

ASSESSMENT OF THE PERCEPTION OF PRIMARY SCHOOL TEACHERS ON THE IMPACT OF TEACHER EDUCATION POLICY ON WELFARE, TRAINING AND DEVELOPMENT IN SOKOTO STATE, NIGERIA

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Abstract

This study assessed the perception of primary school teachers on the impact of teacher education policy on welfare, training, and development in Sokoto State, Nigeria. The study was motivated by concerns over the extent to which teacher education policies have translated into improved welfare, continuous professional development, and enhanced teacher efficiency in public primary schools. A descriptive survey research design was adopted. The study population comprised 16,338 respondents consisting of primary school teachers, head teachers, and administrative staff of the Sokoto State Universal Basic Education Board (SUBEB). A sample of 370 respondents was selected using Research Advisors' sample size table and multistage sampling techniques. Data were collected using researcher-developed instruments titled Teacher Education Policy and Efficiency Questionnaire (TEPEQ) and Teacher Efficiency Observation Tool (TEOT). Descriptive statistics involving frequencies and percentages were used to analyze the data. The findings revealed that teachers perceived welfare policy as a major determinant of their efficiency, with 94% of the respondents agreeing that inadequate welfare adversely affects lesson presentation, classroom management, instructional strategies, pupil assessment, and communication with learners. Similarly, 93% of the respondents agreed that inadequate training and professional development negatively influence lesson planning, classroom management, instructional delivery, assessment, and teacher-pupil communication. The study concludes that effective implementation of teacher education policies on welfare and professional development is essential for enhancing teachers' motivation, instructional competence, and overall efficiency in primary schools. It recommends improved teachers' welfare packages, institutionalization of regular professional development programmes, increased funding for teacher capacity building, strengthened policy implementation and monitoring mechanisms, equitable access to training opportunities, and the establishment of structured teacher feedback systems to support evidence-based policy reforms.

Keywords: Teacher Education Policy, Teachers' Welfare, Professional Development, Teacher Efficiency, Primary Education, Sokoto State.

Background of the Study

Education is widely recognized as the cornerstone of national development, with teachers serving as the most critical resource for achieving educational objectives. The effectiveness of any educational system depends largely on the quality, competence, motivation, and commitment of its teachers. Consequently, teacher education policies have become a central component of educational reforms across the world because they provide the framework for teacher

recruitment, preparation, certification, welfare, professional development, and career progression. UNESCO (2024) notes that strengthening teacher education policies is fundamental to achieving Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Well-formulated teacher education policies enhance teachers' professional competence, improve instructional practices, promote job satisfaction, and ultimately contribute to better learning outcomes.

Teacher education policy encompasses the laws, regulations, standards, and institutional frameworks that guide the preparation, licensing, welfare, continuous professional development, and career advancement of teachers. In Nigeria, these provisions are contained in the National Policy on Education (Federal Republic of Nigeria [FRN], 2013), the National Policy on Teacher Education (Federal Ministry of Education, 2021), and the Teachers Registration Council of Nigeria (TRCN) Act. These policies emphasize the production of professionally qualified teachers, regular in-service training, continuous professional development, teacher licensing, improved welfare, and effective management of the teaching workforce to enhance educational quality across all levels.

Recognizing that educational quality cannot exceed the quality of its teachers, the Federal Government of Nigeria introduced the National Policy on Teacher Education in 2021 to reposition the teaching profession through improved teacher preparation, continuous professional development, digital literacy, professional standards, and better conditions of service (Federal Ministry of Education, 2021). These policy reforms are consistent with the recommendations of UNESCO and the International Labour Organization, which advocate adequate remuneration, favourable working conditions, continuous professional development, and career support as prerequisites for teacher effectiveness and improved educational outcomes (UNESCO & ILO, 2024).

