

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

METHODS

Research Design

This study utilized a descriptive correlational research approach, which sought to investigate the association between two or more variables without making any assumptions regarding causality. This methodology entails the gathering and examination of data on many factors to

ascertain the presence of a correlation between them, without making any assumptions about causality. Descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2019). The objective of this study is to assess evaluate the impact, adequacy, and effectiveness of these packages in the City Schools Division of Sta. Rosa in terms of teachers' job performance and students' academic achievement. Additionally, the study attempted to examine the link between these factors.

The research used stratified random sampling technique, it is a type of sampling method that involves dividing a population into distinct, non-overlapping subgroups, called "strata," and then randomly selecting samples from each stratum. This technique is particularly useful when the population consists of different subgroups that may have varying characteristics or behaviors, and you want to ensure each subgroup is properly represented in the sample.

Sources of data

This study examined the welfare packages, teachers' job performance and students' academic achievement in selected secondary schools in SDO Sta. Rosa City. The study's population comprises selected schools, such as selected teachers in SDO Sta. Rosa City. This study consists of three secondary schools in the said division with a total number of 191 respondents.

Population of the study

Welfare packages for teachers serve multiple important purposes, designed to support their professional and personal well-being, enhance their job satisfaction, and ultimately improve the quality of education. The study sought to obtain insights into the welfare packages, teachers' job performance and students' academic achievement.

The researcher used stratified random sampling, and raosoft calculator to utilize the total number of the respondents. There were one hundred sixty-seven (167) junior high school teachers in Balibago Integrated High School, one hundred twelve (112) teachers in Apalaya Integrated High School, ninety-six (96) teachers in Southville Integrated High School for a total of 375 teachers, three big population in the said secondary school in the city. The researcher used raosoft formula with 5% margin of error to get the total of teachers' respondent, there were ninety-six (96) teachers from Balibago Integrated High School, fifty-four (54) teachers from Apalaya Integrated High School, sixty-one (61) Southville Integrated High School for a total of 191 respondents.

Instrumentation and Validation

The researcher used a researcher-made survey questionnaire and divided it into three parts. The first part was based on the welfare packages in terms of financial benefits, health and well-being. The second part focused on teachers' job performance as to professional development opportunities, work environment, and job demands. The final part of the questionnaire explored the students' academic achievement pertaining to class participation, progress report, and extracurricular engagement.

The research instrument underwent a validation process by submitting to a panel of specialists in research, language, and statistics, as it is a questionnaire created for research purposes. Their opinions and suggestions enhanced the validity of the study instrument. Once the necessary modifications were made, the researchers reviewed the document for finalization. Upon finalization, the researcher requested authorization from Schools Division

Superintendent of City Schools Division of Cabuyao, to proceed with conducting a pilot test of the research instrument. Following the pilot testing, the researcher enlisted the assistance of a statistician to utilize Chronbach alpha for the purpose of validating and assessing the consistency of the study instrument.

Evaluation and Scoring

To assess the welfare packages, teachers' job performance and students' academic achievement, the following measures were used:

Numerical Rating	Mean Ranges	Categorical Response	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree	Very High
3	2.50 - 3.24	Agree	High
2	1.75 - 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

Data Gathering Procedure

The researcher sought authorization from Superintendent, Schools Division Superintendent of SDO Sta. Rosa City, to carry out the study. Upon receiving consent from the Schools Division Superintendent, the researcher sought authorization from the school heads of SDO Sta. Rosa to proceed with data collection. The collected data was handled with the highest level of caution, ensuring confidentiality and solely for research purposes.

Statistical Treatment of Data

The purpose of analyzing the gathered data will be undertaken by the following statistics:

1. Weighted Mean

It was used to determine the welfare packages and job performance in addition to ratings of students' academic achievement.

2. Pearson's Product-Moment Correlation Coefficient

This was used to determine the relationships among all the following pairs of variables welfare packages and job performance, job performance and students' academic achievement, welfare packages and students' academic achievement.

