

# Teachers' Welfare and Students' Academic Achievement in Public Senior Secondary Schools in North Central States, Nigeria

Akwe Baba Omadefu

Department of Educational Administration and Planning,  
Nasarawa State University, Keff, Nasarawa State. Nigeria.

Received 3 October 2025; Acceptance 29 October 2025; Published 2 November 2025 2025.

## Abstract

This study investigated the relationship between teachers' welfare and students' academic achievement in public senior secondary schools across the North Central States of Nigeria. The study specifically examined how teachers' remuneration and promotion relate to students' performance. A correlational research design was adopted, with a sample of 2,516 respondents comprising principals and teachers selected through a simple random sampling technique. Data were collected using a structured questionnaire titled *Questionnaire on School Managerial Role Performance, Teachers' Welfare and Students' Academic Achievement (QSMRPTWSAA)*, and analyzed using mean, standard deviation, and Pearson Product Moment Correlation (PPMC). Findings revealed a significant positive relationship between teachers' remuneration and students' academic achievement ( $r = 0.67, p < 0.05$ ), and between teachers' promotion and students' academic achievement ( $r = 0.58, p < 0.05$ ). These results indicate that improved welfare conditions enhance teacher motivation, job satisfaction, and instructional effectiveness, which in turn contribute to better learning outcomes. The study concludes that adequate remuneration and regular promotion are vital for improving teacher performance and achieving sustainable educational quality. It recommends periodic review of teachers' welfare policies, timely promotions, and consistent implementation of incentive schemes to strengthen motivation and raise students' academic achievement in Nigeria's secondary schools.

**Keywords:** Teachers' welfare, remuneration, promotion, motivation, academic achievement, North Central Nigeria.

## Introduction

Education remains a critical instrument for developing the capacity of citizens and fostering national growth and development (Boateng et al., 2020). Consequently, government efforts toward providing inclusive and equitable learning outcomes that promote lifelong opportunities for all citizens are vital for achieving the

Sustainable Development Goals (SDGs). However, Nigeria continues to face significant educational challenges, including a high number of out-of-school children and young adults who lack basic literacy and numeracy skills. The effectiveness of the education system is often assessed through the extent to which learning goals are achieved, typically reflected in students' academic performance and broader developmental outcomes such as changes in attitudes, values, creativity, and behavior.

Human resources remain central to realizing these educational objectives, as goals can only be achieved through the collaborative efforts of teachers operating within the school system. Shabbir et al. (2014) emphasized that education is essential for human capital formation and that the quality of a nation's human resources is largely determined by the strength of its education system. Teachers, as a vital human resource component, therefore play a crucial role in the attainment of students' learning outcomes. When teachers' welfare is neglected—particularly in terms of remuneration, promotion, and work environment—the quality of educational outcomes becomes compromised. Without motivated and adequately supported teachers, educational institutions are reduced to mere physical structures devoid of meaningful learning interactions.

Adelabu (2015) observed that teachers in both public and private schools are often under-motivated and dissatisfied with their salaries and work conditions. Poor job satisfaction, unfavorable work environments, and inadequate incentive systems contribute significantly to low teacher morale and poor student learning outcomes. In many Nigerian schools, teachers work in substandard environments characterized by dilapidated buildings and a lack of basic facilities, while facing heavy workloads with minimal support or reward. Similarly, Igabari and Okagbare (2023) noted that irregular salary payments and poor remuneration have remained persistent challenges in Nigeria's education sector, often leading to industrial actions that disrupt academic activities and affect students' achievement.

Statistical evidence further underscores the gravity of the situation. The West African Examinations Council (WAEC) analysis (2025) for the period 2020–2024 revealed that 57.84%, 55.71%, and 46.36% of candidates, respectively, failed to obtain five credits in key subjects, including Mathematics and English Language. This persistent underperformance has raised serious concerns among stakeholders. While some have attributed the decline in achievement to inadequate instructional resources and poor learning environments, there is growing recognition that teacher welfare may be a more fundamental factor influencing student success.

Studies have shown that teachers' remuneration, promotion opportunities, and general welfare have direct implications for their motivation and performance. For instance, Makama (2014) found that salary is a major determinant of teacher effectiveness and productivity, with higher-paying positions attracting more qualified and competent personnel. Similarly, Edet (2018) observed that improved teacher welfare enhances job satisfaction and ultimately promotes better student achievement. In a related study, Damark (2013) reported that timely payment of salaries and allowances significantly increases teachers' performance, whereas delays and stagnation in remuneration lead to decreased productivity. Urien (2024) also established a

positive correlation between teacher welfare—including salary, promotion, and incentives—and students' learning outcomes in Delta State.

