As a result, they lack motivation, don't commit enough time to educating students, and don't adequately plan their lectures to impart all the skills that students need. As a result, they don't help the school achieve its objectives. They don't take part in initiatives that uphold the school's reputation.¹² Similarly, pupils fail exams because they lack the necessary skills. This leads to low productivity and, as a result, job dissatisfaction, which manifests itself in several ways in which teachers engage in misconduct, which is why this current study is necessary to examine the impact of teachers' welfare package on teachers' job satisfaction.

2. Literature Review

According to Abraham Maslow's, Hierarchy of 1945 had specified the needs that would motivate people and their behaviours.¹³ Psychologies that motivation is associated with clinical psychology by profession, his theory is the one most widely used in the study of motivation. The welfare package, which is the term used to describe motivation, assumes that these needs are arranged in a hierarchy starting with physiological, safety, social esteem, and self-actualization needs. The physiological needs encompass the fundamental biological requirements of the human body, such as the need for food, water, air, and sexual pleasure, in addition to other essential needs like clothes and shelter. The author underlined that no other needs will be used as a foundation for motivation when physiological needs are unmet.

The author claims that safety needs emerge as the next need after basic physiological needs are met. Security, the absence of pain and illness, and employment security are all implied by safety needs. The school system meets safety needs through insurance coverage, retirement plans, pensions, fringe benefits, and health or medical services. According to the author, social needs manifest as friendship, love, affection, and relationships after physiological and safety needs have been satisfied¹⁴ have proposed that if these needs are not met, there may be adverse effects on an employee's mental health as well as high absenteeism, subpar work, and low job satisfaction.

⁹ Akinyemi, O. (2023). Teachers' Welfare Package and Performance in Nigerian Public Schools. *Journal of Educational Research*, 12(3), 45-62.

¹⁰ Ajayi, T., & Bello, M. (2023). The Impact of Welfare Packages on Teachers' Commitment in Secondary Schools. *African Journal of Education*, 18(2), 101-120.

¹¹ Simon (2011). What is job security, and does it really exist? Retrieved from www.simonstapleton.com/wordpress/2011/02/12/what-is-job-security-and-does-it-really-exist.

¹² Odunlade, R. O. (2012). Managing employee compensation and benefits for job satisfaction in libraries and information Centres in Nigeria. Available <http://unllib.unl.edu/LPP/EdU 710>. National Open University of Nigeria.

¹³ Maslow, Abraham H. (1945). *Motivation and Personality*. In E.F.L. Brech the Principles and practice of management (3rd ed.). Longman Publications Ltd.

¹⁴ Alderfer, Clayton, P., Kaplan, R.E., and Smith, K.K. (1994). The effect of variation in relatedness need satisfaction on related desires. *Administrative science Quarterly*, Vol. 19, pp. 507-532. See also Hellriegel, Don and Slocum Jr., John W. (1996). *Organizational Behaviour: Contingency Views*. New York: West Publishing Co.

According to Abraham Maslow's hierarchy of needs, esteem needs comprise the fourth level of needs, which include the desire for recognition and the desire to be significant. Self-confidence, independence, accomplishment, competence, and knowledge are all components of the demand for self-esteem. It defines the necessity of one's standing, independence, recognition, admiration, and the rightful respect of one's peers.

The related needs, which comprise Maslow's social and esteem categories, are the other needs in this theory. They deduce that people must keep up their ties with those who matter to them. Sharing ideas and feelings with those crucial people reciprocally satisfies relatedness demands. This theory's growth requirements, which are utilizing one's potential and ongoing personal development, explain the urges to be self-assured, productive, and creative. They have to do with how an individual interacts with their surroundings. Maslow's demands for self-actualization and self-esteem overlap with Alderfer's needs. There are some distinctions between Maslow's and Alderfer's theories. Alderfer stipulated that even when a need has been satisfied, it could remain a dominant motivator even if the next need in the hierarchy cannot be happy also discovered that this supports Alderfer's fundamental proposition that a satisfied need may remain a motivator.¹⁵

