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SCHOOL WELFARE MEASURES AS A PREREQUISITE FOR TEACHERS ORGANISATIONAL COMMITMENT IN OYO STATE, NIGERIA

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ABSTRACT
Teachers' organisational commitment is vital to the effectiveness and stability of educational institutions, particularly in developing countries where challenges such as teacher attrition, low morale, and inadequate infrastructure persist. This paper examines the significance of school welfare measures in fostering teachers' organisational commitment. Drawing on recent empirical studies and theoretical insights especially Maslow's Hierarchy of Needs the paper explores how welfare provisions such as adequate remuneration, professional development opportunities, supportive leadership, and emotional well-being contribute to teachers' affective, continuance, and normative commitment. It also identifies key challenges affecting the implementation of effective welfare policies, including financial constraints, infrastructure deficits, policy inconsistencies, and lack of stakeholder engagement. Strategies for improvement are proposed, emphasizing comprehensive welfare packages, transformational leadership, professional empowerment, and policy reform. The paper concludes that investing in teacher welfare is a strategic imperative for enhancing teacher motivation, performance, and long-term institutional effectiveness.

Keywords: Teachers, Organisational Commitment, School Welfare Measures

Introduction
Teachers' organisational commitment is a foundational element in the overall success and stability of educational institutions, as it influences teacher retention, instructional quality, and student outcomes. Organisational commitment refers to the psychological attachment and loyalty a teacher feels toward their school, often expressed through their willingness to remain with the institution, invest effort in their duties, and align with the school's goals and values[1]. When teachers are strongly committed, they are more likely to go beyond their contractual obligations, exhibiting initiative, resilience, and sustained performance even in challenging conditions.

This, in turn, contributes to institutional continuity and the creation of supportive, high-achieving school environments. Moreover, teachers with high organisational commitment are less prone to burnout, absenteeism, and turnover, challenges that continue to plague many school systems globally, particularly in under-resourced contexts[2]. As such, strengthening teacher commitment is not only a matter of individual professional development, but a strategic imperative for improving school effectiveness, equity, and educational outcomes at scale.

Emerging evidence suggests that school welfare measures are critical in fostering this commitment. Welfare provisions including adequate remuneration, access to professional development, supportive leadership, and a positive work environment contribute to teachers' sense of value and satisfaction within their roles. In a recent study, job satisfaction, leadership quality, and interpersonal relationships were found to significantly predict organisational commitment among teachers, accounting for over one-third of the variance observed[3]. Similarly, studies conducted in Nigeria and Uganda highlight that effective welfare policies—such as prompt promotions, fair compensation, and supportive school management—can directly influence teachers' motivation and loyalty to their institutions[4,5].

However, in many educational systems, inadequate attention to teacher welfare continues to erode morale and weaken commitment. Without structured welfare frameworks, teachers often face job dissatisfaction, burnout, and a declining sense of professional identity factors that undermine their willingness to remain committed to their schools[6]. In this context, school welfare measures become a strategic driver of teachers' organizational commitment. As education systems aim to improve performance and stability, prioritizing teacher welfare may offer a sustainable path toward fostering long-term engagement, professional satisfaction, and institutional effectiveness.

However, the declining levels of organisational commitment among teachers in many educational systems, particularly in developing countries, pose a serious threat to the quality and sustainability of education. Teachers who are not strongly committed to their schools are more likely to exhibit reduced job performance, increased absenteeism, and a greater intention to leave the profession. These patterns not only affect student learning outcomes but also undermine school cohesion, policy implementation, and long-term educational goals. In many contexts, including Nigeria and other parts of sub-Saharan Africa, teacher dissatisfaction and high attrition rates have been directly linked to poor welfare conditions within schools. Despite widespread recognition of the importance of

teacher commitment, school systems often overlook the structural and institutional factors that influence it chief among them being the quality of welfare measures provided to teachers. Welfare provisions such as fair remuneration, timely promotion, access to training, health benefits, adequate teaching resources, and supportive leadership are essential to enhancing teachers' professional satisfaction and organisational loyalty. Yet, in many public and even private schools, these measures are either inadequate or inconsistently implemented. As a result, teachers often feel undervalued, overworked, and disconnected from their institutions, leading to diminished motivation and performance. This lack of organisational commitment has far-reaching implications. Students are deprived of stable, motivated, and high-quality instruction. School administrators struggle with staff turnover and low morale. Governments and education ministries face the compounding effects of poor teacher retention on national development and educational reform. In response to this issue, this paper seeks to explore the importance of school welfare measures in fostering and sustaining teachers' organisational commitment.

