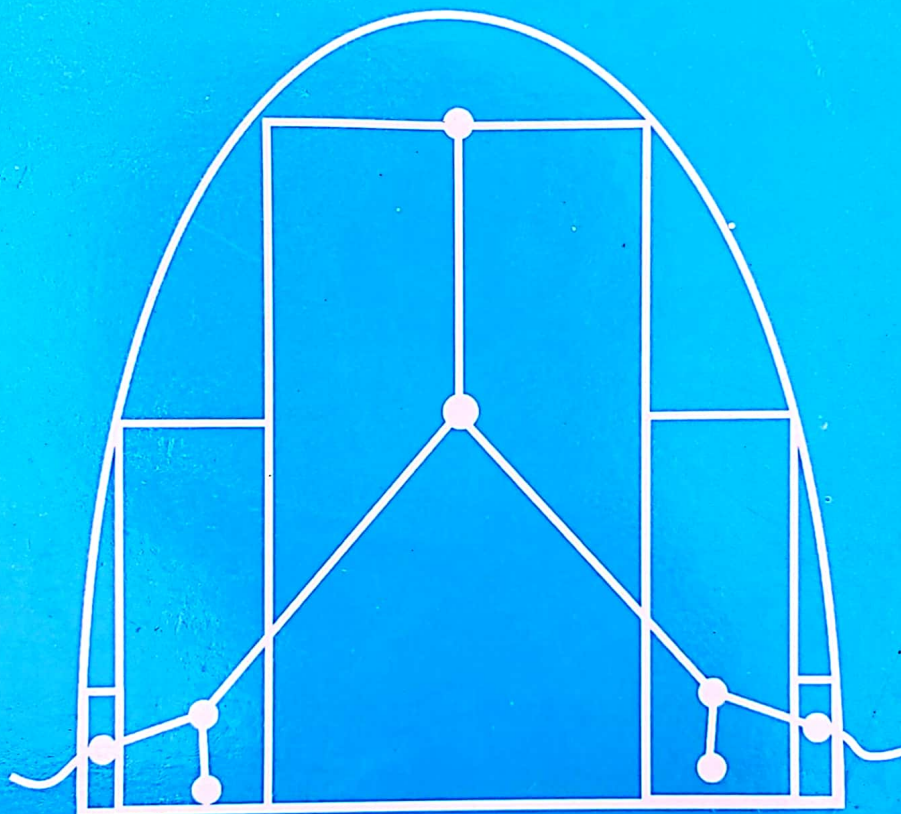


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Teachers' Welfare as Correlate of Pupils' Academic Achievement in Primary Schools in Oyo State, Nigeria

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Abstract

Academic achievement in primary schools in Nigeria has been adjudged to be poor across all levels of educational institutions, most especially primary schools. This usually calls for the attention of scholars and researchers. Teachers' welfare is an indispensable factor for consideration while thinking about human resources element which is fundamental to the achievement of school objective. Teachers' welfare (regular payment of salary, prompt promotion, fringe benefit/other incentives package and in-service-training) as independent variable in the study is perceived to determine the level of enhanced pupils' academic achievement in public and private primary schools in Oyo State.

The descriptive research design of ex-post facto was adopted in the study. The total population comprised all the 2118 public and 1049 registered private primary schools in the 33 Local Government Areas of Oyo State. Purposive random sampling technique was employed for the selection of sample. A total of 75 teachers and 125 pupils participated in achievement test in Mathematics and English Language in the 25 selected schools (13 public and 12 private primary schools) for the study. A researcher self-designed questionnaire for the teachers tagged, 'Teachers' Welfare Academic Achievement' (TWAPAA) was used to elicit responses on teachers' welfare. Also, pupils' academic achievement Test was conducted on the pupils to know the level of performance in Mathematics and English Language in both public and private schools in Oyo State.

The findings revealed that teachers' welfare has significant influence on pupils' academic achievement in public and private primary schools in Oyo State giving

cognisance to mean and t-test analysis on prompt payment of teachers' salaries; in-service-training; promotion and fringe benefits as correlates of pupils' academic achievement in public primary schools in Oyo State.

