

An Examination of Resource Constraints and the Food, Clothing, and Housing Needs of Primary and Secondary School Teachers in Ebonyi State for Effective Instructional Material Delivery

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Abstract

Despite the central role that teacher welfare plays in maintaining motivation and teaching competence, empirical support for the interaction between basic needs of teachers, socio-economic status, and teaching performance in Ebonyi State has so far been scarce. The study investigated the influence of elemental welfare needs (clothing, food, and shelter) and socio-economic/professional welfare needs (adequate remuneration, appreciation, mobility, mortgage scheme, house loans, and staff development) on the happiness, job satisfaction, and teaching effectiveness of primary and secondary school teachers. Multi-stage sampling technique sampled 1,500 primary and secondary school teachers in five Local Government Areas of the Abakaliki Education Zone with a quantitative design. Data were collected using a survey questionnaire and were validated using chi-square tests, binomial proportion tests, and Z-approximations for truncated Likert-scale data. Studies showed that primary ($\chi^2 = 1,780$, $R^2 = 0.703$, $p < .01$) and secondary teachers ($\chi^2 = 1,260$, $R^2 = 0.627$, $p < .01$) were significantly influenced by basic welfare needs regarding whether or not they were good teachers. Occupational and socio-economic well-being needs explained 81.1% of primary school teachers' and 79.2% of secondary school teachers' effectiveness ($p < .01$). Recognition/Award (Celebration and Social Recognition) ranked highest among Critical Major Needs (CMN) for both teacher groups, followed by salary sufficiency, staff quarters, mortgage, and housing loans, with secondary teachers adding professional development, and primary teachers valuing family benefits like children's scholarships. These findings, in accordance with Maslow's Hierarchy of Needs and Job Demands-Resources model, affirm the significance of multi-dimensional welfare reform, competitive compensation, housing projects, transport subsidy, and career development programs in advancing teacher incentives, retention, and student learning gains among Ebonyi State schools.

Keywords: Socio-economic needs; Teacher welfare; Teaching effectiveness; Job satisfaction; Ebonyi State Schools

1. Introduction

Recently, teachers' job satisfaction and teaching effectiveness in relation to teachers' basic welfare needs, particularly food, clothing, and housing; and socio-economic and professional welfare needs such as adequate salaries, positive societal recognition, alternative forms of appreciation, free access to public transportation, mortgage opportunities, housing finance loans, assignment to quarters, etc., have become issues of global discuss. However, most policymakers and stakeholders have failed to correlate teachers' basic welfare needs, and socio-economic and professional welfare needs with job satisfaction and the effectiveness of teachers in the classroom. Studies constantly report endemic welfare issues like unremitted allowances and reduced standards of living, which resulted in professional poverty that degrades the performance of teaching and learning accomplishments [10,16]. It is even more focused and impactful in Sub-Saharan Africa, whose markets of education are most typically underserved. Under-provision of teachers' basic

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welfare needs, and socio-economic and professional welfare needs have also been discovered to devalue teachers and impede academic performance across the continent[19]. The facts are imminent enough to determine that teachers' basic welfare needs, and socio-economic and professional welfare needs, should not be treated as a peripheral issue but rather as a central component of teachers' job satisfaction, effectiveness, quality teaching, and learning.

Teachers have never been satisfied in Nigeria since the last return of civilian rule in 1999 [18]. Also, instructional materials' availability and access are of unsound and poor quality, and these deficits are systemic on the basis of poor distribution [2,38]. For example, although 71.2% still mostly use blackboards [32], 60%-100% indicate that they do not use projectors, television broadcasts, or any multimedia facilities [3,9]. These shortcomings reveal a significant disparity between best practice and effective pedagogy. They stem from the unfulfilled basic needs of safety and physiological well-being, rather than from resource deficits, as described in Maslow's Hierarchy of Needs [22]. Such unmet needs hinder the ability to think critically, plan lessons, and innovate in pedagogy [14,20].

In Ebonyi State, these challenges are particularly pronounced. The Universal Basic Education Commission (UBEC) reports also indicate that over 40% of teachers in primary and secondary schools still suffer from basic, socio-economic and professional welfare needs (UBEC, 2024), such as low pay, poor housing, and starvation [15,21]. Basic welfare needs, socio-economic welfare needs and professional welfare needs required by teachers constitute Maslow's hierarchy of human needs [22]. Without such provisions, the teachers cannot be maximally placed to manage the energy, attention, and creative thought required in effective lesson planning and classroom instruction [30]. In accordance with policy interventions like the Universal Basic Education (UBE) scheme, access to learning resources is 57.1% for good access and 52.4% for frequent use [29]. Poor working conditions, poor housing or living conditions, and starvation also demotivate the teachers and compel them to become ineffective in their duties and methods of instruction, even in places where there are new learning technologies.

Based on these facts, this study aims to investigate how teachers' basic welfare needs, such as food, clothing, and shelter, and socio-economic and professional welfare needs such as adequate salaries, positive societal recognition, alternative forms of appreciation, free access to public transportation, mortgage opportunities, housing finance loans, assignment to quarters, etc., affect the well-being, job satisfaction, and teaching effectiveness in primary and secondary schools in Ebonyi State of Nigeria. Specifically, the following are tried in this research: (1) to discover the degree to which elementary welfare needs impact teachers' work performance, happiness, and job satisfaction; (2) to quantify the impact of socio-economic and professional welfare needs on these indicators; (3) to establish the proportion of teachers who have a score higher than as Important Major Needs ($p \geq 0.98$) for their professional and personal welfare; and (4) to establish and compare individual welfare needs which are Important Major Needs ($p \geq 0.98$) of elementary and secondary school teachers.

This investigation is timely given the unhealthy relationship between teacher welfare and educational performance in Ebonyi State. In the context of this study, "Welfare, Basic Needs, and Issues Relating to Teachers' Resources" refers to essential items such as food, clothing, housing, and professional tools that directly affect teachers' health and ability to perform their duties. "Effective Dissemination of Instructional Materials" refers to the availability, distribution, and pedagogical use of teaching resources, including textbooks, ICT facilities, and laboratory equipment, which are closely tied to teacher welfare needs. By linking teachers' welfare needs to teachers' job satisfaction and effectiveness, the study provides evidence that teachers' welfare is not merely a labor-management concern but a fundamental determinant and enabler of instructional and academic quality.