Conceptual Clarification

Teachers' Organisational Commitment

Organisational commitment among teachers refers to the strength of teachers' psychological attachment to their school or institution[7,8] This commitment significantly influences how motivated teachers are, how long they remain in their roles, and how effectively they contribute to student learning outcomes. In today's educational context, where teacher retention and performance are critical concerns, understanding the nature and drivers of teachers' organisational commitment has become more important than ever.

Organisational commitment is generally described through three dimensions: affective, continuance, and normative commitment. Affective commitment is the emotional bond teachers feel toward their schools as it reflects how much they want to stay because they genuinely care about the institution, its mission, and the people within it[9]. Teachers with high affective commitment often display passion for teaching and a strong alignment with the school's goals. Continuance commitment, on the other hand, is based on a teacher's perception of the costs involved in leaving the job[10]. Teachers who stay because they fear losing their salary, benefits, or social standing are exhibiting continuance commitment they remain not out of passion, but because leaving seems too risky. Lastly, normative commitment reflects a sense of obligation. Teachers with high normative commitment stay because they feel they ought to, either out of loyalty, moral duty, or because they feel indebted to the school for the support or oportunities they have received[11]

School Welfare Measures

School welfare measures refer to the set of policies, benefits, and support systems put in

place by educational institutions and governments to ensure teachers' well-being, motivation, and professional effectiveness[12]. These measures typically include financial benefits like salaries and allowances, access to housing, health care, opportunities for professional development, and safe, supportive working conditions. Studies highlight the importance of comprehensive welfare packages, suggesting they significantly enhance teacher morale and job satisfaction. For example, research in Ghana revealed that inadequate access to welfare measures such as housing, allowances, and healthcare undermines teachers' ability to deliver quality education at the basic level[13].

Empirical evidence consistently demonstrates that effective welfare programmes have a positive impact on job performance and retention. A large-scale study found that remuneration, professional development, and even access to permanent housing all positively correlate with teacher performance, with salary being the most influential factor[14]. Similarly, in Nigeria, researchers found that regular promotion, timely salary payments, and fringe benefits were closely linked to improved classroom management and student performance[15]. These findings emphasize the need for welfare measures that go beyond basic compensation to include meaningful opportunities for career and personal development.

Furthermore, welfare initiatives contribute not only to better job performance but also to enhanced emotional well-being and school commitment. Studies show that teachers who feel supported through welfare programmes report greater enthusiasm for teaching and lower absenteeism, which translates into a more stable and effective learning environment[16]. Despite this, many schools still provide only minimal welfare benefits, focusing on measures directly related to task execution rather than holistic well-being[17]. Overall, strengthening welfare policies for teachers is not just a human resource priority, it is a strategic investment in educational quality and student success.

Theoretical Framework

Maslow's Hierarchy of Needs Theory

Maslow's hierarchy of needs theory is a psychological framework that explains human motivation based on the fulfillment of five progressive levels of needs. These needs, arranged in a hierarchical order, include: physiological needs, safety needs, love and belongingness, esteem, and self-actualization[18]. According to the theory, individuals are motivated to satisfy lower-level needs first, and only when those are adequately met do they become concerned with higher-level needs[19]. In a workplace context, this theory helps to explain how the satisfaction of employees' various needs can influence their motivation, engagement, and commitment.

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In the context of this paper, Maslow's theory provides a useful lens to understand how school welfare measures contribute to teachers' organisational commitment. Welfare measures such as timely payment of salaries, access to health care, housing support, professional development opportunities, and recognition programmes directly address teachers' needs across the different levels of the hierarchy. For instance, adequate salaries and safe working environments meet physiological and safety needs; collegial support, mentoring, and teamwork address social and belongingness needs; recognition, respect from leadership, and advancement opportunities speak to esteem needs; and meaningful work or opportunities for innovation cater to self-actualization.

When these needs are met through well-structured welfare provisions, teachers are more likely to develop affective commitment (emotional attachment to the school), continuance commitment (willingness to stay due to benefits and support), and normative commitment (a sense of obligation to the organisation). Thus, Maslow's theory supports the view that meeting the diverse needs of teachers through effective welfare measures is essential for strengthening their organisational commitment, which in turn enhances performance, retention, and school effectiveness.

Importance of School Welfare Measures in Enhancing Teachers' Organisational Commitment

Teachers' organisational commitment is a key driver of school effectiveness and student achievement. In recent years, research has increasingly highlighted the importance of school welfare measures in fostering this commitment. Welfare measures, which encompass financial incentives, professional development, working conditions, and psychological support, serve as essential motivators that influence how engaged and invested teachers are in their roles.