The paper concluded that teachers' welfare while addressing the human resource issue to facilitate learning achievement of pupils in schools is supreme and has to be taken seriously by stakeholders schools. It was recommended that concerned stakeholders should take note of teachers' welfare as an indispensable factor to influence pupils' academic achievement. The school administrators including the teachers and others should be given car or buildings loans to serve as motivation for the enhancement of higher productivity in the work place. This is bound to increase teachers' effrontery to teach the pupils well and hence bring improvement in academic achievement in primary schools among others.

Keyword: Teacher's welfare Academic Achievement, Primary School

Introduction

There has been a regular record of failure of pupils in both internal and external examinations in Oyo State and Nigeria at large (Adeyemi & Adeyemi, 2014). Academic achievement refers to the level of performance, accomplishment or success of pupils in a school, in fact academic achievement is the core of educational growth (Aremu & Oluwole, 2001). Jansen (2004) defined academic achievement as the process of developing the capacities and potentials of individual pupils so as to prepare them to be successful in a specific society or culture. According to the Cambridge University Reporter (2003), academic achievement is frequently defined in terms of examination performance. In this study, however, academic achievement is characterized by performance in subject work in achievement test questions in either public or private primary schools. Academic achievement can be said to be the success attained especially in work-study, experiments, work-done in primary schools, colleges or universities after a lot of conscious efforts (The International Observatory on Academic Achievement, IOAA, 2006 in Egbebi, 2016).

The term "academic achievement" also means the attainment of success of pupils in their school work and among their classmates. The outcomes of education should be assessed in the context of its agreed objectives and they can also be expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behaviour have also been devised (Education for All: EFA Global Monitoring Report, 2005). Human resources element however is an important weapon of attaining education goals since it is through the efforts of the teaming teachers in a particular school organisation, goals can be realised. Education is fundamental to human capital formation (Shabbir, Wei., Guang Fu.,

Chong., Altaf Marwat., Ghulam., & Ahmed, 2014) as the quality of human resources depends upon the quality of education of a country. Studies have shown that the human resource is the most valuable asset in any organization whether in the public or private sector (Adebayo, 2001; Ejiofor and Mbachu, 2001; Olowu & Adamolekun, 2005).

The human resources factor is therefore fundamental to the achievement of organizational goals and when this vital tool is not properly planned for instance, in terms of the welfare package of teachers, the quality of school products which is pupils' educational achievement becomes a mirage. As Ejiofor and Mbachu (2001) rightly noted in their study that without human resource, organizations are no more than mere assemblages of buildings, plants and equipment. No other factor is as important as human resource in maintaining corporate stability, development and the attainment of goal in school organisation in the long or short-run. Teacher's welfare in the current study was examined within the existing practice that is in vogue in Oyo State. Teachers' welfare (prompt payment of salaries, prompt teachers' promotion and teachers' incentives (fringe benefits) of health, car and housing loans) was examined as an indicator of pupils' academic achievement in the state.

As investigated by researchers, teachers are poorly motivated and are dissatisfied with their living and working conditions in Nigeria (Adelabu, 2005). Many countries make frantic effort of providing functional education to their citizens through the provision of adequate manpower in the education sector in Nigeria; our educational system is bedevilled with ample number of challenges which have negative implications on teachers' welfare. This is reflected in the quality of graduates of NCE and faculties of education in the Universities. Prominent among the challenges of the education system is the shortage of well-seasoned, professional and motivated teachers. Adelabu (2005) classified the factors responsible for the dismal learning achievement of learners into three main categories namely; job context, job content, and reward system.

Adelabu further explained that, *job context*: Job context connotes that public schools in Nigeria are a collection of dilapidated buildings, many without toilets and other basic facilities. The schools are staffed by tired and frustrated teachers and attended by poorly fed, disenchanted pupils. This kind of environment does not engender high job morale; *job content*: connotes that teachers particularly those in elementary schools, are utterly overworked. A typical teacher government school is required to teach between seven to eight periods of classes with more than forty pupils daily. These teachers are also expected to assist with other school-based activities that are sometimes labour-intensive and time bound; and *reward system*: in terms of salary and allowances packages and promotion does not appear to have job motivation as its goal.