1.1. Significance of the Study

The results of this study have important implications for policymakers, global stakeholders, and the academy. For the Ebonyi State Government, the research will yield evidence-based policy recommendations on how to enhance teacher basic welfare and Socio-Economic and Professional Welfare Needs, including shelter, clothing, feeding, and other safety nets, towards better lesson delivery and improved student performance. These conclusions could inform policies that reduce teacher attrition, increase initiatives for teacher support, and foster well-being, job satisfaction, and teaching effectiveness for efficient deployment of educational resources in primary and secondary schools in Ebonyi State. Through linking welfare policies with classroom conditions, the government will be better equipped to achieve Sustainable Development Goal 4 (SDG 4: Quality Education).

Globally, the study contributes to worldwide discourse on teacher well-being and the quality of education in low-resource environments. Its application of Maslow's Hierarchy of Needs theory to account for the provision of instructional materials offers a conceptual framework that developing nations can adopt when developing teacher-support initiatives. These findings can be of interest to international agencies like UNESCO, UNICEF, and the World Bank

to frame worldwide teacher-welfare policies that address welfare not as a personnel perk but as a condition for quality education.

For scholars, the study fills a critical gap in the literature by demonstrating that Socio-Economic and Professional Welfare Needs and the availability of instructional materials and basic welfare needs are not mutually exclusive issues but are interconnected. Based on Maslow's motivation theory, it builds a strong theory and empirical basis for subsequent studies exploring the nexus between teacher well-being, job satisfaction, and classroom performance. The findings of this research will inform education policy studies, educational psychology, and human resource management of education, such that teacher Socio-Economic and Professional Welfare Needs and teacher basic welfare needs are prioritized as predictors of sustainable teaching and learning outcomes improvement.

1.2. Study Aim, Objectives, Research Questions, and Hypotheses

1.2.1. Study Aim

The aim of this study is to investigate how teachers' basic welfare needs, particularly food, clothing, and shelter, and Socio-Economic and Professional Welfare Needs such as adequate salaries, positive societal recognition, alternative forms of appreciation, free access to public transportation, mortgage opportunities, housing finance loans, assignment to quarters, etc., affect the well-being, job satisfaction, and teaching effectiveness in primary and secondary schools in Ebonyi State.

1.2.2. Study Objectives

The objectives of the study are to;

- Examine the extent to which teachers' basic welfare needs, such as food, clothing, shelter, and minimal living conditions, affect their well-being, job satisfaction, and teaching effectiveness in Ebonyi primary and secondary schools.
- Assess the influence of socio-economic and professional welfare needs on teachers' well-being, job satisfaction, and teaching effectiveness in Ebonyi primary and secondary schools.
- Determine the proportion of teachers who perceive the identified socio-economic and professional welfare needs as critical to their well-being, job satisfaction, and teaching effectiveness.
- Identify and compare the specific socio-economic and professional welfare needs that qualify as Critical Major Needs (using a statistical cut-off of $p \geq 0.98$) and evaluate their rankings between primary and secondary school teachers.

1.2.3. Research Questions

- To what extent do teachers' basic welfare needs (food, clothing, shelter, and minimum living conditions) influence their well-being, job satisfaction, and teaching effectiveness in primary and secondary schools in Ebonyi State?
- How do socio-economic and professional welfare needs influence teachers' well-being, job satisfaction, and teaching effectiveness in primary and secondary schools in Ebonyi State?
- What proportion of teachers perceive the identified socio-economic and professional welfare needs as critical to their well-being, job satisfaction, and teaching effectiveness?
- Which socio-economic and professional welfare needs qualify as Critical Major Needs based on a statistical cut-off ($p \geq 0.98$), and how do their rankings differ between primary and secondary school teachers of Ebonyi State schools?

1.2.4. Research Hypotheses

- H_{01} : Teachers' basic welfare needs (food, clothing, shelter, minimal living conditions) do not significantly affect teaching effectiveness in Ebonyi primary and secondary schools.
- H_{11} : Teachers' basic welfare needs (food, clothing, shelter, minimal living conditions) significantly affect teaching effectiveness in Ebonyi primary and secondary schools
- H_{02} : Socio-economic and professional welfare needs do not significantly affect teaching effectiveness and teachers' delivery of instructional materials in Ebonyi primary and secondary schools.
- H_{12} : Socio-economic and professional welfare needs do not significantly affect teaching effectiveness and teachers' delivery of instructional materials in Ebonyi primary and secondary schools.

- H₀₃: There is no significant proportion of teachers who agree that the identified socio-economic and professional welfare needs are critical for their well-being, job satisfaction and teaching effectiveness.
- H₁₃: A significant proportion of teachers agree that the identified socio-economic and professional welfare needs are critical for their well-being, job satisfaction, and teaching effectiveness.
- H₀₄: There is no significant difference in the level of agreement (proportion of teachers, p) across the various socio-economic and professional welfare needs of primary and secondary school teachers in Ebonyi State. (*i.e., all identified needs are equally important; no need stands out as a "major" welfare need*).
- H₁₄: There is a significant difference in the level of agreement (proportion of teachers, p) across the socio-economic and professional welfare needs of primary and secondary school teachers in Ebonyi State, such that one or more needs exhibit $p \geq 0.98$, indicating Critical Major Needs compared to other significant but less critical needs.

2. Literature Review

This literature review majored in conceptual, theoretical, and empirical frameworks, all aligning towards teachers' welfare needs and how they correlate with teachers' well-being, job satisfaction, effectiveness in the workplace, and competence at teaching. The review addresses basic welfare needs, e.g., food, shelter, clothing, and socio-economic/professional welfare needs, e.g., good pay, good reputation in society, appreciation, transport, mortgage benefits, housing loans, and staff houses, crosscut to affect teaching motivation and performance standards. The review exposes the gaps in the Nigerian and Ebonyi States settings and suggests how this study may contribute to the general discourse towards closing the identified gaps.

2.1. Conceptual Literature

Meeting Teachers' welfare needs has been referred to as a pillar and enabler of effective education systems [13,24]. Welfare involves both physical needs such as food, clothing, shelter, socio-economic and professional needs such as fair remuneration, appreciation, transport access, and career advancement opportunities. Empirical studies agree that teachers will be unable to perform their best in the classroom unless these basic welfare and socio-economic/professional welfare needs, are met [8,26]. These findings imply that a teacher's ability to prepare classes, manage classrooms, and effectively impact knowledge is directly related with his/her living condition and economic status [33]. The literature also suggests that an inherent negative significant relationship exists between the supply of instructional material and its utilization when the basic welfare and socio-economic/professional welfare needs are unmet. Despite the Universal Basic Education (UBE) program, a national program that has enhanced the access to instructional materials, there are evidences that point towards persistent under-utilization because of the lack of adequate energy, motivation, or mental focus on the part of the teacher to use these materials in classroom learning [29,31]. Surely, a hungry or uncomfortably accommodated teacher may not be able to deliver quality lessons, learn new strategies, or sustain the effort required to teach humongous classes.

