

**TEACHERS' WELFARE: A CATALYST FOR EDUCATIONAL GROWTH,
DEVELOPMENT AND QUALITY OF EDUCATION IN KATSINA STATE,
NIGERIA**

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Abstract.

Education of a nation will be difficult to grow without the commitment and excellent job of teachers. Teachers who have are loaded with responsibilities are always ready and willing to put in their best to their teaching service if their welfare is enhanced. This paper, therefore examines the concept of teachers welfare as an instrument for educational growth in Nigeria. It discusses the concept of welfare, teacher, quality education, welfare and recruitment & retention of teachers, welfare service and quality of education, provision of welfare service for teachers, types of welfare services for the teachers. The paper concludes that it has come to stay that no country can grow without the quality education which is attained by quality teachers through the enhancement of their welfares, and recommends that; payment of teachers salaries, allowance and fringe benefits should be as at when due, teachers should have access to loans such as car loan and house loan. Teachers and their immediate family should be made to enjoy free medical services. , Teachers should be train and retrain. Transportation should be made available to convey teachers to their places of work where the staff quarter provided is far from school. If all these are done, our education will be stable and free from all short of strikes and the nation will therefore, experience growth and development in her education

Keywords: Welfare service, Teacher, Quality Education, Educational Growth, Recruitment and Retention, Development

Introduction

The most ingenious plan of inspired administrators and the best array of instructional devices are of little use if the teacher is ignorant, unskilled and not care for or ignored. Thus, the basic truth in education is that the quality education which is the predicator of socio-economic development of a nation depends largely upon the quality of the

teachers. This is because for a teacher to deliver and make best use of instructional materials, such teachers must be skilled, intelligent, professionally dynamic less worry or burden about the basic necessity of life. This is why Okorie (2002), in Jimoh (2012), posits that, whether the teacher be seated at one end of the proverbial log with the students perched at the other end, uncomfortable position, for both of them, or whether the teacher is in the best equipped room of a most modern school; whether the teacher is at work with small group of students or is on a television screen that is seen by tens of thousands; whether the teacher is a person or the teacher is a programmed textbook, it is unlikely that students get a superior (quality) education, unless the teacher is superior (quality). In this vein, teacher can only be qualified if all other things that will make teachers focus and concentrate on performing the task of teaching and learning are put in place. Teachers are human beings they have needs to meet, and therefore always willing to work in order to satisfy their needs. Thus, teachers deserve humanitarian treatment for his efficiency and effectiveness. Despite the fact, that teaching profession gave birth to other professions, teachers are not on a living wage and the best welfare package. It is on this note that the author is examining the teachers welfare as catalyst to educational growth and development..

Welfare Services

Welfare services constitute a cost to the employer and a benefit to the worker; this varies from establishment to establishment and may include: provision of transport to and from work. One cannot overlook the economic importance of such services as the worker saves the transport fares and uses such for other purposes. In the same vein the workers will not late to the work and get back home at the appropriate freshly for the next day work. Welfare services according to Olokoba (2014) are provided by employers either as a result of genuine concern for the plight of the workers, the legal framework, the demand of the unions or as a result of economic meltdown or other circumstances. Welfare is the general health, happiness and safety of a person, an animal or a group of people for their well being. Welfare is the practical or financial help that is provided often by the government for the people that need it. It is a concept that has long exercised interest among workers and lay persons alike.

Quality Education

Quality education can be viewed as education that is good, relevant to the needs of the society and which is achieved through diligent learning and research but when teacher's welfares are enhanced. This education is the type that is capable of transforming a nation; economically, technologically, politically, culturally, agriculturally and socially. This implies that quality education can be a cure to all societal problems. However, quality education can be difficult to attain if: there is no prompt payment of teachers salary, allowances and other fringe benefits, the nations education is not stable, teachers are not trained and re-trained, brain drain syndrome is allowed, corruption and bribery is practiced and many more.

Teacher

TRCN, (2012) posits that teachers are more than an expert who just impart bookish knowledge but also shape a better world for the students and empower them with knowledge that will help learners to face challenges in life. Tahir (2016) defined teacher as “the person who is capable of creating behavioural change in term of cognitive, psychomotor as well as effective domain. At any level of instruction, the teacher keeps records of the level of the reception by the learners in order to enable him make adjustments where necessary. Teachers are very important to learners, and thus as it is impossible for one to have a car without fuel, It is also impossible to make provision for learners without the teachers.