The key findings of a study by Kazeem (1999) in Adelabu, (2005) is that

teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Earlier, Eton (1984) identified the payment of salaries, allowances and promotion as the key factors that shape teacher attitudes towards their work. Amadi (1983) concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. According to Mbanefoh (1982), practicing teachers are particularly concerned about the late payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. School principals often complained about teachers not willing to work because of delays in payment of their salaries (Ayeni 2005). Ubom (2002) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching.

The Udoji Commission in 1972 made the most impact on teachers' status and welfare in Nigeria and the major achievement of the Commission was that it harmonized the public sector pay by bringing all public sector personnel under one unified salary scheme by ensuring that teachers enjoyed comparable salary status with other key public sector workers. The Commission also recommended the creation of a uniform grading and pay scale for public servants, teachers inclusive in order to ensure that the public sector is able to recruit and retain its fair share of scarce manpower and eliminate unfair pay comparisons between the public and private sectors. However, the Commission's bold attempt has been thrown to the trash bin by subsequent administrations forcing teachers to demand through the National Union of Teachers for a fairer and equitable job evaluation, remuneration and grading of teachers as their counter parts in other professions (Adelabu, 2005).

Rousseau (2012) observed that lack of satisfaction within the educational profession is badnews for pupils/students. (Morgan and O'Leary 2004; Adelabu, 2005) also noted that, "there is a growing body of evidences that when teachers feel good about their work, pupil achievement improves." Porter et al. (1973) in Oluwadamilare (2012) indicated that teacher's motivation is a vital factor that leads to self-satisfaction and accomplishments which then decrease absenteeism of teachers and turnover. In recent years, poor remuneration of teachers in Nigeria has turned the teaching profession that used to be the envy of all into a profession of mockery which youths are now sceptical of going into and secondary school students no longer aspire to take education as a course.

Akinwunmi (2000) found that what the typical low income earning teacher yearns for is a sizeable salary increase, and therefore concluded that the payment of a living wage would significantly enhance their commitment and performance. It is expected that the effect of this development will lead to positive or negative performance in pupils' learning achievement.

Amadi (1983) observed that irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria and according to Mbanefoh (1982) practicing teachers are particularly concerned about the late

payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. Head teachers/ principals often complained about teachers not willing to work because of delays in payment of their salaries. Ayeni (2005) & Ubom (2002) also discovered that in Nigeria, prompt payment of salaries induced greater commitment to teaching career advancement opportunities and the key conditions that must be met by teachers in order to be promoted are: satisfactory performance on the job of a teacher; technical skill in teaching methodology; evidence of impact on student learning achievement; an unblemished character; and good relationship with students, colleagues, school authorities and parents. Sana (1988) cited in Oyekan (2012) buttressed that the quality of human development process borders mainly on the quality of education and that the quality of education invariably is largely operationalized as the quality of teaching that goes on in the school system.

Literatures have shown that pupils' learning achievement have been determined by such variables like family, school, society and motivational factors (Oyekan 2012). Academic performance is also important for the successful development of young people in contemporary societies. Researchers have also shown that students who do well in schools are better able to make the transition into adulthood and to achieve occupational and economic progress. In a similar vein, motivation is a key factor influencing teacher productivity. Oluwadamilare (2012) stated that teacher motivation is important because it leads to self-satisfaction and accomplishments which associated with decreased absenteeism and turnover. Ololube (2004) in Oluwadamilare (2012) pointed out that increased motivation of teachers leads to increased teacher effectiveness that boosts the educational system.

In spite of the fact that teachers play very significant role in the educational system, they are neglected in terms of support and welfare (prompt salary payment, in-service training, promotion, and other incentives). Ofoegbu (2001) in Ilunor (2010) reported that teacher welfare need to be seen as a viable motivational factor for the survival of the teaching profession in particular and the education system in general. Welfare package such as free education for teachers' children, car loans health, and housing would if properly implemented serve as catalysts that would optimize teacher classroom effectiveness. Ejiogu (1994) noted that poor remuneration and social conditions accorded to the teaching profession have led to the popular adage 'teachers' rewards are in heaven'. Ofoegbu (2001) reported that problems caused by delays, inconsistencies and errors in paying teacher salaries and other remuneration has seriously conflicted with teacher classroom activities in terms of pupils' evaluation and management. In order to fill this gap, this study examined teacher welfare (prompt payment of teachers' salaries; in-service-training; promotion and fringe benefits as correlates of pupils' academic achievement in primary schools in Oyo State.