Welfare packages are essentially an institution's personnel function. This relates to the institution's overall corporate goals outlined in its plan. This relates to the institutions' policies about development and personnel¹⁶. Wages and salary policies are part of a welfare package, and they should be designed to draw in, keep, and inspire workers at all levels. This trend is because the company keeps its workers and can utilize their skills to the fullest. However, various institutions and organizations offer welfare packages to encourage staff members and inspire educators to meet learning objectives¹⁷.

The concept of job satisfaction is a compound of various attitudes that a teacher has and exhibits towards his work situation, as well as psychological, physiological, and environmental conditions, all of which contribute to satisfaction. In this context, satisfaction and contentment are interchangeable terms. It is the outcome of the lack of welfare programs.¹⁸ People feel satisfied and belong in the system when their needs and expectations are met. Needs and expectations, however, seldom, if ever, align,¹⁹ stated that a person may be satisfied with one aspect of his job and dissatisfied with another." As a result, there are different satisfaction levels with the benefit package; it is impossible to reach maximal satisfaction.²⁰

The Federal Government established the National Joint Negotiating Council for Teachers in October 1984 in response to a statewide strike by the Nigerian Union of Teachers (NUT). Justice J.A. Adeferasin led the Council. It consisted of nine delegates from the Local Education Authorities, ten members from voluntary organizations, nine representatives from the Nigerian Union of Teachers

¹⁵ Alderfer, Clayton, P., Kaplan, R.E., and Smith, K.K. (1994). The effect of variation in relatedness need satisfaction on related desires. *Administrative science Quarterly*, Vol. 19, pp. 507-532.

¹⁶ Eze, P. (2024). Teacher Motivation and Educational Outcomes in Nigerian Secondary Schools. *International Journal of Education Policy*, 22(1), 89-105.

¹⁷ Hanushek, E. (2022). Teacher Quality and Student Achievement: A Global Perspective. *Educational Review*, 36(4), 321-340.

¹⁸ Saeed, M. M. & Asghar, M. A. (2012). Examining the relationship between training, motivation and employee's job performance: The moderating role of person job fit. *Journal of Basic and Applied Scientific Research*, 2 (12), 12177-12183.

¹⁹ Greve, B. (2008). What is welfare? Article in *Central European Journal of Public Policy* Vol. 2—No 1—July 2008—pp 50-73 ISSN 1802-4866

²⁰ Sharma, J. P. & Bajpai, N. (2011). Salary satisfaction as an antecedent of job satisfaction: Development of a regression model to determine the linearity between salaries satisfaction and job satisfaction in a public and a private organization. *European Journal of Social Science*, 3 (18), 3-8.

(NUT), and twenty representatives from the government. The study aimed to evaluate teacher conditions, pay, and grading while also offering suggestions.²¹ However, the government accepted a compensation scale that was appropriately lower than the Council's suggested scales, arguing that the former were too high and unrelated to the nation's economic resources.²²

The struggle of Nigerian teachers aimed to draw the attention of the various federation governments to their need for special pay scales because of the difficulties they have faced in recent years with numerous essential issues that indirectly harm their professional competence.²³ Teachers concurred that the enormous sums of money that the various federation governments spent on "education" would not be worthwhile if teachers were mistreated and ignored, and that no one with a choice would want to continue in the honorable profession of teaching for even a day longer. Delays in the payment of teachers' wages and benefits were one of the complaints brought to the attention of the Nigerian teachers' union.²⁴ Teachers are compelled to seek out sources of income outside of their profession to make ends meet. These agitations have since caused the authorities to express alarm. The government is working harder to pay salaries on time or when they are due, and it has consulted the unified teaching services to raise wages and benefits.²⁵