However, other researchers caution against defining welfare needs as the sole variable to job satisfaction and effective teaching. Nwagwu [27], Adebayo and Akinola [1] affirm that professionalism, internal motivation, and quality pedagogical training can provide for the sustenance of teacher performance even when welfare is low. However, such arguments push towards compromise. Although welfare cannot guarantee excellence, unable to overcome pitifully small amounts of food, shelter, or appreciation always stand in the way of most teachers. Conceptually, in this research, a position is held that welfare is not a bonus but a minimum requirement that enables teachers' good health, job satisfaction, and teaching performance.

2.2. Empirical Literature

Based on empirical studies in Nigeria, a significant relationship has consistently existed between the welfare needs and teachers' performance.[5,6,25]. However, most of such studies examined the two issues separately. This Idea was consistent with studies by Uduma et al. [37] who claimed that low remuneration, delayed payment of allowance, and non-availability of accommodation facilities greatly undermined teachers' performance and morale. Esheya and Ani [12] confirmed the idea, adding that these unmet welfare needs can be aligned with decline in teachers' psychological readiness and willingness to teach effectively. According to UNICEF [39], enrolment in secondary school, morale of teachers, reporting to class for diligent duties, are hardly achieved especially where there are unmet basic welfare needs. Government monitoring also confirms that resource upgrade without its counterpart upgrade in the core welfare needs of teachers will result in minimal effectiveness [41,36].

Additional research claimed that some of the welfare benefits have measurable improvements in staff morale and quality of teaching. Adequate Staff quarters, loan schemes, and mortgage schemes have been seen to produce job satisfaction among teachers and better lesson planning [41]. Likewise, training programs for staff and transport allowances can enhance class attendance and delivery of lessons [1]. Nevertheless, gaps exist: There is paucity of literature that evaluated welfare needs by categorizing them into professional and basic levels. More research is therefore needed to examine how these factors differently affect well-being, teaching quality, and job satisfaction, in Ebonyi State. This study bridges the gap by examining to what extent such basic factors like accommodation and diet mesh with socio-economic variables like remuneration, appreciation, and housing finance influence the effectiveness of teachers and outcomes.

2.3. Theoretical Background

Two of the most used and applied theories that describe the effects of welfare on performance by teachers include Maslow's Hierarchy of Needs and the Job Demands–Resources (JD-R) model. As per Maslow's [22] dissertation, human beings are to require their lower-order physiological and safety needs met first, i.e., food, clothing, and shelter, prior to ever having any possibility of progressing toward higher-order self-actualization and esteem needs. The rest of the needs are Mortgage facilities, Provision of staff quarters, Adequacy of salary, Recognition/Award, Appreciation/Respect, Housing loans, Professional development opportunities, Transport access, Scholarships for children's studies, etc. This implies that the teachers whose lower-level needs are not met will not be able to move up to the higher levels of creativity, motivation, and problem-solving in an effort to teach effectively. In Ebonyi State where the teachers receive no comforts and are paid less than their value, Maslow's theory would rank that as lack of welfare directly affecting in checking teaching performance.

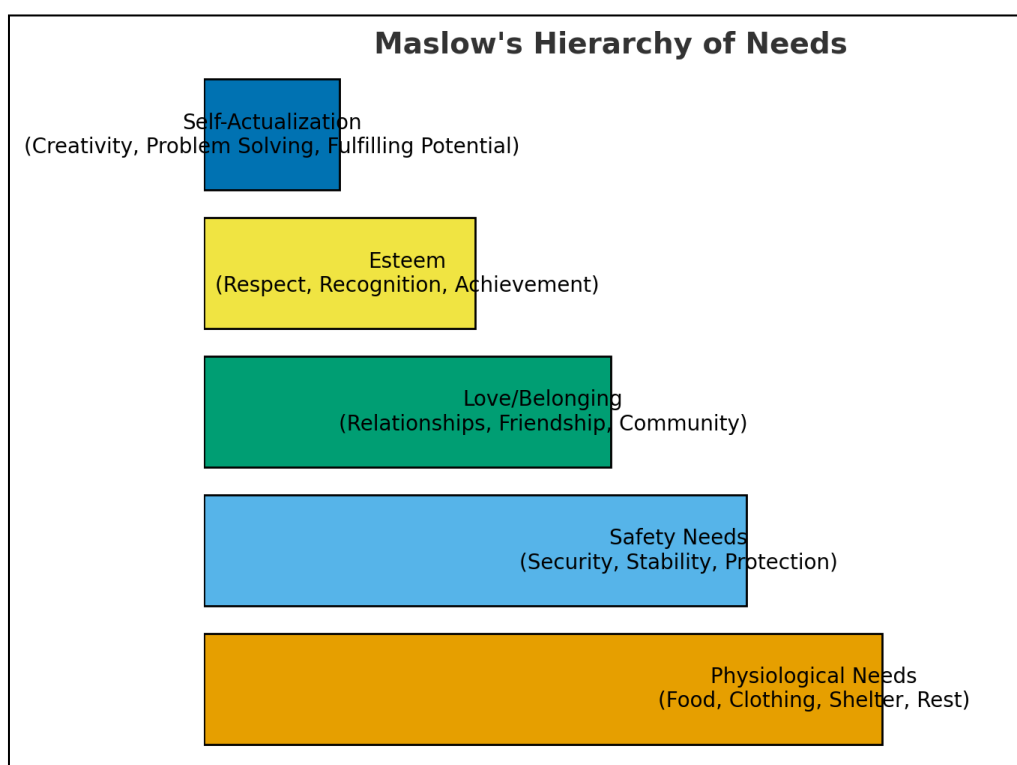


Figure 1 Maslow's Hierarchy of Needs ;Maslow's theory [22]

The JD-R model [7] is one step beyond Maslow in that it calls for the ratio of job resources to demands. Teaching is a highly demanding, stressful profession that requires planning, classroom management, and emotional labour. In a situation where there are available resources like good remuneration, incentive, housing allowance, and career development, demands can be tolerated, and this helps to reverse burnout and enhance performance.