Among the major components of teacher education policy, teachers' welfare occupies a strategic position because it directly influences motivation, commitment, and productivity. Teacher welfare extends beyond salaries to include timely payment of wages, promotion, healthcare services, housing support, pensions, leave allowances, transportation, safe working conditions, and other incentives that enhance teachers' well-being. Herzberg's Motivation-Hygiene Theory posits that inadequate welfare reduces job satisfaction and weakens employee commitment, while improved welfare serves as an important factor in sustaining productivity (Herzberg, Mausner, & Snyderman, 1959). Similarly, the Organisation for Economic Co-operation and Development (OECD, 2023) reports that countries with comprehensive teacher welfare systems generally record higher teacher retention, greater job satisfaction, and improved student achievement.

Teacher training and professional development constitute another important pillar of teacher education policy. The rapid changes in educational technology, curriculum reforms, inclusive education, and competency-based learning require teachers to continuously update their knowledge and instructional skills. Continuous Professional Development (CPD), including workshops, seminars, mentoring programmes, in-service training, and postgraduate education, enables teachers to improve classroom practices and adapt to emerging educational challenges. UNESCO (2024) maintains that sustained professional development strengthens teachers' instructional competence, confidence, and classroom effectiveness, thereby contributing significantly to improved educational quality.

To strengthen teacher quality, Nigeria has established several institutions, including the National Teachers' Institute (NTI), Teachers Registration Council of Nigeria (TRCN), Universal Basic

Education Commission (UBEC), and State Universal Basic Education Boards (SUBEBs), to implement teacher education policies through recruitment, certification, capacity building, induction programmes, and continuous professional development (UBEC, 2023). Despite these initiatives, the implementation of teacher education policies has remained uneven across many states because of inadequate funding, administrative constraints, limited monitoring mechanisms, shortages of instructional resources, and unequal access to professional development opportunities (World Bank, 2022).

In Sokoto State, government has continued to implement teacher recruitment exercises, capacity-building programmes, school improvement initiatives, and other interventions aimed at strengthening basic education. Nevertheless, concerns persist regarding the adequacy of teachers' welfare packages, delays in promotion, limited opportunities for continuous professional development, shortages of teaching facilities, and inconsistencies in the implementation of teacher education policies across schools and local government areas. These challenges have the potential to reduce teachers' morale, professional commitment, instructional effectiveness, and willingness to participate in lifelong learning programmes, thereby limiting the achievement of the objectives of teacher education policy.

Several empirical studies have established that teachers' welfare and professional development significantly influence teacher performance and educational quality. Johnson et al. (2023) found that improved welfare packages enhanced teachers' professionalism and instructional effectiveness in Ghana. Similarly, Wakkala, Danjuma, and Bashir (2022) reported that inadequate welfare negatively affected teachers' job performance in Kebbi State, Nigeria, while Umeozor and Onuh (2021) identified poor working conditions, inadequate motivation, and limited participation in professional development as major factors constraining teachers' efficiency in Anambra State. Omale et al. (2022) further observed that although Nigeria has established comprehensive teacher education policies, their implementation continues to face challenges such as inadequate funding, limited capacity-building opportunities, and weak policy implementation mechanisms.

Although these studies have contributed substantially to understanding teacher welfare, motivation, training, and performance, they have largely concentrated on teacher effectiveness, motivation, or policy implementation without specifically examining how primary school teachers perceive the impact of teacher education policy on their welfare, training, and professional development. Furthermore, most of the existing studies were conducted in Ghana, Uganda, East Africa, or other states in Nigeria, making it difficult to generalize their findings to the peculiar educational realities of Sokoto State. Teachers' perceptions are particularly important because they provide direct evidence of how policy provisions are experienced by those responsible for implementing them in classrooms. Without empirical evidence on teachers' perceptions, policymakers may be unable to determine whether existing teacher education policies have achieved their intended objectives or identify the specific areas requiring policy review and improvement.

Despite the significant investments made by the Federal Government, UBEC, Sokoto State Universal Basic Education Board (SUBEB), and development partners in strengthening teacher education through recruitment, welfare initiatives, and professional development programmes, there is limited empirical evidence on the extent to which primary school teachers perceive these policies as improving their welfare, training opportunities, and professional development in Sokoto State. This knowledge gap creates uncertainty regarding the effectiveness of existing teacher education policies and limits evidence-based policy decisions aimed at improving teacher motivation, professional competence, and educational quality. It is against this backdrop that this

study assesses the perception of primary school teachers on the impact of teacher education policy on welfare, training, and development in Sokoto State, Nigeria. The study is expected to generate empirical evidence that will assist policymakers, educational administrators, and other stakeholders in strengthening teacher education policies to enhance teachers' welfare, continuous professional development, and the overall quality of primary education in the state.