One of the most prominent roles of welfare measures is providing financial stability. Teachers who receive fair salaries, housing support, allowances, and timely benefits are more likely to remain committed to their institutions. For instance, a large-scale study found that remuneration was the strongest predictor of teacher performance and organisational loyalty, with housing and investment opportunities also contributing positively, albeit to a lesser extent[14]. Similarly, schools in Kenya that offered hardship allowances, fringe benefits, and recognition programs saw improved morale and teacher commitment, which ultimately enhanced student outcomes[20]

Professional development is another critical welfare component that strengthens organisational commitment. Training, continuous professional development (CPD), and mentoring opportunities empower teachers by boosting their skills and confidence, making them feel more connected to the institution's goals. A study

confirmed that CPD programmes have a significant positive effect on teachers' well-being and commitment, especially when training is tailored to both personal growth and classroom effectiveness[21]. When schools invest in such development opportunities, they not only improve teacher competence but also reinforce the teacher's sense of value and belonging within the organisation.

Equally important is the role of a positive school environment and leadership style in enhancing commitment. A school's organisational climate characterised by transparent leadership, collegial relationships, and fairness acts as a welfare system in itself. Research indicates that principals' leadership, positive peer relationships, and perceived job security can explain a significant portion of teachers' organisational commitment[3]. Another study emphasized that school climate factors such as respectful leadership, collaboration, and justice were essential in fostering long-term dedication among high school teachers in South Africa[22]

Lastly, psychological and emotional well-being must be considered as central to teacher welfare. Teachers' commitment is not only shaped by material benefits but also by how they feel within their work environment. Schools that prioritize mental health, work-life balance, and emotional support see higher levels of organisational attachment. Scholars argue that a school culture that values well-being through recognition, support, and empowerment encourages teachers to stay engaged and loyal[23]. Psychological traits like self-esteem and self-efficacy, when nurtured through supportive policies, also significantly enhance teachers' commitment to their schools[24].

Challenges Associated with Implementing Effective Welfare Measures for Teachers in Schools

Implementing effective welfare measures for teachers is a key strategy for enhancing teacher motivation, retention, and overall educational outcomes. However, many schools, particularly in developing regions, face significant challenges in making these welfare policies truly functional and impactful. One of the most prominent challenges is inadequate funding and financial limitations. Many school systems operate under restricted budgets, which makes it difficult to allocate sufficient resources toward teacher welfare. This includes salaries, housing, health insurance, transport allowances, and retirement benefits. When teachers are underpaid and their basic needs are unmet, their morale and commitment decline. A study in Kaduna State, Nigeria, revealed that teachers widely reported dissatisfaction with existing welfare packages, stating that the benefits were neither sufficient to meet their living needs nor motivating enough to enhance their performance or job satisfaction[25]. In many cases, welfare programmes are only partially implemented or discontinued due to budget

constraints, leaving teachers disillusioned and less committed to their roles.

Beyond funding, infrastructure limitations also significantly hinder the effective implementation of welfare measures. Even when programmes such as professional development or incentive schemes are introduced, many schools lack the basic infrastructure required to support them. This includes insufficient training facilities, inadequate access to digital tools, poor office space, and lack of on-site accommodation for staff in rural areas. Research conducted in Indonesian vocational schools highlighted that limited school infrastructure and logistical capacity made it difficult for principals to sustain welfare initiatives such as performance incentives and skill-enhancement workshops[26]. Without physical resources and administrative support, even well-intentioned welfare policies struggle to make a real impact.

Another major issue is policy inconsistency and administrative bottlenecks. Even when national or regional education authorities introduce welfare programmes like teacher certification bonuses, housing subsidies, or training stipends, the implementation on the ground is often uneven. Some teachers are able to access these benefits while others are excluded due to bureaucratic hurdles, unclear eligibility criteria, or regional disparities. A study on teacher certification in Indonesia found that while certification policies did improve economic welfare and community recognition for certified teachers, many non-certified teachers were frustrated by the lack of transparency and fairness in the certification process, which limited the policy's effectiveness and created divisions among staff[27]. When welfare programmes are perceived as inequitable or politically driven, they may demoralise rather than motivate the teaching workforce.

Lack of stakeholder involvement and weak community support is another systemic challenge. Effective implementation of welfare policies often requires coordinated efforts among school administrators, government agencies, parents, and the broader community. However, in many contexts, these stakeholders are not adequately engaged or do not share responsibility for supporting teachers' well-being. For example, schools in remote areas often rely heavily on government subsidies and struggle when local communities are unable or unwilling to provide additional support such as housing, food, or infrastructure. Researchers have recommended that communities should be more involved in school development programmes and that local stakeholders such as parent-teacher associations could play a role in co-financing welfare-related initiatives like teacher accommodation, transportation, or recognition awards[25,28]. Without collective responsibility and shared ownership, welfare measures remain vulnerable to neglect and failure.