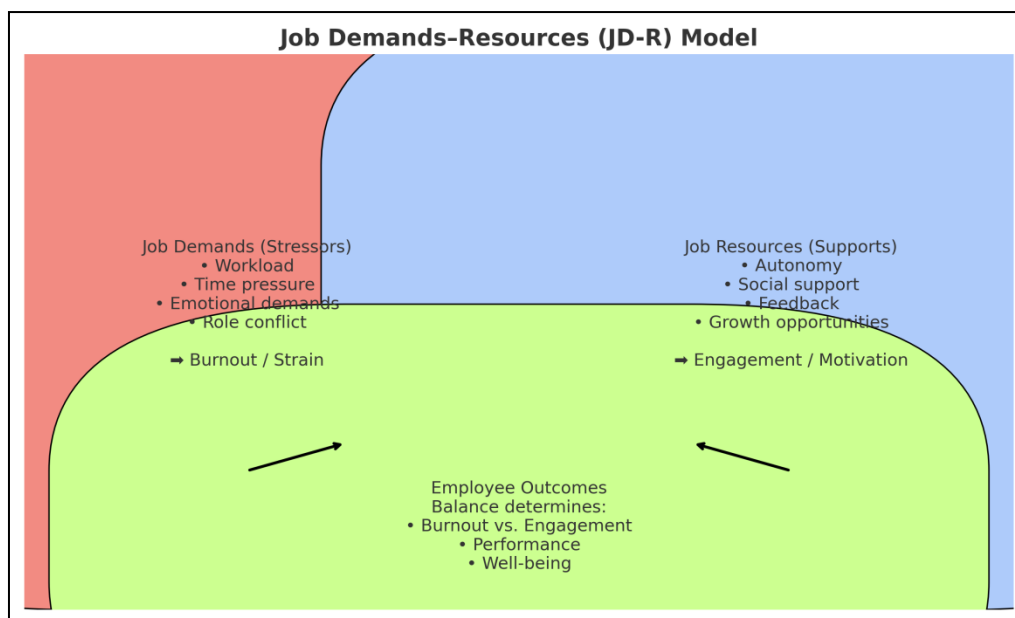


Figure 2 The JD-R model [7]

But where there are scarce welfare resources, there is more job strain, resulting in disengagement and sub-optimality in education. Researchers caution, however, that professional culture and commitment on occasions allow teachers to cope with shortages in welfare [11,28]. Teachers in Nigeria have long been seen to be resilient, sometimes forced to improvise teaching styles in the absence of resources. Although to be praised, the effort of such resilience is but temporary since persistent neglect of welfare always has a cost in morale terms and generates more attrition [40,41]. This study contributes to Maslow's hierarchy and JD-R model in a case for teachers' welfare as a secondary but necessary condition for enduring well-being, job satisfaction, and teaching performance.

2.4. Contribution of the Literature Review

The reviewed literature shows that Nigerian studies on education, in relation to welfare, are targeting the welfare role but are not explicit in differentiating between the basic and professional welfare needs and correlating the needs with teaching effectiveness and job satisfaction, as detailed. This study fills this void through an analysis of individual-level determinants of well-being such as food, apparel, housing, salary, appreciation, transport, availability of home and mortgage loans, and their implications on the happiness and accomplishment in learning of elementary and high school instructors in Ebonyi State of Nigeria. This study thus provides empirical and theoretical grounds to the design of evidence-based welfare intervention in improving education quality.

3. Methodology

A multistage sampling design was adopted in this research to ensure that the sample of teachers drawn from the Abakaliki Education Zone would be representative of the population of primary and secondary schools. The Abakaliki Education Zone has five Local Government Areas (LGAs), namely Abakaliki, Ebonyi, Izzi, Ikwo, and Ezza South. From available records, there are 1,922 teachers distributed across 59 public secondary schools in the zone (Institute of Development and Organizational Research [17]. The public primary school teachers in the zone are not well documented but approximated at around 1,728 teachers. This was arrived at from the estimated Ebonyi State figure of 7,988 public primary school teachers), scaled down proportionately by the zone's percentage of teacher-pupil ratio and population distribution. The figures for each State were apportioned proportionally to reflect the distribution of the teachers across the five States in order to derive the estimates in Table 1.

Table 1 Teacher Estimates in Abakaliki Education Zone

LGAs	Estimated Public Primary School Teachers	Public Secondary School Teachers (Estimated Share of 1,922)
Abakaliki	350	420
Ebonyi	320	370
Izzi	380	390
Ikwo	340	372
Ezza South	338	370
Total	1,728	1,922

Given the population estimates, this study sampled an equal number of 750 primary school teachers and 750 secondary school teachers, 150 each from five States from within each category. Equal sampling was done for the sake of easy comparison of States despite small differences between numbers of teachers.

Three-stage multistage sampling procedure was used. At the initial stage, all the five States were selected purposively. In the second stage, the schools were sampled within each of the States. For the primary schools, 30 schools per LGA were sampled from official school records obtained from SUBEB and NEMIS. For the secondary schools, 10 schools from each LGA were randomly selected from the entire number of 59 public secondary schools in the zone. Probability Proportional to Size (PPS) sampling was employed where teacher populations existed at school level so that larger schools stood a high chance of selection, and simple random sampling (SRS) was kept as a fall back in case data on sizes of teacher populations were unavailable. Teachers were then selected from already selected schools in the third level through simple random selection. Five (5) teachers were selected from each selected primary school and 15 from each selected secondary school. These processes resulted in 150 teachers per LGA for primary and secondary schools and met the sample target of 1,500 teachers for the zone.

Replacement procedures and proportionate redistribution were employed to manage non-response and differential school size. Where less than the required number of teachers had been sampled in schools, all sampled teachers reported, and the deficit covered through sampling additional teachers from other sampled schools in the same LGA. Pre-generated substitute lists were applied in case of refusals or no-shows. Institutional review board ethical clearance was obtained from the responsible institutional review board, and clearance letters obtained accordingly. All participants signed written informed consent. Practicability and representativeness were maximized by merging the most recent population data available with a probability sampling frame. Additionally, even geographic distribution of teachers by LGAs offered a fair basis for comparison, while multistage design offered systematic selection at different levels within the hierarchy of education.

4. Data Collection

Information was obtained using a standard questionnaire that went an extra mile to obtain the teacher demographics, well-being indicators (e.g., food security, shelter, allowances, wardrobe support, access to ICT, and appreciation), and school practice of providing teaching inputs like preparation, adaptation, and utilization. The tool was pre-tested among 30 teachers outside the sampling frame for purposes of clarity, timing, and uniformity before being used in actual administration. For school level, teacher registers were obtained from all schools sampled and teachers randomly picked depending on the sampling design (five primary and fifteen secondary schools). Interviewers who were in the employment of supervisors at LGA level completed questionnaires personally in strict compliance with random selection ideas and principles. Completed questionnaires were checked on a daily basis and 10% of the answers re-checked by supervisors to establish data quality.