Literature Review

Studies on Teachers' Welfare Policy and Teachers' Efficiency

Johnson et al. (2023) investigated the relationship between teachers' welfare packages and performance in public basic schools in the West Akim Municipality of Ghana. The study adopted a cross-sectional survey design involving 384 teachers selected from a population of 953. Data were collected through questionnaires, interviews, and focus group discussions and analyzed using SPSS version 22. The findings showed that the availability of welfare packages significantly motivated teachers to demonstrate professionalism and improve instructional effectiveness, which contributed to better students' academic performance. The study recommended that the government and the Ghana Education Service prioritize teachers' welfare by incorporating welfare provisions into national education policies, including the expansion of the Ghana Education Trust Fund (GETFund). Although the study is closely related to the present research in its focus on teachers' welfare and efficiency at the basic education level, it differs in geographical location, sample characteristics, instruments, and methods of data analysis.

Similarly, Wakkala, Danjuma, and Bashir (2022) examined the influence of teachers' welfare on job performance in public secondary schools in Danko-Wasagu Local Government Area of Kebbi State, Nigeria. Using a descriptive correlational design, the researchers selected 196 teachers from a population of 384 through systematic random sampling. Data collected with a validated questionnaire were analyzed using descriptive statistics, Pearson correlation, and multiple regression. The findings revealed that teachers' welfare was generally poor, while job performance remained moderate. The study concluded that inadequate welfare negatively affects teachers' productivity and recommended improved welfare schemes by government and school administrators. While the study shares the present study's concern with teachers' welfare and performance, it differs in educational level, research design, sampling technique, and analytical procedures.

Naluwemba, Sekiwu, and Okwenje (2016) investigated the influence of school welfare provisions on teachers' performance in six government-aided secondary schools in Uganda using a mixed-method approach. Data were collected through questionnaires and interviews from 221 participants. The findings indicated that welfare provisions were limited mainly to activities directly related to task accomplishment and that welfare had only a weak influence on teachers' performance ($r^2 = 0.0376$). The authors concluded that teachers' welfare would improve performance only when administrators adequately meet teachers' diverse needs and teachers reciprocate through greater commitment. The study is relevant to the present research because it examined welfare and teacher performance, although it differs in educational level, country, sampling approach, and variables considered.

Rwigema (2022) examined the impact of teachers' welfare on the quality of education within the East African Community using a descriptive survey design. The study involved 320 respondents drawn from a population of 764 through questionnaires. Findings emphasized that adequate welfare packages are essential for enhancing teachers' commitment and improving educational quality. The study recommended that governments and school administrators establish

comprehensive welfare programmes, including improved remuneration and better conditions of service. The study relates to the present research through its emphasis on welfare policy and teacher effectiveness but differs in scope, location, population, and analytical methods.

Studies on Teachers' Training and Development Policy and Teachers' Efficiency

Omale et al. (2022) conducted a comparative analysis of teacher education policies in Nigeria and Zambia to examine their contributions to national development. The study reviewed pre-service and in-service teacher education systems in both countries and found a significant gap between policy intentions and practical implementation. Challenges identified included inadequate funding, limited facilities, and insufficient capacity-building opportunities. The authors recommended increased investment in teacher education, continuous professional development, and stronger public awareness of teacher education policies. Although related to the present study through its focus on teacher training and development, it differs in methodology, geographical coverage, and emphasis on policy comparison rather than teachers' efficiency.

Okotoni (2015) examined the role of staff training and development in promoting quality education delivery in public secondary schools in Osun State, Nigeria. Employing a survey design, the study collected data through questionnaires and interviews from teachers and education officials. The findings established that continuous in-service training enhances teachers' competence and improves educational quality. The study recommended that governments prioritize capacity building through regular professional development programmes. While similar to the present study in emphasizing teacher training, it differs in educational level, sampling procedures, and study location.