The Edo State unified teaching service offers many benefits as part of a good teacher's welfare package. Mandatory and voluntary exits are possible; typically, a mandatory exit occurs when a serving officer is legally obligated to retire at sixty or after thirty-five years of service, whichever comes first. An officer may quit his position under the law governing voluntary exit, but he will not be eligible for any benefits if he must go before his fifth year.²⁶ Additionally, suppose an officer quits after five years or more of service but before ten. In that case, his departure is considered a withdrawal of service, and he is entitled to a gratuity package equal to one year's salary. Officers with ten years or more of service but less than thirty-five (35) years are eligible to file for voluntary retirement, which entitles them to gratuity. At forty-five, they are also eligible for pension benefits.²⁷

Nonetheless, it is crucial to remember that welfare programs are direct government initiatives. These policies are typically based on viable and previously proposed theories; most benefit packages are derived from most motivation theories. Welfare packages are designed to motivate employees, satisfy them with their jobs, and assess their performance. The resolve to demonstrate the significance of welfare packages on teacher satisfaction is shown by these real-world examples of teachers' pursuit of them and successive administrations' subsequent support of these efforts.²⁸ Considering Adams Smith's idea that "human wants are insatiable," teacher welfare packages must be reviewed regularly. The ever-evolving needs of people and the ever-evolving economic trend make this necessary. Government teacher welfare programs must continually be reviewed from a

²¹ Ankita, K. (2010). Human Resource Management. Retrieved From http://www.ankitakulkarni.com/humanresource/management/employee_welfare.

²² Kadzamia, E. (2006). Teacher motivation and incentives in Malawi.

²³ Summermatter, L. & Siegel, J. P. (2009). Defining performance in public management: variations over time and space. A paper for IRSPM XXIII, Copenhagen.

²⁴ Agada, E.O, Ogbale I. & Tofi, S.T. (2020). Influence of promotion and prompt salary payment on job performance of library personnel in university libraries in Nasarawa state: European Scientific Journal 8(28); 84-99 \

²⁵ Mazin, R. (2010). The effects of high morale on employee performance. Available: <http://www.ehow.com>. [2010, May, 20

²⁶ Schermerhorn, J. R., Hunt, J. G., Osborn, R. N. & Uhl-Bien, M. (2011). Organizational behaviour. (11th ed.). Asia: John Wiley & Sons, Inc.

²⁷ Ikenyiri, E & Ihua-Maduenyi, R (2011) Teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in rivers state primary schools. Proceedings of the 2011 International Conference on Teaching, Learning and Change 790-801

²⁸ Attah, F. E., Obong, E. & Agba, A. M. O. (2020). Dwindling performance of small and medium enterprise in Nigeria: Can funding and better working conditions be a panacea. Journal of Good Governance and Sustainable Development in Africa; 2(4) 88-95.

financial standpoint. This would allow educational administrators to fulfill their current obligations on the welfare package for teachers and their job satisfaction.²⁹

A study by Princewill³⁰ examined the effect of welfare schemes on worker performance in selected insurance firms in Port Harcourt, Nigeria, and it was revealed that the employees' welfare scheme provided by insurance firms has a significant effect on the performance of their employees. The study of Senaji³¹ on the impact of employee welfare programs on employee performance in Kenya Railways Corporation indicates a positive effect. Additionally, they demonstrated that compensation practices have significantly improved staff performance at Kenya Railways Corporation. At the Kenya Railways Corporation, they also found that staff performance is impacted by training.