Despite substantial government investment in the education sector, the academic performance of students in North Central States, Nigeria, has remained discouraging. This raises concern about the effectiveness of such investments, particularly in relation to teachers' welfare. Inadequate remuneration, irregular promotion, and poor working conditions may have diminished teachers' motivation and professionalism, thereby affecting their instructional effectiveness.

It is against this background that the present study seeks to examine the relationship between teachers' welfare and students' academic achievement in public senior secondary schools in North Central States, Nigeria.

### **Research Questions**

The following research questions were formulated to guide the study:

- i. What is the relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria?
- ii. What is the relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria?

### **Statement of Hypotheses**

This study is guided by two null hypotheses formulated to help address the research problem:

- i. There is no significant relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria.
- ii. There is no significant relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria.

### **Theoretical Framework**

This study is anchored on Abraham Maslow's Hierarchy of Needs Theory (1943), which provides a motivational framework for understanding human behavior in organizational and educational contexts. The theory posits that individuals are driven by the desire to satisfy a sequence of needs arranged hierarchically—from basic physiological requirements to more advanced levels of psychological fulfillment. These needs include: (1) physiological needs (such as food, shelter, and physical well-being), (2) safety needs (security, stability, and protection), (3) love and belonging needs (social relationships and sense of belonging), (4) esteem needs (self-worth, recognition, and respect), and (5) self-actualization needs (personal growth and the realization of one's potential).

According to Maslow, individuals cannot effectively pursue higher-level needs unless lower-level needs have been adequately met. Within the school system, this implies that teachers—who are central to achieving educational objectives—require adequate fulfillment of their fundamental and psychological needs to perform optimally. When teachers' welfare, including remuneration, promotion opportunities, and conducive working conditions, is adequately addressed, their motivation and job satisfaction improve, leading to enhanced instructional effectiveness and student achievement. Conversely, neglecting these needs may result in demotivation, reduced commitment, and diminished classroom performance, which can ultimately reflect in students' poor academic outcomes. Thus, Maslow's theory provides a useful explanatory basis for examining the relationship between teachers' welfare and students' academic achievement. It emphasizes that motivation is not merely a function of professional responsibility but also a product of the extent to which individual needs—spanning from basic security to self-actualization—are satisfied within the work environment. The theory, therefore, underpins the present study's assumption that improving teachers' welfare is fundamental to achieving improved educational outcomes in North Central States, Nigeria.

## Methodology

The study adopted a correlational research design to examine the relationship between teachers' welfare and students' academic achievement in public senior secondary schools across the North Central States of Nigeria. The target population comprised 1,115 principals and 24,049 teachers (totaling 25,164 participants). Using a simple random sampling technique, 10% of the population was selected, yielding a sample of 112 principals and 2,404 teachers.

Data were collected using a researcher-developed instrument titled *Questionnaire on School Managerial Role Performance, Teachers' Welfare and Students' Academic Achievement (QSMRPTWSAA)*. The questionnaire contained 10 items divided into two sections: teachers' remuneration and teachers' promotion. It employed a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Instrument validity was ensured through expert review by a specialist in Educational Management from Nasarawa State University, Keffi, yielding a content validity index of 0.72. Reliability was established using the split-half method, producing a coefficient of 0.74, confirming internal consistency. Data were analyzed using mean and standard deviation to answer the research questions, while the Pearson Product Moment Correlation (PPMC) was employed to test the hypotheses at a 0.05 level of significance.

## Results and Discussion

### Research Question 1

What is the relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria?

**Table 1:** Mean and Standard Deviation Showing the Relationship between Teachers' Remuneration and Students' Academic Achievement in North Central States, Nigeria.

S/N	Items	SA	A	D	SD	Mean	Standard Deviation	Remarks
1	Teachers remuneration determines their disposition towards enhancing students' academic achievement	1500	521	315	180	3.33	0.87	Agree
2	Poor salaries and incentives do not determine teachers' productivity towards enhancing students' academic achievement.	72	711	966	767	2.04	0.77	Disagree
3	Improved salaries and allowances improves teacher quality and enhances academic achievement of students	1165	602	222	527	2.96	0.76	Agree
4	Periodic upward review of salaries and allowances of teaching staff is key in improving students' academic achievement.	1511	300	211	494	3.36	0.89	Agree
5	Regular and prompt payment of teachers' salaries enhances their commitment to improving students' academic achievement.	953	516	312	735	2.67	0.72	Agree
<b>Cluster mean</b>						2.87	0.80	

Table 1 shows the views of respondents on the relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria, Based on responses to items 1 to 5, The cluster mean was 2.87 was obtained. This value is above the benchmark mean value of 2.50 for a four-point liket-scaled questionnaire. Thus, there is a high relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria.