3. Stepwise Multiple Regression Analysis

It was used to assess the predictive ability of welfare packages and job performance on academic achievement among students. This will help in identifying which independent variable or combination could significantly predict academic achievement.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

1. What is the of respondents' welfare packages in terms of financial benefits, health and well-being, recognition and awards?

Table 1
The Respondents' Welfare Packages: Financial Benefits

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I am satisfied with the financial compensation I receive for my teaching work.	3.20	High	5
2. The financial benefits I receive adequately meet my	3.31	Very High	4

personal and professional needs.			
3. I receive additional financial support for any teaching-related expenses (e.g., materials, travel, etc.).	3.38	Very High	2
4. The financial benefits provided by the school are competitive compared to similar schools.	3.35	Very High	3
5. The school provides sufficient financial incentives for teachers to enhance their professional growth.	3.62	Very High	1
Overall Weighted Mean	3.37	Very High	

Table 1 reveals that the highest rated financial incentive valued by respondents is offering enough monetary incentives to spur professional development with a weighted mean of 3.62. This implies that teachers regard strongly monetary aid that can make them better at what they do and increase their careers.

The middle-ranked material rewards are financial compensation compared to peer schools (3.35) and other financial assistance in teaching-related outlays (3.38). The respondents had a high level of consensus that their benefits and pay are fair compared to other institutions, meaning that the school provides competitive salary packages.

The least-ranking monetary benefit is total satisfaction with financial reward, which was weighted at 3.20. Although the respondents acknowledged that they were content with their pay, the lower ranking would suggest that a few teachers would feel that their pay could be better.

The overall weighted mean of 3.37, indicates that the teacher have very high welfare packages in terms of Financial Benefits. Financial rewards are a key factor in teacher job satisfaction and performance, ultimately influencing student achievement.

Table 2
The Respondents' Welfare Packages: Health and Well-being

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The school provides health-related benefits (e.g., medical insurance, wellness programs) to support my physical well-being.	2.65	High	5
2. I feel that my mental health and well-being are supported by the school through wellness programs or counseling.	2.71	High	4
3. I have access to sufficient resources for maintaining a healthy work-life balance.	2.76	High	3
4. The school offers regular health screenings or check-ups for teachers.	2.88	High	2
5. The school encourages a healthy lifestyle through wellness initiatives (e.g., fitness programs, stress management workshops).	3.04	High	1
Overall Weighted Mean	2.81	High	

Table 2 indicates that the most prioritized area of health and well-being support is the school promoting a healthy way of life by supporting wellness initiatives, with a weighted mean of

3.04. It means that participants value activities like fitness classes and stress management sessions, which ensure they have a healthy work-life balance.

The middle-ranked items are periodic health check-ups for teachers (2.88) and availability of adequate resources for maintaining work-life balance (2.76). The respondents concurred that the school offers periodic health check-ups, which help in early detection and prevention of diseases. In addition, access to work-life balance tools indicates that teachers can, to a certain extent, control their workload and retain personal well-being.

The lowest-rated measures are the provision of medical benefits, such as health insurance (2.65), and mental health support through counseling or wellness programs (2.71). Although teachers recognized the existence of these benefits, the generally low ratings indicate that the provisions as they stand may be inadequate or not entirely serving their needs.

Generally, the overall weighted mean of 2.81 suggests that the respondents agree that the school has some level of health and well-being support, but one that needs to be improved. The results from Table 2 echo these considerations, indicating that while the school has attempted to enhance teacher well-being and health, additional upgrades can result in enhanced job satisfaction and overall quality of education.