Ogunyinka et al. (2015) analyzed teacher education reforms, challenges, and prospects in Nigeria. The study reviewed the historical development of teacher education from the colonial period to the present, highlighting the roles of missionary organizations, colonial administrations, and successive Nigerian governments. It concluded that despite several reforms in pre-service and in-service teacher education, persistent challenges continue to undermine teacher quality and educational outcomes. The study recommended sustained reforms, stronger institutional support, and improved implementation of teacher education policies. The present study is related through its focus on teacher development but differs in scope, methodology, and variables investigated.

Amadi and Anaemaeotu (2013) investigated the influence of teachers' professional development on academic performance in secondary schools in Etche Local Government Area of Rivers State, Nigeria. The study found that in-service training, workshops, seminars, and conferences significantly enhanced teachers' professional competence and improved instructional quality. It recommended increased funding for professional development, reinforcement after training, and recognition of research and publication in teachers' promotion. The study aligns with the present research in emphasizing professional development but differs in geographical location, educational level, and broader policy variables considered.

Umeozor and Onuh (2021) examined factors inhibiting teachers' efficiency in public secondary schools in Anambra State using a descriptive survey design involving 299 teachers selected through stratified random sampling. Data collected through a validated questionnaire were analyzed using mean and standard deviation. The findings revealed that poor work environment, inadequate motivation, unfavourable personal characteristics, and limited participation in professional development significantly reduced teachers' efficiency. The study recommended improved working conditions, better teaching resources, supportive leadership, manageable

workloads, and continuous professional development. Although related to the present study through its focus on teachers' efficiency, it differs in its broader examination of organizational and motivational factors rather than specific teacher education policies.

Methodology

The data researcher employed the descriptive survey research design to carry out the study. The population of the study is 16338 comprises of entire primary school teachers, head teacher and administrative staff in Sokoto State Universal Basic Education Board (SUBEB). The State has the total number of two thousand one hundred and twenty one (2121) primary school which is equivalent to the total number of head teacher across the state, with the total number of fourteen thousand two hundred and seven (14207) teachers and 10 administrative department officers from State Universal Basic Education Board which constitutes part of the population of the study. The state has four educational zones which comprises of Wamakko, Illela, Goronyo and Tambuwal.

Table 1: Population of the Study

	Educational Zones	LGEA	No. of schools	No. of Head teacher	No. of teachers	Total
1	Wamakko	Wamakko	97	97	1286	1383
		Kware	85	85	607	692
		Tureta	56	56	269	325
		Sokoto North	23	23	914	937
		Sokoto South	21	31	1389	1417
		Dange –shuni	91	91	764	855
2	Illela	Gada	120	120	329	449
		Gudu	62	62	186	248
		Gwadabawa	92	92	316	408
		Illela	119	119	286	405
		Tangaza	77	77	294	371
		Binji	70	70	225	295
3	Goronyo	Rabah	105	105	393	498
		Goronyo	139	139	454	593
		Isa	127	127	1151	1278
		SabonBirni	175	175	769	944
		Wurno	90	90	446	536
4	Tambuwal	Kebbe	66	66	288	354
		Shagari	106	106	646	752
		Tambuwal	141	141	1710	1851
		Yabo	80	80	437	517
		Silame	62	62	249	311
		Bodinga	107	107	799	906
	SUBEB Staff	-	-	-	-	10
		Total	2121	2121	14207	16338

Source: SUBEB, 2023

Director Administration 1

Deputy Director 2

Staff Officer	1
Principal Officer	3
Schedule Officer	3

The study used Research Advisors (2006) table for determining sample size from a given population to get a sample size of 370 participants for the study. This sample size is adequate with a population of 16,338. All the four educational zones were covered in the study and multi stage sampling technique was used in the process of selection of samples:

Stage 1: simple random sampling was used to select the local government areas; one local government area was selected from each of the four education zones, thus, a total of four LGAs were covered in the study.