### Research Question 2

What is the relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria?

**Table 2.** Mean and Standard Deviation Showing the Relationship between Teachers' Promotion and Students' Academic Achievement in North Central States, Nigeria.

S/N	Items	SA	A	D	SD	Mean	Standard Deviation	Remarks
6	Regular promotion of teachers enhances job satisfaction thereby promoting improved academic achievement of students.	1566	500	411	39	3.43	0.91	Agree
7	Career advancement of teachers through promotion motivates them in discovering better teaching methods/strategies for improving students' academic achievement.	1326	711	400	79	3.31	0.85	Agree
8	Regular promotion of teachers' enhances their teaching quality and promotes improved students' academic achievement.	1333	812	325	46	3.36	0.88	Agree
9	Irregular promotion of teachers dampens their morale sand makes them unable to work towards improve students' learning	2144	313	40	19	3.82	1.10	Agree
10	Negligence on the part of the government towards implementing teachers' promotion reduces	1500	521	315	180	3.33	1.09	Agree

teachers' overall productivity leading to decline in academic achievement.

**Cluster Mean**

3.45 0.97

Table 2 shows the views of respondents on the relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria, based on responses to items 6 to 10. The cluster mean was 3.08 was obtained. This value is above the benchmark mean value of 2.50 for a four-point likert-scaled questionnaire. Thus, there is a high relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria.

### Test of Hypotheses

In this section Pearson's product moment statistic was employed in testing the hypotheses formulated in order to arrive a statistical decision. In order to achieve this, the P-values (probability values) obtained from SPSS (Statistical Package for Social Sciences) application were compared with the level of significance at 0.05 level. In cases where the P-values were found to be lower than 0.05 level of significance, the hypotheses were rejected while in cases where the P-values are higher than 0.05 level of significance, the hypotheses were accepted. Results on the test of hypotheses are shown below from table 3 to table 4:

#### Hypothesis 1

There is no significant relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria.

**Table 3.** Pearson's Product Moment Correlation Showing Relationship between Teachers' Remuneration and Students' Academic Achievement in North Central States, Nigeria.

S/N	Variables	N	r	p-value	Remarks	Conclusion
1.	Teachers Remuneration	2516	0.67	0.021	Reject H <sub>0</sub>	Significant
2.	Students' Academic Achievement	2516				

Table 3 indicates the Pearson's product moment correlation statics results on significance of relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria. Results indicates a high calculated correlation value for r at 0.67 while the p-value is given as 0.021. since the p-value is less than 0.05 level of significance, hypothesis 1 is rejected implying there is a significant relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria.

## Hypothesis 2

There is no significant relationship between teachers' remuneration and students' academic achievement in North Central States, Nigeria.

**Table 4.** Pearson's Product Moment Correlation Showing Relationship between Teachers' Promotion and Students' Academic Achievement in North Central States, Nigeria.

S/N	Variables	N	r	p-value	Remarks	Conclusion
1	Teachers Promotion	2516	0.58	0.014	Reject H <sub>02</sub>	Significant
2	Students' Academic Achievement	2516				

Table 4 indicates the Pearson's product moment correlation statics results on significance of relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria. Results indicates a high calculated correlation value for r at 0.58 while the p-value is given as 0.014. since the p-value is less than 0.05 level of significance, hypothesis 2 is rejected implying there is a significant relationship between teachers' promotion and students' academic achievement in North Central States, Nigeria.

## Discussion of Results

The findings of this study revealed a significant relationship between teachers' welfare—specifically remuneration and promotion—and students' academic achievement in public senior secondary schools across the North Central States of Nigeria. The results showed that teachers' remuneration had a strong positive correlation with students' academic performance ( $r = 0.67, p < 0.05$ ), indicating that improvements in teachers' salaries, allowances, and incentives tend to enhance their motivation and, consequently, students' learning outcomes. Similarly, a significant relationship was established between teachers' promotion and students' academic achievement ( $r = 0.58, p < 0.05$ ), suggesting that regular promotion and career advancement opportunities contribute substantially to teachers' commitment, job satisfaction, and teaching effectiveness.

These findings align with Maslow's Hierarchy of Needs Theory, which emphasizes that individuals' motivation and performance improve when their fundamental physiological and psychological needs are adequately met. When teachers receive fair remuneration and timely promotion, their safety, esteem, and self-actualization needs are fulfilled, leading to greater enthusiasm and professional dedication. Conversely, neglecting these welfare components undermines teachers' morale and productivity, which negatively affects students' academic outcomes.