Table 3
The Respondents' Welfare Packages: Recognition and Awards

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I feel recognized for my achievements and contributions to the school community.	2.85	High	5
2. The school offers adequate opportunities for me to be rewarded or recognized for my job performance.	2.90	High	4
3. I believe that recognition and awards are given fairly and based on performance.	2.93	High	3
4. The school acknowledges both individual and team accomplishments regularly.	3.12	High	2
5. I receive both public and private recognition for my contributions to the school.	3.20	High	1
Overall Weighted Mean	3.00	High	

Table 3 indicates that the most recognized indicator by means of award and recognition is the receipt of both private and public awards for contribution to the school with a weighted mean of 3.20. This indicates that the respondents feel appreciated by way of official and unofficial avenues, which can do a great deal in improving motivation and job satisfaction.

The middle-ranked items are the school's frequent recognition of individual and team achievements (3.12) and the belief that recognition and awards are fairly distributed based on performance (2.93). These findings suggest that although the school frequently recognizes achievements, there could still be issues with fairness and consistency in awarding recognition.

The least-ranked are the availability of adequate opportunities for recognition (2.90) and the perception of feeling recognized for contributions and achievements to the school community (2.85).

Overall, the weighted mean of 3.00 indicates that there is agreement among respondents that recognition and rewards are being extended, but there is room for making them systematic and equitable.

Table 4
Summary Table of the Respondents' Welfare Packages

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Financial benefits	3.37	Very High	1
2. Health and well-being	2.81	High	3
3. Recognition and awards	3.00	High	2
Overall Weighted Mean	3.06	High	

Table 4 summarizes respondents' attitudes toward welfare packages, with the highest-ranked element being financial benefits at a weighted mean of 3.37, which was interpreted as "Very High."

This finding is consistent with earlier studies focusing on the importance of financial security in job performance and satisfaction.

Awards and recognition was assigned a weighted mean of 3.00, placing them second among welfare package indicators, and respondents being mostly in consensus about their necessity.

The least-ranked welfare package, health and well-being, had a weighted mean of 2.81, which remained in the "High" category, signifying that even though respondents are aware of its significance, they view it as less vital than financial rewards and appreciation.

The overall weighted mean of 3.06 indicates that the participants tend to concur about the beneficial effect of welfare packages but that financial rewards remain the most highly appreciated element. The findings are consistent with existing research, for instance, Alam (2022), who highlights that systematic compensation systems play a major role in job satisfaction and stability.

2. What is the level of respondents' job performance in terms of professional development opportunities, work environment, and job demands?

Table 5
The Respondents' Job Performance: Professional Development Opportunities

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I have access to professional development programs that help me improve my teaching skills.	3.26	Very High	4
2. The school supports my participation in external workshops or courses for professional growth.	3.33	Very High	3
3. I am encouraged to pursue further studies or certifications to enhance my qualifications.	3.19	High	5
4. Professional development sessions are tailored to my needs and subject expertise.	3.51	Very High	1
5. I have opportunities to share my knowledge	3.34	Very High	2

and skills with colleagues through training or mentoring.			
Overall Weighted Mean	3.32	Very High	

Table 5 shows that the highest ranked are “Professional development sessions are customized to my needs and subject area expertise” with a weighted mean of 3.51. This reflects that the most the respondents value professional development activities that are individualized according to their needs as instructors.

Middle-ranked indicators include “The school supports my involvement in external courses or workshops for professional development” (3.33) and “They can share knowledge and skills with others through training or mentoring” (3.34). These results emphasize the importance of exposure and collaboration in professional development.

The lowest-rated measure is “They encouraged to continue their education or certification in order to advance my qualifications,” with a weighted average of 3.19. While still scored as positive, this rating shows that fewer teachers are actually being encouraged to further their education.

Overall, the 3.32 weighted mean average, or “Very High”, indicates that the respondents generally possess positive outlooks for professional development opportunities.

