

## **WELFARE PACKAGES, TEACHERS' JOB PERFORMANCE AND STUDENTS' ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY SCHOOLS IN SDO STA. ROSA CITY**

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### **ABSTRACT**

This study examines the correlation between welfare packages, teachers' job performance, and academic achievement of students in the selected secondary schools of SDO Sta. Rosa City. With the use of descriptive-correlational research design, the research was conducted to study how welfare benefits such as monetary incentives, health assistance, and rewards affect the job performance of teachers and if these factors contribute to students' academic achievement. Information was collected via surveys conducted with the teachers, determining their attitude toward welfare packages, work environment, job demands, and opportunities for professional growth. Students' achievement was measured via class attendance, progress reports, and after-class activities. Findings suggest that though the teachers strongly emphasize compensation and recognition, welfare packages failed to strongly predict job performance. Rather, job performance was significantly affected by working conditions, job demands, and opportunities for professional development. Of these, the most significant factor influencing students' academic performance was job demands, which accounted for 16.7% of the variance. More specifically, job demands were found to have a low but significant relationship with class participation ( $r=0.229$ ,  $p=0.001$ ) and progress reports ( $r=0.294$ ,  $p=0.000$ ), implying that heavy workload among teachers could impact indirectly on students' academic involvement and achievement. The study discovers that while welfare packages contribute to teachers' satisfaction, they do not directly enhance work performance or learning outcomes. Instead, effective management of workload and good working environment are more significant. Schools should give priority to improving working conditions, removing superfluous requirements at work, and providing professional development to enhance the quality of teaching. Further, promoting learner interaction through participation in class sessions, co-curricular activities, and monitoring performances also helps in enhancing learning achievements. The research identifies the necessity to balance students' and teachers' workload engagement and participation in classroom activities as essential for developing superior educational attainment within secondary institutions.

**Keywords:** Welfare packages, job performance, academic achievement, work environment, professional growth, instructional effectiveness