Statement of the Problem

Pupils are expected to learn successfully in their academic pursuit in the school. Factors that could be attributed to this development may include the overall welfare of teachers through regular salary payment, prompt promotion, fringe benefits and other incentives which are likely to improve their ego. Teachers' welfare in the direction of best service delivery into the teaching and learning characteristics are to be affected positively or negatively by factors stated herein. Ultimately, the pupils' academic achievement may be hindered if justice is not done to their welfare. There are instances of non-payment or half payment of salaries of teachers in the last two years in some of the states in the South-West including Oyo State. Also, majority of the private schools had failed to pay attention to teachers' welfare over the years. Hence, the study researched into the teacher's welfare (prompt payment of teachers' salaries; in-service-training; promotion and fringe benefits as correlate of pupils' academic achievement in public and private primary schools in Oyo State.

Research Questions

1. Is there a correlation between teachers' welfare and pupils' academic achievement in public and private primary schools, Oyo State?
2. What is the state of teachers' welfare in terms of prompt payment of salaries that affect pupils' academic achievement in public and private primary schools in Oyo State?
3. What other factors such as in-service-training align with teachers' welfare that influences the academic achievement of pupils in public and private primary schools in Oyo State?
4. Does teachers' promotion have effect on pupils' achievement in primary schools in Oyo States?
5. How frequently do the teachers in public and private primary schools, Oyo State enjoys incentives (fringe benefits) of health, car and housing loans that affect academic achievement?

Significance of the Study

The outcome of this study will be of immense benefit to government, Ministries of Education and the State Universal Basic Education Board, Zonal and Local Inspectorate of Education in the process of planning, policy formulation and implementation for the improved pupils' academic performance in relation to teachers' welfare

This study will also be of benefit to the managers of primary schools in the process of considering teachers' welfare in primary schools. This will help in the resource management of the primary schools. The findings of this study will provide a framework to educational planners and administrators in analysing the teachers' welfare package in the bid to improve pupils' achievement.

The findings of this study will serve as a spring board from which educational researchers can select further research topics as information can be gathered through publications in local and international journals.

Scope of the Study

The geographical scope of the study was Ibadan Lagelu and Egbeda Local Government Areas of Oyo State while the content scope centre on variables of teachers' welfare and pupils' academic achievement in public and private primary schools at the chosen LGEAs.

Research Method

The descriptive research design of ex-post facto was adopted in the study. The total population for the study were all the 2118 public and 1049 registered private primary schools in the 33 Local Government Areas of Oyo State (Ministry of Education, DPRS, 2014). Purposive random sampling technique was employed for the selection of the sample 75 teachers to fill the questionnaire tagged, teachers' welfare and pupil's academic achievement (TWAPAA) in both public and private schools in Oyo State. 125 pupils were selected for the achievement test in English language and Mathematics. The total sampled schools were 25(17%) of 73 schools in (Egbeda) and (17%) of 73 schools in(Ibadan North East) LGAs respectively, comprising 13 public primary schools and 12 private primary schools.

Instrument

A researcher-made questionnaire tagged, Teachers' Welfare and Pupils' Academic Achievement (TWAPAA) was designed to guide the study. This questionnaire has two sections: demographic data on teachers' welfare characteristics of gender, qualification, class size and teaching experience. Section B focused on: Teachers' welfare (Teachers' prompt salary payment; Teachers' fringe benefits; Teachers' in-service-training; and Teachers' incentives). The instrument was of 4-point Likert scale questionnaire that focused on Teachers' Welfare and influence on Pupils' Academic Achievement in public and private primary schools in Oyo State. The Pupils' Academic Achievement Test was conducted on the pupils to know the level of performance in Mathematics and English Language. For content validity, the questionnaire was given to experts in the fields of educational administration for constructive examination before the final draft. The reliability of the instrument was conducted using test-re-test outside of the study area on both the pupils and the teachers at two week interval of administration. This is to check the level of internal consistency of the instrument. The results of Cronbach Alpha 0.78 (pupils) and 0.72 (teachers) and Guttman Split-half 0.71 (pupils) and 0.70 which reflected a sound psychometric property of the instrument was found to be reliable.