Table 6
The Respondents’ Job Performance: Work Environment

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I have a positive and collaborative working relationship with my colleagues.	3.43	Very High	4
2. The work environment is conducive to my teaching effectiveness.	3.49	Very High	2
3. The school administration provides adequate support for my teaching responsibilities.	3.43	Very High	4
4. I feel safe and secure in my workplace.	3.43	Very High	4
5. The resources and facilities provided by the school are sufficient to perform my job effectively.	3.61	Very High	1
Overall Weighted Mean	3.48	Very High	

Table 6 shows that the highest ranked indicator is “The resources and facilities provided by the school are sufficient to perform my job effectively,” with a weighted mean of 3.61. This suggests that the respondents put a high value on the availability of adequate teaching materials, classrooms, and other resources for their working place.

The middle-ranked measure is “The work environment is conducive to my teaching effectiveness,” with a weighted mean score of 3.49. This result shows the importance of a well-planned and good working environment in effective teaching.

The lowest-ranking items, all with weighted mean of 3.43, are “they’re cooperative and good working relationship with their colleagues,” “The school administration has sufficient support

for my teaching task,” and “They feel safe and secure at work.” Though these items still had a “Strongly Agree” interpretation, lower ranking suggests possible areas for improvement.

Generally, the overall weighted mean of 3.48, indicates that the teachers have very high perceived their work environment as positive and supportive.

Table 7
The Respondents' Job Performance: Job Demands

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. My teaching workload is manageable and reasonable.	3.40	Very High	3
2. I feel that I have enough time to effectively prepare for my lessons and attend to my professional duties.	3.42	Very High	2
3. The expectations placed on me align with my role and capacity as a teacher.	3.35	Very High	5
4. I am able to balance my teaching responsibilities with personal time.	3.36	Very High	4
5. My workload allows me to effectively cater to the diverse needs of my students.	3.53	Very High	1
Overall Weighted Mean	3.41	Very High	

Table 7 presents the self-perception of the respondents toward their job requirements, namely workload management and equilibrium. The most highly rated measure, “My workload allows me to properly attend to the diverse needs of my students” (WM = 3.53), reveals that teachers are confident of their ability to attend to student needs regardless of their workload.

Middle-ranked items are “My teaching workload is manageable and reasonable” (WM = 3.40) and “They are able to balance their teaching responsibilities with personal time” (WM = 3.36). The results above indicate the positive attitudes of respondents towards workload allocation as a whole.

The lowest-ranked indicator, “The expectations set on me fit my role and capability as a teacher” (WM = 3.35), shows that although teachers agree more or less that they are well-positioned for their jobs and responsibilities, this aspect is not as good as compared to the others.

Overall, the mean weighted average of 3.41 shows that teachers do emphatically agree that job demands can be managed. However, it is crucial to balance job demands with sufficient resources to prevent burnout and continue job satisfaction.

Table 8
Summary Table of the Respondents' Job Performance

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Professional development opportunities	3.32	Very High	3
2. Work environment	3.48	Very High	1

3. Job demands	3.41	Very High	2
Overall Weighted Mean	3.41	Very High	

Table 8 provides the summary of the respondents' job performance based on three significant indicators: opportunities for professional development, work environment, and demands of the job. "Work environment" (WM = 3.48), the highest rated indicator, shows that the teachers almost all agree that their work environment is supportive of their job performance.

The middle-ranked item, "Job demands" (WM = 3.41), demonstrates that teachers perceive their workload to be reasonable and compatible with their responsibilities. While at times job demands are challenging, teachers still perceive that they can do their work efficiently.

The lowest-ranked indicator, "Professional development opportunities" (WM = 3.32), suggests that while teachers attest to having access to career progression and skills enhancement, it is less ranked compared to other aspects.

Overall, the weighted mean of 3.41 indicates that teachers have very high in terms of job performance. Professional development, as argued by Mulalic (2024), is essential in enhancing teachers' competencies and satisfaction because it enables them to adapt to educational changes.

3. What is the level of the students' academic achievement in terms of class participation, progress report, and extracurricular engagement?