3. Methods

A descriptive research method was used to carry out this study. Descriptive research involves data collection to answer questions concerning the problem of the teacher's welfare package on job satisfaction in Orhionmwon Local Government Area of Edo State. The population used for this study included all the secondary schools and teachers in the eight secondary schools in Orhionmwon Local Government Area of Edo State. A total of 80 (eighty) teachers were sampled. In selecting the sample for this study, the random sampling technique was used to choose the schools and teachers. Eight schools were used. The researcher drew a random sample of ten (10) teachers from each of the selected schools

The instrument used in the collection of data was the questionnaire. The required questions were asked using the structured questionnaire. The questionnaire was divided into two parts: Section A comprised the respondents' personal information. At the same time, Section B included statements and questions designed to elicit answers that would enable the researcher to determine the extent to which the welfare packages provided to teachers in the Orhionmwon Local Government Area have affected their job satisfaction^{37, 38}.

To validate the field of study, the researcher turned to her specialist supervisor for help. After voluntarily reading the material, he offered insightful comments, adjustments, and reorganized a few things that helped to strengthen the research topic and substance. The study's validity of the instrument was then established.

The gathered data will be examined using frequency tables, percentages, and mean score analysis. The statistical package for social sciences (SPSS) and the nonparametric statistical test (Chi-square) were used to test the developed hypothesis. In line with the hypothesis and research question, the data will be coded, tabulated, and analyzed using SPSS statistical software after administering a questionnaire. The chi square approach will be utilized to accurately and manageably evaluate the gathered data for the test of independence. The chi square can be found as

²⁹ Arham, A, Abdulquadri, A B, Wallace, I, Enegbuma, A, Musibau A. & Kherun, N. A. (2020). Evaluation of job satisfaction and performance of employees in small and medium sized construction firms in Nigeria. *International Conference on Construction and Project Management*, 15, 225-229. See also, Emenike, O. (2013). *Educational management. theory and practice*. Jamoe Enterprises (Nig.). Abakpa-Nike, Enugu.

³⁰ Daddie JA; Andrews NL; Iroanwusi FO; Princewill O; (2018) Employee welfare schemes and worker performance: A study of selected insurance firms in Port Harcourt.; *Advance Research Journal of Multidisciplinary Discoveries*.30(1) pp. 01-09

³¹ Waititu, F., Kihara, P. & Senaji, T. (2017). Effect of employee welfare programmes on employee performance: A case study of Kenya Railways Corporation. *International Academic Journal of Human Resource and Business Administration*, 2(3), 611-631.

$$\chi^2 = \frac{\sum (o-e)^2}{e}$$

Where χ^2 = chi square

o = observed frequency

e = expected frequency

Level of confidence / degree of freedom

It is necessary to assume a specific degree of confidence or margin of error when doing the chi-square test. Furthermore, the degree of freedom in the table needs to be ascertained using the row and column distribution of simple variables, which is $df = (r-1)(c-1)$.

Where df = degree of freedom

r = number of rows

c = number of columns.

In determining the critical chi _ square value, the value of confidence is assumed to be at 95% or 0.95. A margin of 5% or 0.05 is allowed for judgment error.

4. Results and Discussion

This chapter dealt with analysing and interpreting data collected from the respondents. The chapter consisted of two sections. Section A was testing hypotheses, and Section B was discussing findings as follows:

Hypothesis 1: Welfare package does not significantly have influence on teachers' job satisfaction.

Table 1: Chi-square analysis on influence on welfare package on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	χ^2	Sign	Decision
Positive Response (Above 6.5)	72	39.0	1	55.84	0.0001	Significant (Reject H_0)
Negative Response (Below 6.5)	6	39.0				
Total	78	78.0				

$$\alpha = 0.05$$

Table 1 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 72 and negatively to the question was 6, the chi-square was used to test if the difference was significant. Testing at $df = 1$, $\alpha = 0.05$ a χ^2 value of 55.84 was obtained which is significant at 0.0001, since the significant value of 0.001 is less than the α value of 0.05, thus the null hypothesis will be rejected. This implies that welfare packages do significantly influence teachers' job satisfaction.

Hypothesis 2

Gender does not significantly have influence on teachers' job satisfaction.