Stage 2: This stage involves the selection of schools from the four local government areas. There are 283 public primary schools in the four local government areas covered in this study. However, 10% of the 283 schools which is approximately 28 schools were involved in the study. Specifically, two(2) schools were selected from Sokoto Souh, eight (8) schools were selected from Yabo, nine (9) schools selected from Gwadabawa and another nine (9) schools selected from Wurno by using proportionate random technique, similarly deliberate technique was apply in picking the school from each local government.

Stage3: This stage involves selection of head teachers. A total of 28 head teachers were selected based on the number of schools by using purposive sampling technique for security and economic reasons.

Stage 4: This stage involves the selection of teachers. A total of 332 teachers were selected based on proportionate sampling technique. Essentially, a total of 80 teachers were selected from Gwadabawa, 81 teachers were selected from Wurno. Were as another 81 teachers were selected from Yabo and another 90 teachers were selected from Sokoto south. Similarly deliberate technique was applied in picking the school from each local government.

Stage 5: Selection of SUBEB Staff, A total of ten (10) staff was selected using purposive sampling technique base on their rank

Table 2: Sample Size

S/N	Educational Zones	LGEA	No of Head Teachers	No. of Teachers	Total
1.	Illela	Gwadabawa	9	80	89
2.	Goronyo	Wurno	9	81	90
3.	Tambuwal	Yabo	8	81	89
3.	Wamakko	Sokoto South	2	90	92
	SUBEB STAFF	-	-	-	10
	Total		28	332	370

Source: ` Field work, 2025

Instrument for Data Collection

For the purpose of this study, the researcher developed two instruments for data collection titled Teacher Education Policy and Efficiency Questionnaire (TEPEQ) and Teacher Efficiency Observation Tool (TEOT) administered to head teachers, teacher and administration Department (SUBEB).

The instrument (TEPEQ) for data collection titled teachers' education policy and efficiency questionnaire which was designed by the researcher to measure the level of compliance of the teacher education policy base on qualification and recruitment in Sokoto State. The instrument was close ended type. It consists of two parts, section A deals with the bio-data of the respondents

such as age, gender, qualification, marriage status, years of working experience and location; the section B of the instrument deals with the teachers, head teacher, and SUBEB responses on teachers' education policy which consist of 40 items on education policy and efficiency. The data was collected by using Four-point Likert Scale. Participants responses was measured by means of a four-point rating scale with numerical value attached to each response as follows:

Strongly Agree	(SA)	-	4points,
Agree	(A)	-	3 points,
Disagree	(D)	-	2 points,
Strongly Disagree	(SD)	-	1 point.

Results and Discussion

This section presents the outcome of the results obtained from the 370 copies of questionnaire administered to the teachers, head teachers and administrative staff as enshrined in Chapter three.

Socio-Economic Characteristics of Respondents

Table 3: Socio-Economic Characteristics of the Respondents

S/NO	Variable	Response	Frequency	Percentages
1	Sex	Male	220	59.5
		Female	150	40.5
		Total	370	100
2	Age	20-30	56	15.1
		31-40	211	57.0
		41-50	92	24.9
		51-above	11	3.0
		Total	370	100
3	Marital Status	Married	285	77.0
		Single	74	20.0
		Divorce	5	1.4
		Widow	6	1.6
		Total	370	100
4	Qualification	Grade II/SSCE	33	8.9
		NCE/Diploma	288	77.8
		Degree	46	12.4
		Masters	3	8.0
		Total	370	100
5	Locations	Sokoto South	109	29.5
		Yabo	101	27.3
		Gwadabawa	75	20.3
		Wurno	80	23.0
		Total	370	100
6	Years in Service	1-5	63	17.1
		6-10	153	41.3
		11-15	50	13.5
		16-20	74	20.0
		20- above	30	8.1
		Total	370	100

Source: Field Work, 2025

Table 3 presents the socio-economic characteristics of the respondents. Male teachers constitute the majority with 59.5% while female teachers accounted for 40.5%. Age distribution of the respondents shows that 57% are within the age range of 31-40, 24.9% between 41-50 while those

between 20-30 years and 51 years above constitutes 15.1% and 3% respectively. However, the table shows the marital status of the respondents of which 77% are married, 20% single and 1.4% and 1.6% divorced and widowed. In terms of educational qualification majority (77.8%) are Diploma and N.C.E. holders, 12.4% had degrees and 8% have obtained Masters Degree. Only 8.9% of the respondents are Grade II and SSCE certificate holders.