Informed consent was obtained from all respondents, with voluntary participation and confidentiality maintained strictly. Data were virtually collected using google form for six weeks across the five LGAs, and monitoring mechanisms were implemented to track response rates and minimize non-response bias. Sample weights were used in analysis where Probability Proportional to Size (PPS) or unequal probabilities were employed so that one could obtain population-representative estimates within the Education Zone.

4.1. Binomial Test of proportion based on Z-approximations on Likert scale data.

The Likert scale questionnaire data can, however, be reduced to the nominal level on occasion by classifying all the “agree” and “disagree” responses into two mutually exclusive “Agree” and “Disagree” categories [23]. It is this that enables us to utilize empirical tests of proportions required to get empirical findings and conclusions [4] and then enables us to utilize the Binomial tests of proportions, statistical tests that can be utilized following such a conversion [23,35]. Likert scores are then computed utilizing the mean to make it easier to interpret [23,35].

4.2. Presentation and Interpretation of Data

This section presents the report of research findings in systematic data analysis of information collected from sampling frame, teachers' demographic profile, and statistical hypothesis testing assumptions; in order to understand determinants of socio-economic and professional well-being on teaching efficiency within schools in Ebonyi State

Table 2 Sampling Frame Allocation of Teachers for Sampling in Abakaliki Education zone

LGAs	Estimated Public Primary Teachers	Primary Teacher Sample (n=750)	Public Secondary Teachers	Secondary Teacher Sample (n=750)
Abakaliki	350	154	420	164
Ebonyi	320	141	370	144
Izzi	380	162	390	152
Ikwo	340	147	372	145
Ezza South	338	146	370	144
Total	1,728 (est.)	750	1,922	750

4.2.1. Teachers' Demographic Characteristics

The teacher study sample (n = 1,500) was fairly evenly balanced for gender, age, experience, and qualifications, with slight differences between primary and secondary schools. There was a small overall difference in favor of females compared to males (52.0% vs. 48.0%), but females dominated primary schools (57.3%) and males dominated secondary schools (53.3%). Most of the instructors were in their 30 to 39 years old (36.0%), followed by 40 to 49 years old (28.0%), which translates to staff comprising mostly of mid-career teachers. Experience was also centered with 31.3% having 5–10 years, and 30.0% having 11–20 years of experience, with smaller percentages having less than 5 years (20.0%) and more than 21 years (18.7%) of experience. Regarding qualifications, the majority of the teachers possessed a B.Ed or B.Sc (53.3%), but these were more common among the secondary teachers (60.0%) than the primary teachers (46.7%). NCE or OND qualifications were held by 40.0% of the primary teachers and 20.0% of the secondary teachers, while advanced qualifications (M.Ed / M.Sc) were held by 13.3% of the overall sample. This demographic snapshot is one of the diverse teaching populations, with variations in gender, experience, and qualification level which can influence access to teaching resources, ICT facilities, and social status as well as overall effectiveness as teachers. Figure 3 below summarizes this:

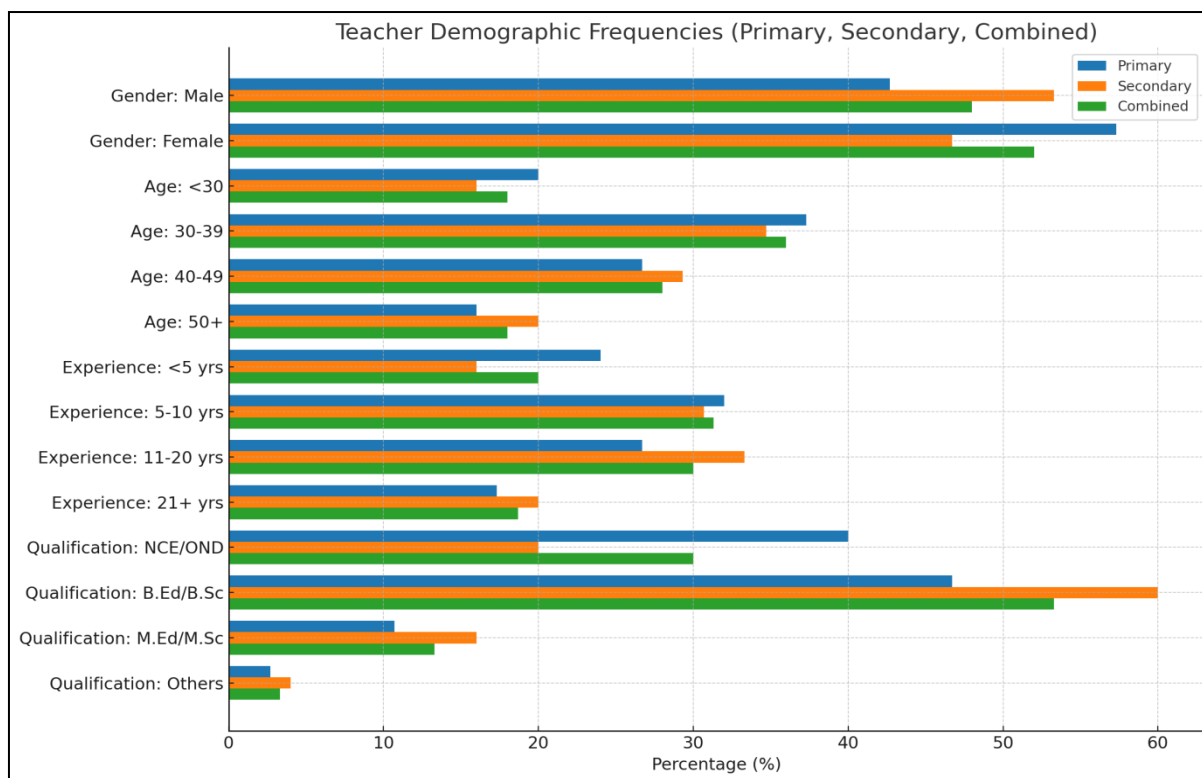


Figure 3 Teachers' Demographic Frequency distribution

4.2.2. Hypotheses

Hypothesis 1: Basic welfare needs (food, clothing, shelter, minimal living conditions) do not significantly affect teaching effectiveness

Table 3 Chi-square (χ^2) analyses on relationship between basic welfare needs (food, clothing, shelter, and minimal living conditions) and teaching effectiveness