Table 2: Gender does not significantly influence teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	X ²	Sign	Decision
Positive Response (Above 2.5)	64	39.0	1	32.05	0.0001	Significant (Reject Ho)
Negative Response (Below 2.5)	14	39.0				
Total	78	78.0				

$$\alpha = 0.05$$

Table 2 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 64 and negatively to the question was 14, the chi-square was used to test if the difference was significant. Testing at $df = 1$, $\alpha = 0.05$ a X^2 value of 32.05 was obtained which is significant at 0.0001, since the significant value of 0.001 is less than the α value of 0.05, thus the null hypothesis will be rejected. This implied that gender do significantly have influence on teachers' job satisfaction.

Hypothesis 3

Attitude of principal does not significantly have influence on teachers' job satisfaction.

Table 3: Chi-square analysis of attitude of principal does not significantly have influence on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	X ²	Sign	Decision
Positive Response (Above 2.5)	40	40	1	0.0001	1	Not Significant (Ho retained)
Negative Response (Below 2.5)	38	40				
Total	78	80				

$$\alpha = 0.05$$

Table 3 above showed that out of the 78 respondents that provided complete information about the items, number of the respondents that responded positively to the question was 40 and negatively to the question was 38. The chi-square was used to test if the difference is significant and testing at $df = 1$, $\alpha = 0.05$ a X^2 value of 0.0001 was obtained, which is significantly 1. Since the significant value of 1 was greater than the α -value of 0.05, thus the null hypothesis will be retained.

This implied that the principal's attitude does not significantly influence teachers' job satisfaction.

Hypothesis 4

Government policies do not have significant influence on teachers' job satisfaction.

Table 4: Chi-square Analysis: Government Policies do not significantly influence on teachers' job satisfaction

Responses	Observed Frequency	Expected Frequency	df	X ²	Sign	Decision
Positive Response (Above 4.5)	73	38.5	1	61.83	0.0001	Significant (Reject Ho)
Negative Response (Below 4.5)	5	38.5				
Total	78	77				

$$\alpha = 0.05$$

Table 4 above showed that out of the 78 respondents that provided complete information about the items, number of respondents that responded positively to the question was 73 and negatively to the question was 5. The chi-square was used to test if the difference is significant and testing at $df = 1$ $\alpha = 0.05$ a X^2 value of 61.83 was obtained which significantly 0.0001. Since the significant value was less than the α value of 0.005, thus, the null hypothesis was rejected. This implied that Government policies do significantly have influence on teachers' job satisfaction.

5. Discussion of Findings

The findings from research question and the four hypotheses formulated and tested in this chapter revealed that:

Findings from Table 1 showed that welfare packages significantly influence teachers' job satisfaction. This could be because of the recent increase in teachers' salaries (i.e, Teachers' Salary Advanced (TSA) by government of the day trying to encourage teachers to have job satisfaction. Findings from table 2 showed that gender does significantly have influence on teachers' job satisfaction. This means that male and female do not have the same job satisfaction.

Finding table 3 also revealed that the principal's attitude does not significantly influence teachers' job satisfaction. This means that the principal's attitude toward their job satisfaction remains the same among teachers. Finally, findings from table 4 revealed that government policies significantly influence teachers' job satisfaction. This means improvement on government policies will go a long way to improve teachers' job satisfaction.

6. Conclusion and Recommendations

This study has highlighted the significant role that welfare packages play in enhancing job satisfaction among secondary school teachers in Orhionmwon Local Government Area of Edo State. The findings confirm that improved welfare packages positively impact teachers' job satisfaction. At the same time, factors such as the principal's attitude, gender, and government policies were not found to be as influential. These results emphasize the importance of prioritizing welfare packages as a key strategy for improving teachers' morale and productivity. Therefore, it is recommended that educational organizations and policymakers focus on strengthening teachers' welfare provisions. Additionally, reinforcing government regulations and creating policies that support teachers' well-being will further motivate them to give their best efforts, thereby improving the overall quality of teaching and learning.

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