Respondents were analyzed on the basis of their location based on the fact that the study was conducted in four local government areas. Sokoto south had the majority with 29.5%, followed by Yabo Local Government Area with 27.3%, Wurno with 23.0% and Gwadabawa with 20.3%.

Investigation into years of experience in teaching indicated that 41.3% have been teaching for a period between 6-10 years, 20% between 16-20, 17% for 1-5 years. Furthermore, 13.5% and 8.1% are those who have been teaching for a period between 11-15 years and 20 year above respectively.

Research Question 4: To what extent does teachers' education policy on welfare improves efficiency of primary school teachers in Sokoto State?

Table 7: Policies on Teachers Welfare and Efficiency

S/N	Items	Agree F	%	Disagree F	%	Remark
1	As a teacher whose welfare is neglected cannot present the lesson effectively	359	97	11	3	Very high
2	As a teacher whose welfare is neglected cannot manage the classroom properly	360	97	10	3	Very high
3	As a teacher whose welfare is neglected cannot adequately use the right instructional strategies	351	95	19	5	Very high
4	As a teacher whose welfare is neglected cannot assess pupils properly	330	89	40	11	Very high
5	As a teacher whose welfare is neglected cannot communicate with pupils effectively	341	92	29	8	Very high
	Grand %		94%		6%	Very high

Source: Field work, 2025

Table 7 shows how teachers' education police on welfare improves efficiency of primary school teachers in Sokoto State, Findings reveal that 97% of respondents agreed that teachers whose welfare is neglected cannot present lessons effectively, while 3% disagreed. About 97% also agreed that welfare neglect hinders teachers from managing classrooms properly, with 3% disagreeing. A total of 95% agreed that neglect of welfare prevents teachers from using the right instructional strategies, compared to 5% who disagreed. In addition, 89% agreed that teachers whose welfare is neglected cannot assess pupils properly, while 11% disagreed. Finally, 92% of respondents agreed that welfare neglect prevents effective teacher communication with pupils, compared to 8% who disagreed

Research Question

5: To what extent does teachers' education policy on training and development improves efficiency of primary school teachers in Sokoto State?

Table 8: Teacher Education Policies on Training and Development and Efficiency

S/N	Items	Agree		Disagree		Remark
		F	%	F	%	
1	As a teacher whose staff training and development is neglected cannot plan lesson properly	321	87	49	13	Very high
2	As a teacher whose staff training and development is neglected cannot manage classroom properly	341	92	29	8	Very high
3	As a teacher whose staff training and development is neglected cannot use right instruction strategies	352	95	18	5	Very high
4	As a teacher whose staff training and development is neglected cannot assess pupil correctly	343	93	27	7	Very high
5	As a teacher whose staff training and development is neglected cannot communicate with pupils effectively	356	96	14	4	Very high
Grand %			93%		7%	Very high

Source: Field work, 2025

Table 8, shows how teacher education policies on training and development improves efficiency of primary school teachers in Sokoto State. The results show that 87% of respondents agreed that neglect of training and development prevents teachers from planning lessons effectively, while 13% disagreed. About 92% agreed that such neglect hinders classroom management, with 8% disagreeing. Similarly, 95% of respondents agreed that training neglect prevents teachers from using appropriate instructional strategies, compared to 5% who disagreed. Furthermore, 93% agreed that it prevents teachers from assessing pupils properly, while 7% disagreed. Finally, 96% of respondents agreed that neglect of training and development hinders teacher communication with pupils, while 4% disagreed.