Table 9
The Students' Academic Achievement: Class Participation

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. My students actively participate in class discussions and activities.	3.40	Very High	4
2. Students regularly ask questions and contribute to class conversations.	3.46	Very High	2
3. My students show enthusiasm and interest during classroom activities.	3.30	Very High	5
4. Students consistently complete in-class tasks and assignments on time.	3.44	Very High	3
5. My students demonstrate collaborative skills during group activities.	3.53	Very High	1
Overall Weighted Mean	3.43	Very High	

Table 9 presents the following judgment of students' academic performance by the respondents through class participation. The highest indicator, "The students exhibit collaborative skills during team work" (WM = 3.53), reveals that the teachers strongly agree that students participate actively during team work and co-operative learning.

The middle-ranked indicators are "Students ask questions and participate in class discussions on a regular basis" (WM = 3.46) and "Students regularly meet in-class deadlines on assignments and tasks" (WM = 3.44).

The lowest-ranked of the measures, “The students exhibit enthusiasm and interest in class activities” (WM = 3.30), remains within the “Strongly Agree” range. Even when students are motivated, the lower ranking can indicate that students in some instances might require more than mere encouragement to be interested at all times.

Overall, the 3.43 weighted mean indicates that the students have very high in terms of academic achievement. Wester et al. (2021) have proven that traditional classroom settings have been shown to enhance student engagement substantially, while engagement can be lower in online learning settings with minimal face-to-face contact.

Table 10
The Students' Academic Achievement: Progress Report

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Most of my students demonstrate consistent progress in their academic performance.	3.46	Very High	3
2. I regularly receive positive feedback about my students' progress from parents or guardians.	3.48	Very High	2
3. My students meet the learning objectives outlined in the curriculum.	3.40	Very High	5
4. Students improve their performance after feedback or remedial sessions.	3.44	Very High	4
5. Progress reports show a reduction in failing grades among my students.	3.54	Very High	1
Overall Weighted Mean	3.46	Very High	

Table 10 presents the rating of students' academic performance by the respondents using progress reports. The highest-ranked item, “Progress reports show a reduction in failing grades for my students” (WM = 3.54), suggests teachers' strong agreement that students reduced in failing, which indicates overall academic improvement.

Middle-ranking items include “They get regular positive feedback on their students' progress from parents or guardians” (WM = 3.48) and “Most of the students show consistent improvement in their work” (WM = 3.46). These results confirm that the guardians and parents acknowledge the students' improved performance, which can be an indicator of a healthy home-school relationship.

The lowest-ranked indicators, “The students meet the learning objectives outlined in the curriculum” (WM = 3.40), remains one of the “Strongly Agree.” While students overall are able to achieve set learning objectives, this ranking indicates that students may not achieve some specific requirements.

Overall, the average weighted mean average of 3.46, indicates that the teachers have very high doing quite well academically. As highlighted by Guskey and Bailey (2024), good grading and reporting systems provide students with constructive feedback about their performance to enable them to recognize their strengths and weaknesses.

Table 11
The Students' Academic Achievement: Extracurricular Engagement

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. My students actively engage in extracurricular activities (e.g., sports, clubs, arts).	3.38	Very High	3
2. Participation in extracurricular activities has a positive impact on my students' academic performance.	3.41	Very High	2
3. Students gain leadership and teamwork skills through extracurricular involvement.	3.29	Very High	5
4. My students balance extracurricular activities with their academic responsibilities effectively.	3.34	Very High	4
5. The school provides sufficient opportunities for extracurricular engagement to all students.	3.48	Very High	1
Overall Weighted Mean	3.38	Very High	

Table 11 presents the ratings of students' academic performance by the respondents based on extracurricular participation as an indicator. The highest-rated item, "The school provides adequate opportunities for extracurricular participation to all students" (WM = 3.48), indicates that teachers strongly agree that students have sufficient opportunities to participate in various activities.

Middle-ranked statements are "Participation in extracurricular activities has a positive impact on my students' achievement" (WM = 3.41) and "My students participate actively in extracurricular activities regularly (e.g., sports, clubs, arts)" (WM = 3.38). Teachers are found to know that extracurricular activities have a positive effect on enhancing students' academic achievement.