Data Collection Procedure

Primary and secondary data collection procedure were generated and used for the study.

Data Analysis

Descriptive and inferential statistics of mean and t-test was used to analyse the data collected to answer five questions raised for the study.

Results

1. *Is there a correlation between teachers' welfare and characteristics on pupils' academic achievement in public and private primary schools of Oyo State?*

Demographic Information of Respondents

In this section, demographic information of schools and respondents selected for the study are presented in Table 1

Table 1: Teachers Characteristics by Group

Characteristics	Schools		Total
	Public	Private	
Gender	No (%)	No (%)	No (%)
Male	4(15.4)	3(11.5)	7(26.9)
Female	10(38.5)	9(34.6)	19(73.1)
Teaching Experience			
1-4 years	1(3.8)	5(19.2)	6(23.1)
5-9 years	1(3.8)	1(3.8)	2(7.7)
10-14 years	2(7.7)	3(11.5)	5(19.2)
15-19 years	0(0)	0(0)	0(0)
20-24 years	5(19.2)	3(11.5)	8(30.8)
25 years above	5(19.2)	0(0)	5(19.2)
No Pupils in the Class			
1-30	7(26.9)	11(42.3)	18(69.2)
30 and more pupils	7(26.9)	1(3.8)	8(30.8)
Teachers Qualification			
NCE	6(23.1)	8(30.8)	14(53.8)
HND	0(0)	0(0)	0(0)
BSC	7(26.9)	4(15.4)	11(42.3)
MSC	1(3.8)	0(0)	1(3.8)

Table 4.1 reveals that majority of the teachers (73.1%) were female and (26.9%) were male. 30.8% of the respondents fell within the age group 20-24 years. This

is followed by age group 1-4 years which constitutes 23.1% of the sampled teachers while age-groups 5-9 years, 10-14 years and 25 years and above constituted 7.7%, 19.2% and 19.2% respectively. The result indicates that most of the sampled teachers were experienced. Similarly, most of the teachers 69.2% in both the public and private schools had less than 30 pupils in the class.

Research Question 2

What is the state of teachers' welfare in terms of prompt payment of salaries that negatively or positively affect academic achievement in public and private primary schools in Oyo State?

Table 2: Teachers' Welfare (Prompt payment of salary)

Items	Public (Mean)	Private(Mean)	Combined (Mean)
The present salary scale for teachers is adequate and will improve pupils' academic achievement.	1.86	2.33	2.08
Prompt payment of salary improves my service delivery and influences pupils' academic achievement.	3.93	3.17	3.58
Delay in the payment of salary in the last two years improved pupils' academic achievement.	1.79	1.25	1.54
Regular payment of salaries enables teachers to settle outstanding debts and hence enhances their pupils' academic achievement.	4.36	3.75	4.08
Teachers' ability to pay the school fees of their children promptly act as motivation to improve their pupils' academic achievement.	4.00	3.25	3.65

Table 2 indicates that prompt payment of teacher's salary and regular payment of salaries improves teachers' general well-being and act as motivation to improve service delivery and influences pupils' academic achievement with a mean value of 3.58, 4.08 and 3.65 respectively. The table further revealed that delay in the payment of salary in the last two years and present salary scale for teachers in both public and private schools will have negative effects on good service delivery and pupil's academic performance. The teachers in public and private primary schools complained of irregular payments in salaries' payment.

Research Question 3

What other factors such as in-service-training align with teachers' welfare that influences the academic achievement of pupils in primary schools in public and private primary schools Oyo States?

The factors of in-service-training, and its effect on teachers' welfare that determine the enhanced academic achievement of pupils in primary schools in public and private primary schools was analysed in the foregoing.