Discussion

With respect to Teachers' Education Policy on Welfare and Teachers' Efficiency, the findings of this study revealed that respondents overwhelmingly perceived teachers' welfare policy as a critical determinant of teachers' efficiency in primary schools in Sokoto State. Specifically, 97% of the respondents agreed that teachers whose welfare is neglected cannot present lessons effectively, while another 97% believed that poor welfare adversely affects classroom management. Similarly, 95% agreed that inadequate welfare limits teachers' ability to employ appropriate instructional strategies, 89% indicated that it negatively affects pupils' assessment, and 92% believed it hinders effective communication with pupils. The overall agreement rate of 94% demonstrates a strong consensus among respondents that teachers' welfare is indispensable for effective instructional delivery and professional performance.

The implication of these findings is that teachers' welfare extends beyond financial remuneration to encompass motivation, job satisfaction, commitment, and psychological well-being, all of which are essential for effective teaching. Teachers who perceive that their welfare needs are adequately addressed are more likely to prepare lessons thoroughly, manage classrooms effectively, adopt appropriate instructional methods, communicate confidently with learners, and

assess pupils objectively. Conversely, inadequate welfare may lower teachers' morale, reduce commitment, increase absenteeism, and ultimately diminish instructional effectiveness.

These findings corroborate the study by Johnson et al. (2023), who found that the availability of welfare packages significantly motivated teachers to demonstrate professionalism and improve instructional effectiveness, thereby enhancing students' academic performance. The present finding similarly indicates that improved welfare contributes directly to effective lesson delivery, classroom management, and instructional quality.

The findings also agree with Wakkala, Danjuma, and Bashir (2022), who reported that poor welfare adversely affected teachers' job performance in public secondary schools in Kebbi State and recommended improved welfare schemes to enhance teacher productivity. The similarity between the two studies suggests that teachers' welfare remains a major determinant of teaching effectiveness irrespective of educational level or geographical location.

Similarly, the findings support Rwigema (2022), who concluded that adequate welfare packages enhance teachers' commitment and improve educational quality. The present study reinforces this position by demonstrating that welfare positively influences core teaching functions, including lesson presentation, classroom management, instructional strategy, assessment, and communication with learners.

The findings are also consistent with Naluwemba, Sekiwu, and Okwenje (2016), who argued that teachers' welfare positively influences performance when administrators adequately meet teachers' welfare needs. Although their study reported that welfare alone exerted only a modest statistical influence on performance, both studies recognize that improved welfare promotes greater teacher commitment and effectiveness. The slight variation may be attributable to differences in educational settings, policy implementation, and contextual factors between Uganda and Nigeria.

Overall, the findings reinforce the argument that effective implementation of teachers' welfare policies remains a fundamental requirement for improving teachers' efficiency and achieving quality primary education in Sokoto State.

On Teachers' Education Policy on Training and Development and Teachers' Efficiency, the findings revealed that teachers strongly perceived training and development policies as essential for improving their professional efficiency. About 87% of the respondents agreed that teachers who are denied training and development opportunities cannot prepare lessons effectively, while 92% believed that inadequate training affects classroom management. Furthermore, 95% agreed that neglecting staff development limits teachers' ability to apply appropriate instructional strategies, 93% indicated that it impairs effective pupil assessment, and 96% agreed that it negatively affects communication with learners. The overall agreement level of 93% indicates that respondents regarded continuous professional development as indispensable for enhancing teachers' effectiveness.

These findings imply that continuous professional development equips teachers with contemporary pedagogical knowledge, improved classroom management techniques, innovative instructional approaches, effective assessment skills, and better communication strategies required for quality teaching. Regular training enables teachers to adapt to curriculum reforms, emerging technologies, learner diversity, and changing educational demands. Conversely, inadequate training and development may result in obsolete instructional practices, reduced confidence, poor classroom interaction, and lower instructional effectiveness.

The findings corroborate those of Okotoni (2015), who found that continuous staff training and development significantly enhance teachers' competence and improve the quality of education delivery. Both studies affirm that investment in teachers' professional development strengthens instructional effectiveness and contributes to improved educational outcomes.

The results also support Amadi and Anaemaeotu (2013), who reported that in-service training, workshops, seminars, and conferences substantially improve teachers' professional competence and instructional quality. Similar to the present study, their findings emphasize that continuous professional development enables teachers to perform classroom responsibilities more effectively.