The lowest-ranked indicator, "Students develop leadership and teamwork skills through extracurricular activities" (WM = 3.29), is also in the "Strongly Agree" category. While extracurricular activities are purported to build leadership and teamwork, this ranking suggests that their impact on this one might not be as significant as on others. Similarly, "The students balance extracurricular activities with their academic responsibilities effectively" (WM = 3.34) identifies that although both are being performed well by the students, there are some who are failing to do so successfully.

Overall, the weighted mean average of 3.38 indicates that the teachers have very high impact on students' academic performance. Ribeiro et al. (2024) report that extracurricular activity has a significant influence on students' academic achievement through improved social skills, resilience, and cooperative skills.

Table 12
Summary Table of the Students' Academic Achievement

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Class participation	3.43	Very High	2
2. Progress report	3.46	Very High	1
3. Extracurricular engagement	3.38	Very High	3
Overall Weighted Mean	3.42	Very High	

Table 12 shows a tabulation of students' academic achievement based on three measures: participation in class, progress reports, and extracurricular activity. The first-rank measure, "Progress report" (WM = 3.46), reveals that the teachers considerably agree that monitoring students' achievement via frequent monitoring using progress reports is most vital in order for them to perform academically.

The second-ranking item that features in the list is "Class participation" (WM = 3.43), and it indicates the importance of active participation in class and class activities. Teachers unanimously agree that students who participate actively excel in academic work as engagement facilitates critical thinking, knowledge retention, and understanding. The lowest-ranked item, "Extracurricular involvement" (WM = 3.38), is still in the "Very High" category, indicating that teachers appreciate its contribution to academic achievement. Overall, the weighted mean of 3.42 shows that the teachers concur on a high level of the beneficial effect of these variables on the academic performance of students. Thouin et al. (2022) describe that extracurricular activity participation at school results in academic success through the building of core skills and avoiding dropout among at-risk students.

4. Is there a significant relationship between the respondents' welfare packages and job performance, the respondents' job performance and students' academic achievement, and the respondents' welfare packages and students' academic achievement?

Table 13
Relationship between the Respondents' Welfare Packages and Job Performance

Welfare packages	Job Performance		
	Professional development opportunities	Work environment	Job demands
Financial benefits	r=-0.010 Negligible correlation p=0.891	r=-0.056 Negligible correlation p=0.445	r=-0.008 Negligible correlation p=0.912
Health and well-being	r=0.004 Negligible correlation p=0.959	r=0.021 Negligible correlation p=0.770	r=0.010 Negligible correlation p=0.893
Recognition and awards	r=-0.055 Negligible correlation p=0.447	r=-0.069 Negligible correlation p=0.346	r=-0.032 Negligible correlation p=0.657
Significance level @ 0.05			

Table 13 shows the relationship between job performance and the respondents' welfare packages in terms of three factors: professional development opportunities, work environment, and job demands. Among the welfare packages that were analyzed, financial benefits had a non significant correlation with job performance in terms of all three factors. The correlation values (r=-0.010, r=-0.056, r=-0.008) indicate that financial benefits have minimal or no effect on professional development, work environment, or job demands.

The second welfare package, health and well-being also had no significant correlation with job performance dimensions. The correlation values ($r=0.004$, $r=0.021$, $r=0.010$) demonstrate that health and well-being benefits have no significant impact on employees' work development, work environment, or work demands.

The lowest-rated welfare package, awards and recognition also revealed no significant correlation with job performance on all the dimensions ($r=-0.055$, $r=-0.069$, $r=-0.032$). This means that while employee appreciation may boost company morale, it does not necessarily equate to immediate job performance improvement.

Generally, findings in this research indicate that welfare packages, being a research topic in this research, do not have a direct impact on work performance. Money and non-cash welfare packages are significant worker motivators and employees' productivity but play an intermediary role in translating these benefits to work performance by Alam et al. (2020).