Finally, many school systems lack robust monitoring and evaluation frameworks to assess whether welfare programmes are delivering intended outcomes. In some cases, schools implement incentive programmes or wellness initiatives, but do not follow up to track their effectiveness, identify barriers, or revise them based on feedback. This leads to inefficiencies, waste of resources, and eventually, the discontinuation of well-meaning policies. A study in Sidoarjo, Indonesia, found that while welfare significantly influenced teacher performance, regular oversight and feedback mechanisms were essential to ensure welfare initiatives were working as planned and being distributed fairly[16]. Without strong administrative systems to support data-driven management, welfare programs can become token gestures with little long-term value.

Strategies for Improving School Welfare Measures in Order to Foster Greater Organisational Commitment among Teachers

Improving school welfare measures is crucial for fostering greater organisational commitment among teachers. Research have identified several strategic approaches that school systems and policymakers can adopt to enhance teacher welfare, motivation, and long-term loyalty to their institutions.

First and foremost, comprehensive and well-funded welfare packages are fundamental to boosting teacher commitment. These packages should include prompt salary payments, regular promotions, health benefits, pension schemes, housing support, and other fringe benefits. Research in the East African Community found that when school administrators provide structured welfare programmes that address teachers' needs both intrinsically and extrinsically, they stimulate behaviours that align with organisational commitment and higher professional performance[29]. Similarly, a study in Nigeria emphasised that improved welfare programmes particularly in financial compensation, staff training, and promotion significantly enhance productivity and commitment among teachers[4].

Another vital strategy is investment in professional development and psychological empowerment. Providing continuous in-service training, certification programmes, and workshops helps teachers feel valued and equipped for their roles. It also improves their sense of self-efficacy and self-esteem, two psychological factors directly linked to higher organisational commitment[24]. Teachers who believe in their capabilities are more likely to be loyal, motivated, and innovative in their classrooms.

Leadership styles and school culture also play a critical role in driving teacher commitment. Transformational and democratic leadership approaches, which emphasise collaboration, recognition, and open communication, have been shown to significantly influence teacher engagement and satisfaction. For instance, a study in

Cameroon reported strong positive correlations between transformational leadership and teacher organisational commitment, suggesting that school principals should adopt inclusive leadership styles that empower teachers[30]. Similarly, fostering a supportive organisational climate and improving interpersonal communication within schools are proven strategies for improving commitment levels among teachers[31].

Furthermore, recognition and incentive systems such as awards, public commendations, or performance-based bonuses are recommended to motivate teachers. Research found that when teachers were appreciated and recognised for their efforts either through financial rewards or symbolic accolades their job satisfaction and morale improved significantly, fostering stronger attachment to their institutions[25].

Lastly, policy and infrastructure support from the government is essential to sustain these welfare initiatives. This includes not only allocating adequate resources for teacher benefits but also creating policies that ensure consistency, fairness, and timely delivery of welfare services. Governments can also improve working conditions by investing in teacher accommodation, transport, and access to technology, especially in rural or underserved areas[32].

Conclusion

This paper highlights the critical role that school welfare measures play in enhancing teachers' organisational commitment. Teachers who feel adequately supported financially, professionally, and emotionally are more likely to remain committed to their schools, deliver quality instruction, and contribute to a positive school culture. The review of literature reveals that effective welfare programmes directly influence all three dimensions of organisational commitment affective, continuance, and normative. However, despite widespread recognition of their importance, welfare measures in many schools remain underfunded, inconsistently implemented, and insufficiently monitored. These gaps weaken teachers' morale and increase attrition rates, thereby compromising the quality of education. Therefore, improving the scope, delivery, and sustainability of welfare initiatives is essential not only for teacher well-being but also for broader educational reform. A strategic, well-coordinated approach to teacher welfare has the potential to transform schools into more effective, equitable, and resilient institutions.

Recommendations

1. Governments and school authorities should ensure prompt and adequate remuneration, housing support, health insurance, and pension schemes to meet teachers' basic and security needs.

2. Regular training, certification programmes, and career advancement opportunities should be provided to improve teachers' self-efficacy and deepen their professional commitment.
3. School leaders should adopt transformational and democratic leadership styles that encourage open communication, recognition, fairness, and participation in decision-making.
4. Adequate facilities, digital tools, and logistical support should be provided to ensure welfare programmes are not only designed but also effectively implemented and sustained.
5. Education ministries should establish clear, equitable, and transparent welfare policies with robust mechanisms for monitoring, evaluation, and feedback.
6. Parents, local organisations, and community leaders should be actively involved in supporting school welfare initiatives through joint funding, advocacy, and accountability partnerships.

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