Likewise, the findings are consistent with Omale et al. (2022), who observed that although teacher education policies in Nigeria provide for teacher development, implementation is constrained by inadequate funding, insufficient facilities, and limited capacity-building opportunities. The present study reinforces this conclusion by demonstrating that respondents perceive continuous training and development as indispensable for effective lesson planning, instructional delivery, classroom management, assessment, and communication with pupils.

The findings further corroborate Ogunyinka et al. (2015), who concluded that sustained reforms and effective implementation of teacher education policies are necessary for improving teacher quality in Nigeria. The present study demonstrates that respondents recognize professional development as one of the key mechanisms through which teacher education policy can enhance classroom effectiveness.

The findings are also in agreement with Umeozor and Onuh (2021), who identified limited participation in professional development programmes as one of the major factors inhibiting teachers' efficiency in public secondary schools. While their study examined broader organizational constraints, both studies consistently demonstrate that continuous professional development is essential for improving teachers' instructional competence and overall efficiency.

Overall, the findings indicate that teachers perceive both welfare and training and development policies as complementary components of teacher education policy that significantly influence their efficiency. Effective implementation of these policy dimensions is therefore essential for strengthening teacher professionalism, improving instructional quality, and enhancing learning outcomes in primary schools across Sokoto State.

Conclusion

This study assessed the perception of primary school teachers on the impact of teacher education policy on welfare, training, and development in Sokoto State, Nigeria. The findings revealed that teachers perceive welfare and professional development policies as critical determinants of their efficiency in the classroom. The overwhelming majority of respondents agreed that inadequate welfare negatively affects lesson presentation, classroom management, instructional strategy, pupil assessment, and teacher–pupil communication. Similarly, respondents perceived continuous training and professional development as indispensable for improving lesson planning, instructional delivery, classroom management, assessment practices, and effective communication with learners.

The study therefore concludes that the successful implementation of teacher education policy depends not only on the existence of policy provisions but also on the extent to which teachers benefit from adequate welfare packages and regular professional development opportunities. Teachers who enjoy better welfare and have access to continuous training are more likely to

demonstrate higher levels of commitment, motivation, instructional competence, and classroom effectiveness. Conversely, inadequate welfare and limited opportunities for capacity building may undermine teachers' efficiency and reduce the overall quality of primary education. Strengthening teacher welfare and institutionalizing continuous professional development should therefore remain central priorities for educational policymakers and administrators in Sokoto State.

Recommendations

1. **Improve teachers' welfare packages:** The Sokoto State Government and the State Universal Basic Education Board (SUBEB) should strengthen the implementation of teachers' welfare policies through timely payment of salaries, regular promotion, prompt payment of promotion arrears, improved healthcare services, housing support, and other incentives that enhance teachers' motivation and job satisfaction.
2. **Institutionalize continuous professional development:** Regular in-service training, workshops, seminars, mentoring programmes, and digital capacity-building initiatives should be organized to enable primary school teachers to update their pedagogical knowledge, improve instructional strategies, and effectively respond to emerging educational challenges.
3. **Increase funding for teacher development programmes:** Government should allocate adequate financial resources specifically for teacher education policy implementation, particularly for staff training, professional certification, instructional resource provision, and capacity-building programmes across all primary schools in the state.
4. **Strengthen policy implementation and monitoring:** The Ministry of Basic and Secondary Education, SUBEB, and Local Government Education Authorities should establish effective monitoring and evaluation mechanisms to ensure that teacher welfare and professional development policies are implemented consistently across all local government areas and schools.
5. **Promote equitable access to training opportunities:** Opportunities for professional development should be distributed fairly among teachers irrespective of school location, years of service, or gender, so that all teachers can benefit equally from government-sponsored capacity-building programmes.
6. **Establish a teacher feedback mechanism:** Government and educational authorities should create structured platforms through which primary school teachers can periodically express their perceptions and experiences regarding welfare and professional development policies. Such feedback should be incorporated into future policy reviews to ensure that teacher education policies remain responsive to teachers' needs and contribute to improved instructional effectiveness.

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