Abdullahi (1997) in Jimoh (2017), sees teacher as the one who is fully conscious of why he is going to teach? (Objective of teaching), what he is going to teach? (Subject matter/ content to teach) and how he is going to teach? (Methodology to employ in achieving the stated objectives) A teacher is the one who impacts knowledge, skills, values, and attitudes to the students (learners). A teacher is expected to produce a change in the behaviours of the learners in terms of attitudes, skills and knowledge. A teacher is one who is able to bring about intended learning out come. A teacher should be able to learn and re-learn, because no country can grow without quality of teachers.

Welfare Services, Recruitment & Retention of teacher

The staff recruitment and retention policies are somewhat standard across the globe, differing only with respect to process, responsibilities for decision on recruitment, employment package and whether the recruiting institution is public or private while the researcher has combined the concept of recruitment (staffing) and retention in practice they are two separate processes in human resources practice (Olokoba, 2014). Recruitment and selection is responsible for acquiring qualified staff into the organization while retention is responsible for retaining competent staff. Recruitment and retention are affected by the employment package (the rewards and benefits of the job) relative to other employment (Metcalf et al., 2019). These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination) intrinsic aspect of the job (e.g. for academics, teaching and research) job security, work organization, autonomy progress (changes in career paths, internal promotion, promotion criteria, Research Assessment Exercise (RAE), family-friendly practices, congeniality of colleagues and the working environment and so forth.

The more attractive the overall package, the more likely it will attract applicant and retain employees (teachers) (Parisa khatsamia Far, 2018). The relative importance of these factors differs for recruitment and retention due to information differences between those in a job and potential recruit. Applicants (particularly those entering the

sector) have less knowledge and the factors influencing recruitment tends to be those on which information is more easily available. This means that pay tends to larger for recruitment than retention.

According to Chinelo and Ogba (2013), when academic staffs leaves it can also impact on the students: staff ratio. Thus may cause overloads for other staff. As with any other organization there is an obvious labyrinth that emanates from voluntary resignation of staff in terms of work load and staff motivation on remaining staff, if not the intention to also resign, it can lead to staff dissatisfaction and, in turn, encourage more staff to leave. A study on factors affecting academic staff leaving the tertiary education sector by Aati and Ashwin, (2020) revealed the following factors increased the likelihood of leaving the sector.

- i. Dissatisfaction with non pecuniary elements
- ii. Relations with manager;
- iii. Being able to use one's own initiative, hours; relations with colleagues and physical work conditions;
- iv. Being on non permanent contract;
- v. Being closer to the end of a fixed term contract
- vi. Belief that decision on the either individual pays, recruitment to senior post or promotion at their current university, polytechnic or college of education are not at all fair and dissatisfaction with pay and level of pay.

What comes out clearly in the above discussion is that recruitment (staffing) and retention of staff needed that organization is well and adequately funded.

Welfare Services and Quality of Education in Nigeria.

Welfare services in relation to employee are the total package offered of employee over and above salary which increases their wealth or well-being at some cost to the employee. It is important to note that welfare service is very essential for the smooth running of organization. Robert (2014), commenting on why people work, stated that it is worthwhile taking a closer look at theories of motivation like that of Maslow 1954 in Jimoh (2017), that human motives for work develop in sequence according to five levels of needs as stated below:

- i. Physical needs- Hunger, thirst
- ii. Safety needs- Protection against danger
- iii. Social needs- To belong, associate with, be accepted by others.
- iv. Esteem needs- Achievement, self confidence, status, respect, recognition by others.
- v. Self Actualization- Realizing one's potential for continued self development

This theory assumes that needs follow in sequence and when one need is satisfied, it decrease in strength and the higher need then dominates behaviour. School organization should be given utmost desired attention not only in the staffing, staff development, instructional materials, infrastructure, and information communication technology but also in the provision of welfare services which will surely motivates staff to perform up to expectation and by this quality education will be attainable in Nigeria.

Provision of Welfare Services for Teachers

People work in an organization for the purpose of meeting certain needs, these need influences people's behaviour as Maslow (1954) in Jimoh (2017) has aptly pointed out of the behaviour of individuals in an organization is largely oriented towards the achievements of certain goals like physiological needs, safety new or security, social needs and the needs for workers or students preference this welfare scheme are adequately provided by the management of organization to the workers or students. Human beings have needs which they expect to satisfy from such as safety or security needs, social need the needs for advancement in life.

These needs influence their work performance or role, social relation with their formal and informal, groups, their attitudes towards the management and their efforts to meet the organization objectives. One of the functions of the organization is to motivate workers' motivating them entails, meeting them to perform their duties by dial of controversy over the issue of what motivates a worker, some people believe that workers can be motivated through the use of money, these people are of the view that people work primarily for money. However, an opposition view advanced by the human relation movement which does not regard money as the primary thing that motivates workers, they lay great emphasis on "man as the producer".