The result corroborates the work of Damark (2013), who found that poor salary and delayed allowances lead to decreased teacher performance, whereas prompt and adequate remuneration significantly boosts

productivity and instructional quality. Likewise, Edet (2018) and Makama (2025) observed that improved welfare conditions increase job satisfaction and teacher effectiveness, thereby enhancing students' achievement levels. The findings are also consistent with Urien (2024), who reported a strong positive relationship between teacher welfare—including salary, promotion, and incentives—and students' learning outcomes in Delta State.

Furthermore, the study reinforces the argument that teacher motivation serves as a crucial determinant of school effectiveness and student success (Adelabu, 2015; Shabbir et al., 2014). Inadequate salaries, irregular promotion, and poor working conditions contribute to teacher absenteeism, industrial disputes, and diminished commitment, which ultimately compromise the quality of teaching and learning. The persistent underperformance of students in national examinations, as highlighted by the WAEC reports (2025), may thus be partly attributed to systemic neglect of teachers' welfare.

The implication of these findings is that improving teachers' welfare is not merely a matter of equity or employee satisfaction but a strategic requirement for enhancing educational quality and achieving national development goals. In line with the Sustainable Development Goals (SDG 4), ensuring decent working conditions for teachers is fundamental to fostering inclusive, equitable, and quality education.

In summary, the study provides empirical evidence that teachers' welfare—through adequate remuneration and regular promotion—is a critical determinant of students' academic achievement in Nigeria's North Central States. Strengthening welfare policies and implementing transparent promotion practices are therefore essential for revitalizing the education sector and improving learning outcomes nationwide.

## Conclusion

This study examined the relationship between teachers' welfare and students' academic achievement in public senior secondary schools across North Central Nigeria. The findings revealed a significant positive relationship between teachers' remuneration, promotion, and students' academic performance, underscoring welfare as a key determinant of educational quality and effectiveness.

Anchored on Maslow's Hierarchy of Needs Theory, the study concludes that teachers who enjoy adequate remuneration and timely promotion are more motivated, satisfied, and effective in their instructional responsibilities. Conversely, poor welfare conditions lower morale, reduce commitment, and negatively affect students' learning outcomes.

To enhance educational performance, the study recommends a periodic review of teachers' salaries and incentives in line with current economic realities, alongside regular and transparent promotion processes that encourage professional growth and commitment. There should also be comprehensive welfare provisions, including health, housing, and professional development support, coupled with effective monitoring systems to ensure prompt implementation of welfare policies.

Overall, improving teachers' welfare remains essential for motivating the teaching workforce, enhancing instructional quality, and achieving sustainable improvements in students' academic achievement across Nigerian secondary schools.

## References

- Adelabu, M. A. (2015). Motivation and Communication Strategies and their Application in Primary School Supervision, In Ajayi A. and Olayisade A. (Eds.), Education Quality Assurance: Ekiti State SPEB Initiative. Gabesther Educational Publishing co.
- Boateng, S., Asare, D., Manu, P. T., Saefah, E. A., & Adomako, J. (2020). Relationship between students' home background and their academic performance. *Journal of Education*, 201(3), 153–161.
- Damark, K. (2013). Towards and understanding of inequality *Journal of abnormal and social psychology*. 67(5), 422-436
- Igabari, Q. E. & Okagbare, F. (2023). Qualification, teaching experience as determinants of test development skills of physics teachers in Delta Central Senatorial District of Delta State. *Kwasu International Journal of Education*, 6(1), 86-93. 14)
- kazeem, A. A in Adelabu, M. A. (2015). Motivation and Communication Strategies and their Application in Primary School Supervision, In Ajayi A. and Olayisade A. (Eds.), Education Quality Assurance: Ekiti State SPEB Initiative. Gabesther Educational Publishing .
- Makama, J (2025). Tthe Impact of Conditions of Service on Job Performance of teachers in secondary schools in Shiroro Local Government Area of Niger State. An Undergraduate Project, University, Abuja.
- Shabbir, M., Weis, S., GuangFu., Y. Chong. R., Altaf Marwat, M. A., Ghulam, N., & Ahmed, B. (2014). A comparative study of public versus private primary schools: An evidence from Azad Kashmir (Pakistan administrative Kashmir). *Journal of Education and Practice*, 5(9), 154-168. 23)
- Urien, J (2024). Teachers' welfare as determinants of students' learning outcomes in Junior Secondary schools in Delta South Senatorial District. *International Journal of Social Science Humanity & Management Research ISSN (print) 2833-2172, ISSN (online) 2833-2180 volume 03 issue 04 April 2024.*

**Publisher's Note:** Scholar J remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.