Table 14
Relationship between the Respondents' Job Performance and Students' Academic Achievement

Students' academic achievement	Job Performance		
	Professional development opportunities	Work environment	Job demands
Class participation	$r=0.179^*$ Low correlation $p=0.013$	$r=0.060$ Negligible correlation $p=0.410$	$r=0.229^{**}$ Low correlation $p=0.001$
Progress report	$r=-0.060$ Negligible correlation $p=0.412$	$r=0.075$ Negligible correlation $p=0.325$	$r=0.294^{**}$ Low correlation $p=0.000$
Extracurricular engagement	$r=0.125$ Low correlation $p=0.084$	$r=0.013$ Negligible correlation $p=0.861$	$r=0.146^*$ Low correlation $p=0.044$
**Significant @ 0.01, *Significant @ 0.05			

Table 14 presents the correlation of respondents' work performance and students' academic achievement on three most critical indicators: class participation, progress report, and extracurricular participation. Among these, the job requirements have the highest correlation with the academic achievement of the students, including class participation ($r=0.229$, $p=0.001$) and progress reports ($r=0.294$, $p=0.000$), both indicating low but significant. This suggests that work demands like workload and responsibility can directly influence student participation and monitoring of progress.

Professional development activities also had low correlation with students' academic achievement, particularly class participation ($r=0.179$, $p=0.013$) and extracurricular participation ($r=0.125$, $p=0.084$). This implies that when teachers undertake professional development, students can achieve more interactive and lively learning activities.

Work environment, however, was least related to the academic performance of the students. The coefficient for class participation ($r=0.060$, $p=0.410$), progress reports ($r=0.075$, $p=0.325$), and extracurricular activities ($r=0.013$, $p=0.861$) were all non-significant. This means that while a positive work environment is important to the well-being of teachers, it might not directly affect students' performance in school.

Overall, the findings indicate that job performance plays a role in determining students' academic performance, particularly through job demands and professional growth.

Table 15
Relationship between the Respondents' Welfare Packages and Students' Academic Achievement

Welfare packages	Students' Academic Achievement		
	Class participation	Progress Report	Extracurricular engagement
Financial benefits	$r=-0.098$ Negligible correlation $p=0.179$	$r=-0.136$ Low correlation $p=0.062$	$r=-0.034$ Negligible correlation $p=0.636$
Health and well-being	$r=0.043$ Negligible correlation $p=0.551$	$r=0.025$ Negligible correlation $p=0.728$	$r=0.020$ Negligible correlation $p=0.779$
Recognition and awards	$r=0.057$ Negligible correlation $p=0.432$	$r=0.129$ Low correlation $p=0.075$	$r=0.047$ Negligible correlation $p=0.522$
Significance level @ 0.05			

Table 15 indicates the relationship between the welfare packages of respondents and students' academic achievement with three factors: class participation, progress reports, and extracurricular activity. Of the three, recognition and awards had the strongest correlation with students' academic achievement, namely in progress reports ($r=0.129$, $p=0.075$).

Financial reward had low correlation with students' performance, especially in progress reports ($r=-0.136$, $p=0.062$) and class participation ($r=-0.098$, $p=0.179$). This suggests financial reward probably does have a role in contributing to supporting teachers and maybe boosting their participation, but its impact on students' class participation and reporting progress remains weak.

Packages of well-being and health, as well as financial rewards, did not correlate with the academic performance of students for all the three variables. The correlation for class attendance ($r=0.043$, $p=0.551$), progress reports ($r=0.025$, $p=0.728$), and extracurricular participation ($r=0.020$, $p=0.779$) suggest that packages of well-being and health have a very minor direct impact on student performance.

In general, evidence shows that welfare packages, or rewards and awards, exert more immediate but shorter-term impact on students' performance compared to other support mechanisms. Welfare packages, according to Ogunode (2020), directly and positively affect teacher morale and teaching competency..