Table 3: Teachers' Welfare (In-service Training)

Item	Public (Mean)	Private (Mean)	Combined (Mean)
Government have been sponsoring teachers to go for conferences regularly to improve pupils' academic achievement.	1.57	1.58	1.58
Newly employed staff are given adequate orientation and this improves pupils' academic achievement.	1.57	2.75	2.12
The school head teachers encourage experienced staff to mentor less experienced teachers and this enhances pupils' academic achievement.	3.71	3.67	3.69
Training allowances are being paid immediately after training to serve as motivation and enhance pupils' academic achievement.	2.00	1.42	1.73
Training academic staff in their own discipline influences pupils' academic achievement.	4.29	3.75	4.04

On in-service training of teachers, table 3 shows that constant training of academic staff in their own discipline and the encouragement from the head teachers given the enabling environment for the experienced staff to mentor less experienced staff will improve pupil's achievement with a mean item score of 4.29 and 3.71 respectively. However, the teachers are of the opinion that newly employed staff were not given adequate sponsorship, orientation and training with a mean scores of 2.12 and 1.58. This analysis implied that the teacher welfare package in Oyo states in both the public and private school is low and this in turn will have an effect on service delivery and pupils learning achievements.

Research Question 4.

Could teachers' promotions have effect on pupils' achievement in primary schools in Lagos and Oyo States?

Table 4: Teachers' Welfare (Regular promotion and pupils' achievement

Item	Public (Mean)	Private (Mean)	Combined (Mean)
Prompt promotion of teachers in my school enhances pupils' academic achievement.	3.50	3.25	3.38
Discriminatory promotion of teachers affect pupils' academic achievement in my school.	2.86	2.92	2.88
My promotion comes with regular increment and this improves pupils' academic achievement.	1.86	1.58	1.73
My increment comes as at when due and this will influence pupils' academic achievement.	1.86	2.42	2.12
Promotion in my school is usually based on merit and this improve pupils' academic achievement.	2.93	2.83	2.88

Research Question 5

How frequently do the teachers in public and private primary schools, Oyo State enjoys incentives (fringe benefits) of health, car and housing loans that negatively or positively affect academic achievement?

Table 5: Teachers' welfare package (Fringe Benefits and pupils' achievement)

Items	Public (Mean)	Private (Mean)	Combined (Mean)
I have access to government car and housing loans at any time to motivate me and boost my learners' academic achievement	2.00	1.17	1.62
Duty tour allowances of teachers are paid on time to enhance learners' academic achievement.	1.36	2.17	1.73
Free drugs and medical treatment are given to teachers to enhance teaching and invariably improve learners' academic achievement.	1.43	1.08	1.27
Availability of car loans, soft loans, emergency loans are given to teachers and these have positive effect on learners' academic achievement.	1.29	1.83	1.54
Government car and housing loans have aided me to have a better life in my work and personal life and these have effect on learners' academic achievement.	2.00	1.42	1.73

Table 5 shows that the sub-theme of fringe benefit regarding teachers' welfare in both public and private schools to teachers had their mean value below 2.5 on a 5 point Likert scale of measurement. This analysis implied that teachers were been denied adequate welfare package which makes them have a better life in on their job and these will in turn affect pupils learning achievements.

Table 6: Paired sample t test analysis showing teachers' welfare by type of schools.

School Type	N	$\bar{X}$	SD	Df	t-cal	Sig. Prob	Result
Public	14	2.51	0.65	24	1.230	0.306	Not Significant
Private	12	2.38	0.57				

Table 6 shows a little difference in the level of teachers' welfare in both private and public schools in Oyo state with the public schools having the mean item score of 2.51 against the private schools of 2.38. The table further showed that this different of staff welfare package on pupils' academic achievement were not significant as their significant probability was greater than 0.05

Table 7: Paired sample t-test analysis showing pupils performance in different subjects in Oyo State

Type of School	N	$\bar{x}$	SD	Df	t-cal	Sig. Prob	Result
Public (Eng)	70	8.24	2.246	127	-1.596	0.1160	Not Significant
Private (Eng)	59	8.97	2.519				
Public (Maths)	70	5.97	2.092	127	-3.049	0.003	Significant
Private (Maths)	59	7.19	2.145				

Table 7 showed a little difference in average pupils' performance in the public and private schools in the two subjects with private having a better performance in all subjects (Mathematics 5.97 to 7.19, and English language 8.24 to 8.97). The table further revealed that pupils' performance were significantly different in Mathematics with significant probability of 0.003 while English language were not significant as their significant probability was greater than 0.05.