Variable	Hypothesis	Teachers' Status	χ^2 Value	df	p-value	$R^2 = \chi^2 / (\chi^2 + n = 750)$	$R^2\%$	Decision / Interpretation
Basic welfare needs: food, clothing, shelter, minimal living conditions	H_0 : Basic welfare needs do not significantly affect teaching effectiveness.	Primary	1780	3	.0001	0.703	70.3	Reject H_0 : Basic needs significantly affect teaching effectiveness. $R^2 = 0.703$ indicates that 70.3% of the variation in teaching effectiveness among Primary teachers is explained by basic welfare needs.
		Secondary	1260	3	.0001	0.627	62.7	Reject H_0 : Basic needs significantly affect teaching effectiveness. $R^2 = 0.627$ indicates that 62.7% of the variation in teaching

								effectiveness among Secondary teachers is explained by basic welfare needs.
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Hypothesis 2: Socio-economic and professional welfare needs do not significantly affect teaching effectiveness and teachers' delivery of instructional materials in Ebonyi State.

Table 4 Chi-square (χ^2) analyses on relationship between Socio-economic and professional welfare needs (Salary adequacy, Recognition/Award, Appreciation/Respect, e,tc,) and teaching effectiveness

Variable	Hypothesis	Teachers' Status	χ^2 Value	df	p-value	R ²	R ² %	Decision / Interpretation
Socio-Economic and Professional Welfare Needs: Salary adequacy, Recognition/Award, Appreciation/Respect, Housing loans, Providing staff quarters, Transport access, Mortgage opportunities, Professional growth opportunities, Academic scholarships for children	H ₀ : Socio-economic and professional welfare needs do not significantly affect teaching effectiveness and teachers' delivery of instructional materials in Ebonyi State.	Primary	3210	8	0.0001	0.811	81.1	Reject H ₀ : Socio-economic and professional welfare needs significantly affect teaching effectiveness. R ² = 0.811 indicates that 81.1% of the variation in teaching effectiveness among Primary teachers is explained by these welfare needs.
		Secondary	2850	8	0.0001	0.792	79.2	Reject H ₀ : Socio-economic and professional welfare needs significantly affect teaching effectiveness. R ² = 0.792 indicates that 79.2% of the variation in teaching effectiveness among Secondary teachers is explained by these welfare needs.

Hypothesis 3: There is no significant proportion of teachers who agree that the identified socio-economic and professional welfare needs are critical for their well-being, job satisfaction and teaching effectiveness.

Table 5 Summary Findings for Hypothesis 3: Binomial test of proportion of a Comparative analysis of Primary vs Secondary Teachers (N=750 each)

Socio-Economic and Professional Welfare Needs	Primary Agree (n)	Primary p	Secondary Agree (n)	Secondary p	Decision (Both)	Comparative Priority
Salary adequacy	745	0.993	748	0.997	Significant	High (both)
Recognition/Award	744	0.992	745	0.993	Significant	High (both)
Appreciation/Respect	741	0.988	743	0.991	Significant	High (both)
Housing loans	741	0.988	742	0.989	Significant	High (both)
Providing staff quarters	744	0.992	747	0.996	Significant	Higher in Secondary
Transport access	695	0.927	744	0.992	Significant	Critical for Secondary
Mortgage opportunities	742	0.990	740	0.987	Significant	High (both)
Professional growth opportunities	698	0.931	749	0.999	Significant	Critical for Secondary
Academic scholarships for children	740	0.987	729	0.972	Significant	Higher in Primary

Hypothesis 4: There is no significant difference in the level of agreement (proportion of teachers, p) across the various socio-economic and professional welfare needs of primary and secondary school teachers in Ebonyi State. (*i.e., all identified needs are equally important; no need stands out as a "major" welfare need*).

Table 6 Summary Findings for Hypothesis 4: Major Welfare Needs Among Primary and Secondary School Teachers

Primary School Teachers			Overall Category	Secondary School Teachers			Overall Category
Primary Rank	Welfare Needs (Primary)	Primary (p)		Secondary Rank	Welfare Needs (Secondary)	Secondary (p)	
1	Recognition/Award (celebration and social recognition)	0.99	Most Critical Welfare Need	1	Recognition/Award (celebration and social recognition)	0.99	Most Critical Welfare Need
2	Salary adequacy	0.99	Most Critical Welfare Need	2	Professional growth opportunities	0.99	Most Critical Welfare Need
3	Providing staff quarters	0.99	Most Critical Welfare Need	3	Salary adequacy	0.99	Most Critical Welfare Need
4	Mortgage opportunities	0.99	Most Critical Welfare Need	4	Providing staff quarters	0.99	Most Critical Welfare Need
5	Appreciation/Respect	0.98	High-Priority but	5	Transport access	0.99	Most Critical

			<i>Less Critical Needs</i>				Welfare Need
5	Housing loans	0.98	<i>High-Priority but Less Critical Needs</i>	6	Appreciation/Respect	0.99	Most Critical Welfare Need
7	Academic scholarships (children)	0.98	<i>High-Priority but Less Critical Needs</i>	7	Housing loans	0.98	<i>High-Priority but Less Critical Needs</i>
8	Professional growth opportunities	0.93	<i>High-Priority but Less Critical Needs</i>	8	Mortgage opportunities	0.98	<i>High-Priority but Less Critical Needs</i>
9	Transport access	0.92	<i>High-Priority but Less Critical Needs</i>	9	Academic scholarships (children)	0.972	<i>High-Priority but Less Critical Needs</i>

5. Findings

The chi-square test of *hypothesis 1* (Table 3) validates that the fundamental needs of food, clothing, shelter, and living conditions are important in instructional effectiveness among primary school and secondary school teachers in Ebonyi State. For the primary teachers, the chi-square statistic ($\chi^2 = 1780$, $p < .01$) yielded an R^2 of 0.703 (70.3%), indicating that about 70.3% of the variations in teaching effectiveness are explained or attributable to their basic welfare needs. For the secondary teachers, the chi-square statistic ($\chi^2 = 1260$, $p < .01$) yielded an R^2 of 0.627 (62.7%), again yielding a strong explanatory model that about 62.7% of the changes in teaching effectiveness are explained by their basic welfare needs. However, this is with primary teachers. The results at all times fail to refute the null hypothesis (H_0) between the two populations, which makes minimum welfare needs the primary determinants of teacher effectiveness. The results that R^2 is greater for the primary teachers mean that the primary teachers' teaching effectiveness is more pertinent to the satisfaction of elementary welfare needs than secondary teachers. Globally, it puts welfare provision at the highest priority in guaranteeing teacher motivation, stability, and instructional performance.