In other words, a good working environment and the provision of social facilities for the workers will be valued more highly by the workers than monetary rewards, thus, some scholars believe that welfare scheme motivates workers to perform. This is applicable to all students as well as the students because if they are motivated with the available students' welfare services, it will assist them in their learning and also reduce or eradicate students' demonstration in the campus for lack of provision of such services.

The role of students' welfare services within Universities, Colleges' and other Tertiary Institutions is to provide an integrated students' support and development services which is focused on students' academic and personal needs throughout their academic career. In many tertiary institutions, such service units provides expert advice to departments, schools, faculties and other areas of the College/University Students' welfare service therefore means to provide all services that are directly related to

academic and social attainment in the colleges. Welfare services are to be provided by the college management as much as possible in order to assist students to improve in their academic endeavours. Macquarie (2009) posited that, welfare service is “good wine which should not be splashed out carelessly”. Reinforcing this assertion, Okojie, (2010) stated that students’ welfare services is wine which must be bottled up carefully in an enclosed space and served to all those who deserve them. This shows the importance and significance of these services to both students and staff.

Welfare is the general health, happiness and safety of a person, an animal or a group of people for their well being. It is a concept that has long exercised interest among workers and lay persons alike. Welfare service therefore, is a concept which has direct bearing with service provision. It evolves making the worker comfortable while at work. Hence, welfare service is meant to provide and to receive, which implies that welfare service involves provision and investment in the provision for the people of the society (The Times, 2012)

The 1998 World Declaration on Higher Education (WDHE) stated that a major global effort to improve the delivery of higher education in every country of the world. This position was formulated for a variety of reasons, which include the important role played on the economic and environmental aspect of the global society. However, if any area of the world wants to provide its citizens with an improved quality of life, it must include the funding of higher education system that will help move social group towards a better life through teaching, research, and advanced employment and welfare services. This implies that, welfare services provide a healthy return to national economy as the investments help to assume success in higher education and their subsequent contributions to the national welfare.

According to Olokoba (2014), welfare services are provided by employers either as a result of genuine concern for the plight of the workers to legal framework, the demand of the labour unions or as a result of economic circumstances. Therefore, welfare services to be provided by a school administrator must, as much as possible, reflect his good intentions ‘towards his staff and students rather than perceiving such services as a right or entitlement. Hence, welfare services are to assist staff and students with any problems they may experience whilst at the job and at the college. The aim of the service is to provide appropriate confidential and effective advice and to aid in the resolution process and practical assistance to be provided where possible.

Types of Welfare Services Available Teachers

According to Olokoba, (2014), Welfare services are provided by employers either as a result of genuine concern for the plight of the workers, the legal framework, demands of the unions or as a result of economic meltdown or other circumstances. The

followings are the categories of welfare services as posited in the work of Olokoba (2014).

- i. **Economic Welfare:** These are services provided by an organization to relieve a worker of any financial embarrassment that they may crop up unexpectedly in cases of emergency or natural disaster requiring urgent attention. In most cases they involve such a large expenditure which the worker may not be able to afford but employer as a corporate body can afford or can assist through financial house. These include salary advances, which when given should be deducted from the workers' salary for a period off some months as agreed by the employer. The minimum legal welfare services required of an employer are those stipulated in the factories Act (1988), which include the supply of good drinking water, washing facilities, provision of cloak rooms, medical and canteen facilities.
- ii. **Social Welfare:** These are welfare services rendered for social and humanitarian purposes. They constitute a cost to the employer and a benefit to the worker; this varies from establishment to establishment and may include: provision of transport to and fro work. One cannot overlook the economic importance of such services as the worker saves the transport fares and uses such for other purposes. In the same vein the workers will not late to the work and get back home at the appropriate freshly for the next day work (Jimoh, 2024). He further to affirm that basically, the common social services provided to student in Nigeria should include; health, transportation, accommodation, sports, classrooms, laboratories, libraries information technology services, teaching and learning equipment.

Conclusion

It has come to stay that no country can grow without the quality education which is attained by quality teachers through the enhancement of their welfares. Teachers are human beings who have responsibilities to satisfy with their salaries. They will always be willing to show commitment to their teaching job if they are placed on a living wage and their welfare is enhanced. Believe of the researcher is that one naira spent on education is better than millions of naira spent in constructions of bridges, roads. More should be done to enhance the wefare of teachers for educational growth and development.

Recommendations

The paper recommends that: payment of teachers salaries, allowance and fringe benefits should be as at when due, teachers should have access to loans such as car loan and house loan. Teachers and their immediate family should be made to enjoy free medical services. Teachers should be train and retrain. Transportation should be made available to convey teachers to their places of work where the staff quarter provided is far from school. If all these are done, our education will be stable and free from all sorts of strikes and the nation will experience growth and development in her education.

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