Discussion

Result of the study showed that prompt and regular payment of salaries improves teachers' general well-being and act as motivation to improve service delivery and influences pupils' academic achievement. Unfortunately, prompt and regular payment of salaries in the public primary schools were not forthcoming in the last two years and even, at the private schools, salaries of teachers were low and sometimes not paid on time. This is in consonance with the findings of Dolton and Marcenaro-Gutierrez, O (2011) who ascertained that regular and increased teachers' salary will definitely increase pupils' academic achievement. The findings from this study, also revealed a positive relationship between in-service training of teachers and pupils' academic achievement in selected schools in Oyo state. This corroborated the claims of Angrist and Lavy (1998) and Wiley and Yoon (1995) who all posited that in-service training of teachers positively influence the academic achievement of students. The extent of in-service-training at the public and private primary schools was very poor up till present. This development moreover negate the findings of Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) who opined that teachers' training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. The study also showed there is a relationship between granting fringe benefits to teachers towards bringing an improvement in the academic achievement of learners in the selected schools in Oyo state. The study implied that teachers were being denied adequate welfare package that makes them have a better life on their job which will in turn affect pupils' learning achievements positively. This affirmed the claims of Marques (2010) who posited that motivation, satisfaction and performance are interdependent. In essence, when teachers benefit from fringe benefits besides their regular salaries, there is bound to be improvement in pupils' academic achievement.

The findings also revealed that promotion of teachers in private and

public schools were not done as at when due. Promotion is seen as an extrinsic factor which is provided by employers to encourage employees to perform their duties optimally (Aldair, 2009). In recent times, teachers in Nigeria have been denied their promotion on numerous occasions due to inefficiency of government, most government in power do not pay attention to the plights of workers. Muheeb (2004) posited that if individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover and this will surely affect the learning achievement of pupils. Moreso, promotion is seen as an extrinsic factor which is provided by employers to encourage employees to perform their duties optimally (Aldair, 2009). The finding in the study confirmed that promotion of teachers in the schools had been delayed unnecessarily in the public schools and yardstick in the private primary schools were not known to support the position of Aldair (2009) that in recent times, teachers in Nigeria have been denied their promotion on numerous occasions due to inefficiency of government, most government in power do not pay attention to the plights of workers. Muheeb (2004) posited that if individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover. Finally, fringe benefits like car and housing loan, health care in the selected schools were not enforced in the schools and this was enhanced by the study conducted by Dornyei (2001), that there was lack of housing and transport allowances hinder teaching performances because these are meant to make life easier for teachers and enhance their performances in their instructional activities.

Conclusion

Teachers' welfare while addressing the human resource issue to facilitate learning achievement of pupils in schools is supreme and has to be taken seriously by stakeholders in the public and private foundational schools. Teacher' welfare of prompt payment of teachers' salaries; in-service-training; promotion and fringe benefits as correlates of pupils' academic achievement in public primary schools in Oyo States are defective as discovered in the study. A happy teacher with good welfare package will increase their motivation and enthusiasm which eventually will aid performance. This in the long run will have positive relationship with the pupils' academic performance.

Recommendations

Based on the finding of the study, the following recommendations were made:

1. Educational planners, managers, counsellors and policy-makers should take note of teachers' welfare as an indispensable factor to influence pupils' academic achievement in the foundational schools.
2. Buildings and car loans to serve as motivation to work more and have commitment to the teaching and learning job must be put in place. This is bound to increase teachers' effrontery to teach the pupils well and hence

bring improvement in academic achievement in both private and public primary schools.

3. Prompt and regular payment of salaries of teachers should be made possible as this will always have positive effect on pupils' academic achievement.
4. Private school owners must set up a standard to guide teachers' welfare package.

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