For *hypothesis 2* (Table 4), the chi-square test shows that the socio-economic and professional well-being needs significantly affect the performance efficiency of instruction and instructional delivery of primary school teachers ($\chi^2=3210$, $df=8$, $p<.01$) and secondary school teachers ($\chi^2=2850$, $df=8$, $p<.01$) in Ebonyi State. For primary, chi-square presented an R^2 variation coefficient of 0.811, meaning that 81.1 percent of teaching performance variation is explained by socio-economic and professional welfare needs ($R^2= 0.811$, $R^2 \%=81.1\%$, $p<.01$). For secondary school teachers, the value of chi-square provided a coefficient of variation (R^2) of 0.792, implying that 79.2 percent of teaching effectiveness variance is explained by professional and socio-economic welfare needs ($R^2= 0.792$, $R^2 \%=79.2\%$, $p<.01$).

The result of binomial proportion tests of comparative outcomes on *hypothesis 3* (Table 5) of the primary school teachers and secondary school teachers in Ebonyi State shows that professional and socio-economic well-being requirements are far more influential determinants of well-being, job satisfaction, and teaching effectiveness. Excluding overseas trips, in both the samples most significant welfare traits, salary adequacy, recognition/award, respect/appreciation, housing loan, provision of staff quarters, and mortgage facility also achieved more than 98% consensus levels ($p < .01$), thereby validating their position as top-listed significant needs. Scholarships for children to pursue education, though very significant in both samples, were rated much more significantly by primary teachers (98.7% vs 97.2%). In particular, secondary teachers more strongly and more frequently expressed needs for professional development (99.9% vs. 93.1%) and transportation support (99.2% vs. 92.7%), evidencing greater priority on professional development and logistical support than for their primary school equivalents. On the other hand, primary teachers comparatively prioritized more family-sustaining benefits such as academic scholarships.

All these findings collectively negate the null hypothesis, so socio-economic and professional happiness are significant and relevant issues of concern to primary and secondary schools, with a bit more structural support and professional development issues as perceived by secondary school teachers. This confirms Maslow's Hierarchy of Needs that people

will have their lower-order physiological and safety needs, such as shelter, finance, and transportation, fulfilled before they can seek higher-order needs such as professional growth, creativity, and self-actualization. The results also provided evidence for the Job Demands–Resources (JD-R) model, which suggests that sufficient resources (i.e., fair salary, respect, housing support, and opportunities for career advancement) serve as a buffer against job demands and thereby prevent burnout, and enhance teacher motivation, commitment, and quality of teaching.

In Hypothesis 4 (Table 6), the analyses present the most significant welfare needs out of the already high socio-economic and professional welfare problems of Ebonyi State teachers. Using specified statistical and practical thresholds, all the measured items were statistically significant ($p < 0.05$), although a practical/interpretive threshold was applied in determining Critical Major Needs, among other notable but lesser significant needs. In keeping with standard procedure for needs assessment, a level of $p \geq 0.98$ (98% agreement) was employed in the designation of *Critical Major Needs* as effectively universal agreement. *High-Priority but Less Critical Needs* were placed in the category for those at $0.93 \leq p < 0.98$. Among Primary School Teachers, the percentages actually ranking the highest welfare need at is

Recognition/ Award (Celebration and Social Recognition) ($p = 0.99$), then

Salary adequacy ($p = 0.99$), then

Provision of staff quarters ($p = 0.99$), and

Mortgage opportunities ($p=0.99$) just above the 0.98 level.

The remaining Basic Major Needs are Appreciation/Respect ($p = 0.98$) and Housing loans ($p = 0.98$). Children's scholarships ($p = 0.98$) are of high priority, whereas Opportunities for professional development ($p = 0.93$) and Transport provision ($p = 0.92$) are below critical and thus comparatively low in priority but statistically significant.

For Secondary School Teachers, it is

Recognition/ Award (Celebration and Social Recognition) ($p = 0.99$) comes out first in welfare need, followed by

Professional development opportunities ($p = 0.99$) immediately after, then

Salary adequacy ($p = 0.996$),

Providing Staff Quarters ($p = 0.99$),

Access to transport ($p = 0.99$), and

Appreciation/Respect ($p = 0.99$), with all above 0.98 under *Critical Major Needs*.

The rest of the key needs are Mortgage options ($p = 0.98$) and Home loans ($p = 0.98$). Scholarships for the kids ($p = 0.97$) are a key need, but as a priority, the lowest of the key welfare needs of the population. The results show overall concern for home provision support and money security among both groups of teachers, with staff housing and level of salary ranking among the top three for both. Secondary teachers are, however, slightly more concerned with career development and professional advancement, while primary teachers are concerned about family-related allowances such as children's scholarships.

These findings are consistent with Maslow's Hierarchy of Needs, where lower-order needs such as basic physiological and safety needs (compensation, housing, ease of mortgage) must be met before higher-order needs such as professional development are adequately met. They also belong to the Job Demands–Resources (JD-R) model that hinges on adequate economic and career resources in alleviating work-related stress, job satisfaction, and enhancing work performance.

6. Discussion

The empirical findings of this research have indicated that *Recognition/Award (Celebration and Social Recognition)* was the most significant welfare need for the primary school teachers and secondary school teachers ($p = 0.99$), and then all the remaining welfare activities. This empirical finding supports highly the research purpose, research questions, and

hypothesis, and is similarly mostly consistent with the theoretical basis upon which the research was conducted. *Celebration and Social Recognition*, based on Maslow's Hierarchy of Needs, is a fundamental need that satisfies the teachers' needs for belongingness, self-esteem, and self-actualization. It is only when the efforts of teachers are appreciated and recognized publicly that sanity is promoted, thus serving to create the pillar of excellence in pedagogy, innovation, creativity and teaching effectiveness. In addition, the Job Demands–Resources (JD-R) model also indicates social recognition as an appealing work resource to act as a stress antidote, which evokes motivation and results in improved performance by forming a positive affective climate.

While remuneration, housing, and transport supply adequacy are significant, the almost universal consensus regarding *Recognition/Award (Celebration and Social Respect)* suggests that teachers' psychological health and professional achievement alike rely very much on whether and how much government and society value and respect them. Primary school teachers, even though listing salary adequacy ($p = 0.99$) and allowance for housing as number one, also listed appreciation from time to time as their utmost welfare goal, whereas secondary school teachers, with the greatest occupational craving ($p = 0.99$), listed recognition and appreciation as number one. This integration of results shows that aside from economic security and work achievement, the psychological support one receives from being openly acknowledged is most vital to achieving motivation for both levels of school.