5. How predictive are the welfare packages and teachers' job performance, taken singly or in combination of the students' academic achievement?

Table 16
Regression Analysis of the Welfare Packages and Teachers' Job Performance taken singly or in combination of the Students' Academic Achievement

Predictor	Dependent Variable	R ²	F	p-value	β	t	p-value
Job demands	Students' Academic Achievement	0.167	6.153	0.000	0.155	2.767	0.006

*Significant @ 0.05

Table 16 presents the regression analysis of teachers' work performance and welfare packages, specifically on students' academic performance. The predictor variable work demands accounted for 16.7% ($R^2=0.167$, $F=6.153$, $p=0.000$) of the variability in students' academic performance. The regression analysis shows that job demands are a significant predictor of student performance, having $\beta = 0.155$ and indicating that as job demands increase by one unit, the academic achievement of the students rises by 0.155. This finding is statistically significant because the p-value of 0.006 is lower than the 0.05 level of significance and it implies that there is a positive and significant relationship between job demands and academic achievement.

The remaining 83.3% of the variation in the students' academic performance can be attributed to other variables that are not included in this model.

Job requirements, as are constructed within the regression model, serve to illuminate the importance of understanding teachers' workloads and responsibilities within the context of students' achievements.

Overall, the regression analysis shows that job demands have a significant role in predicting students' academic achievement, which highlights the importance of teacher well-being to academic success.

CONCLUSIONS

The following conclusions were drawn based on the findings of the study:

1. Respondents' welfare packages positively influenced their job satisfaction, with money incentives being the top choice. However, the study reveals that while welfare packages are important, they were found not to have a significant correlation with job performance among teachers.
2. Teacher performance was significantly affected by work environment, job demands, and professional development opportunities. The study confirmed that job demands were a valid predictor of students' academic performance.
3. The students' academic performance was closely linked with class participation, report card, and extracurricular activities. In the research, it was revealed that students who

participated more in these areas had better academic performances. Therefore, student participation both in and outside the classroom is essential to foster academic excellence.

4. Despite the importance of welfare packages, they were not determined to have a significant relationship with the performance of the students. It shows that while welfare packages are important in teacher well-being, they may not affect students' performance.

5. The findings also indicate the importance of prioritizing job demands in planning to improve students' academic performance. Being a key predictor, job demands should be properly managed so that teachers have sufficient time and resources to offer support to students.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made to enhance teachers' job performance and students' academic performance:

1. Schools should focus on enhancing the working condition by making teachers' working space comfortable and conducive. This can be done through a facilitative school environment, adequate provision of resources, and a reasonable workload for teachers. All these contribute greatly to improving teachers' job performance, and consequently, student performance.

2. Workload requirements must be properly managed such that the teachers are not overburdened with too many responsibilities that will prevent them from focusing on teaching and assisting the students. Further administrative support should be given to schools, the assignment of non-teaching tasks wherever feasible, and teacher professional development in an effort to empower them to handle their workload more effectively.

3. Professional development courses need to be initiated to help teachers enhance their skill, knowledge, and pedagogy. Providing ongoing training in the subject matter as well as classroom management can improve the performance of the teachers, which in turn can lead to better student outcomes. Schools need to focus on delivering such courses regularly to update the teachers with the latest trends and approaches.

4. Schools can facilitate student engagement both in and out of the classroom by inviting active participation in class discussions, extracurricular activities, and school events. Engaging students in a wide range of academic and non-academic activities can enhance their overall academic performance and personal development.

5. Standardized feedback and monitoring systems need to be implemented to assess teachers' performance as well as students' academic achievement. Ongoing teacher work evaluations and students' achievements will help determine areas of need for improvement and allow reforming of teaching methods based on such information. Prolonged feedback also has the potential to provide teachers with hints to further refine teaching methodology and assist students in areas where they need to improve.

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