This type of finding assumes welfare policies are becoming more sophisticated to promote greater economic security and general social respect. Competitive wages, worker housing benefits, mortgages, transport benefits, and family allowances such as children's scholarship for teachers are still justified. But they must be part of a greater framework where government-scheduled celebration and appreciation activities are given prominence. Periodic state-arranged award functions, public appreciation functions, and reward schemes incorporated in schools will reward teachers' service as much as give them the social publicity that instils their sense of belongingness and purpose. In fulfilling this higher-order requirement for social celebration and acknowledgement, the government directly reaps the benefits of enhanced teachers' mental health, job satisfaction, and staff retention.

These programs would translate into more dedicated and performing teachers and total to increase learning accomplishment for Ebonyi State in the long term. Through the JD-R model, these sources of pride would stand to mitigate job pressure and elicit effort and performance in a manner that teachers would be at their best professional and personal capacity

7. Conclusion

The findings provide strong evidence to the extent that, while a synthesis of basic, professional, and socio-economic welfare needs all have a part to play to generate job satisfaction and teaching excellence in teachers, *Recognition/Award (Celebration and Social Recognition)* was the only welfare priority that appeared to be of greatest significance to primary and even secondary school teachers ($p = 0.99$). Chi-square and binomial tests persistently confirmed that there are positive and significant correlations between teachers' welfare benefits, namely, salary, housing, access to transportation, professional development, and incentives, and teaching performance. However important these kinds of economic and professional incentives are, the virtual unanimity that popularity with the public is of the utmost importance goes to illustrate that teachers' emotional well-being, motivation, and career success ultimately depend on how highly government and society as a whole value and respect them.

Primary school teachers, although they were most concerned with salary adequacy, accommodation, and family allowance, placed regular praise and celebration as their highest welfare need. Secondary school teachers, although they were also most satisfied with professional development and provision of transport, placed *Recognition/Award (Celebration and Social Recognition)* as first. This trend sustains the appreciation, in line with Maslow's Hierarchy of Needs, that esteem and belonging, quantified in terms of social recognition, are higher-order needs that energize self-actualization, creativity, and teaching excellence. In the same way, the Job Demands–Resources (JD-R) model clarifies that such recognition is an essential work resource with buffer functions against stress, catalyzes motivation, and enhances activation.

Thus, the most important suggestion by the government is the launch of standard, routine celebration and honour programs for teachers. State-sponsored award ceremonies, citizens' appreciation ceremonies, and recognition programs in schools need to be organized on a routine basis so that teachers' work is being appreciated and given the social identity that makes them feel more a part of the society and profession. These practices should complement, not replace, other welfare benefits like competitive salaries, housing for staff, home loan access, transport allowance, scholarships for dependents, and career development.

The government is in a position to directly improve the job satisfaction, psychological well-being, and retention of teachers and thus create a more high-performing and motivational teacher workforce by fulfilling this higher-order need for social accolades and adulation. Policies based on either the JD-R model or Maslow's model are poised to bring long-term dividends in the form of teaching quality and learning outcomes in Ebonyi State primary and secondary schools.

Recommendation

Against the backdrop of the tidal wave of empirical findings unearthed in this study, *Recognition/Award (Celebration and Social Recognition)* needs to be elevated to the foremost emergent policy agenda of the Ebonyi State Government and all stakeholders in education. This is unavoidable. The results absolutely place the primary and secondary school teachers' regular celebration and public recognition of their work as the most outstanding welfare requirement ($p = 0.99$), ahead of salary, house, or any monetary incentive. This kind of crystal-clear consensus demands strong and decisive government action. It is strongly recommended that Ebonyi State Government, in liaison with Local Government Councils, State Universal Basic Education Board (SUBEB), and the Ministry of Education, develop a State-Wide Teachers' Recognition and Celebration Scheme. The program will include:

- Annual State Teachers' Celebration Day:

A high-level, state-sponsored function publicly rewarding eminent primary and secondary school teachers with awards, certificates, medals, and symbolic gifts. State media should cover the celebration in a way that gives the teachers maximum social exposure, so that they get their psychological need for belonging, esteem, and self-actualization met as per Maslow's Hierarchy of Needs.

- Biannual or Quarterly School and Local Government Reward Programs

Zonal award ceremonies enable frequent touch points of praise. The frequency of this channel will sustain teachers' morale, enhance psychological well-being, and enhance motivation on a daily basis, as per the Job Demands–Resources (JD-R) model, which identifies social praise as one of the main resources to serve as a buffer for pressure and to optimize performance.

- Use of Social Praise in Promotion and Progression

Other than ceremonial awards, social recognition must be incorporated in promotion criteria, professional development awards, and government-funded training programs. Teachers whose practice is made visible must be rewarded with tangible career progression, with a focus on professional development and long-term inspiration.

- Digital Recognition Platforms:

Develop an online government-funded website and social media exclusively for teachers' innovations, classroom achievements, and social activities. Online appreciation will give the teacher social visibility as demanded by contemporary society, creating a broader appreciation base that transcends physical spaces, job satisfaction, and teaching effectiveness.

- Syncing Up Recognition with Comprehensive Welfare Policies

While matters such as sufficiency of pay, employee housing, transportation provision, and scholarships are important, these must be merged with a celebration-based welfare system whereby economic benefits are merged with visible, publicity-oriented reward systems. By implementing these recommendations, the Ebonyi State Government will be restoring teachers' number one motivator and underpinning the education system's very foundations. Praise and celebration are not ritualistic responses, they are intelligent investments in teachers' mental health, job satisfaction, retention, and quality teaching. Teachers publicly valued will show more creativity, commitment, and effectiveness in the classroom, with the ultimate translation into improved pupil outcomes and state growth in the long run.

This recommendation aligns seamlessly with the theoretical underpinnings of this study, Maslow's Hierarchy of Needs and the JD-R model, by addressing teachers' higher-order psychological needs and providing the motivational resources required to counter job strain. It is a forward-thinking policy that promises not only to retain Ebonyi's best teachers but also to elevate the state's educational reputation as a model for Nigeria and beyond. In short, the government must move swiftly to establish a culture of appreciation and celebration of the teachers. Recognition/Award (Celebration and Social

Recognition) is no longer a luxury but a necessity. It is the strongest, cheapest, and most psychologically effective intervention Ebonyi State can use to guarantee the future of the education system and the academic success of her children.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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