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Teacher Welfare and Its Impact on Teaching Quality and Educational Outcomes: Evidence from Purworejo Regency, Indonesia

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Abstract:

This study aims to analyze the effect of teacher welfare on teaching quality and educational outcomes, given teachers' crucial role as primary agents in the learning process. This research is motivated by evidence that low teacher welfare may adversely affect work motivation, productivity, and student learning outcomes, and by the need to formulate evidence-based policy recommendations to improve teacher welfare. The study employed a quantitative approach, administering a questionnaire to 60 teachers across various educational levels in Purworejo Regency. Data were analyzed using simple linear regression to examine the partial effect of teacher welfare on teaching quality and educational quality, and multivariate linear regression to assess the simultaneous effect. Statistical analysis was conducted using IBM SPSS version 25. The results indicate that teacher welfare significantly affects teaching quality and educational quality ($p < 0.05$). The coefficient of determination indicates that teacher welfare accounts for 54.7% of the variance in teaching quality and 72.7% of the variance in educational quality. These findings imply that improving teacher welfare can substantially enhance instructional performance and overall educational quality and should therefore be a strategic priority in regional educational policy and resource allocation. However, this study is limited by its relatively small sample size and its focus on a single regency, which may restrict the generalizability of the findings to broader contexts.
Keywords: teacher well-being, teaching quality, education, educational policy

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh kesejahteraan guru terhadap kualitas pengajaran dan kualitas pendidikan, mengingat pentingnya peran guru sebagai ujung tombak dalam proses pembelajaran. Alasan utama dilakukannya penelitian ini adalah adanya indikasi bahwa kesejahteraan guru yang rendah dapat berdampak negatif pada motivasi kerja, produktivitas, dan hasil pembelajaran siswa serta memberi rekomendasi kebijakan guna meningkatkan kesejahteraan guru. Metode penelitian menggunakan pendekatan kuantitatif dengan instrumen berupa kuesioner yang disebarkan kepada 60 guru dari berbagai jenjang pendidikan di Kabupaten Purworejo. Analisis data dilakukan melalui regresi linier sederhana untuk menguji pengaruh kesejahteraan guru terhadap kualitas pengajaran dan kualitas pendidikan, serta regresi linier multivariat untuk melihat pengaruhnya secara simultan. Seluruh analisis dilakukan dengan bantuan program IBM SPSS (*Statistical Package for the Social Sciences*) versi 25. Hasil penelitian menunjukkan bahwa kesejahteraan guru berpengaruh signifikan terhadap kualitas pengajaran maupun kualitas pendidikan dengan nilai signifikansi 0,000 < 0,05. Dengan demikian, dapat disimpulkan bahwa kesejahteraan guru memiliki pengaruh signifikan baik secara parsial maupun simultan terhadap kualitas pengajaran dan kualitas pendidikan di Kabupaten Purworejo.
Kata kunci: kesejahteraan guru; kualitas pengajaran; pendidikan; kebijakan pendidikan

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INTRODUCTION

The quality of teacher performance plays a crucial role in the learning process. As a pillar of the education system, teacher welfare, both financial and non-financial, directly affects their motivation and performance in the classroom. Musfah (2018) emphasized that teachers have the right to adequate welfare, as stipulated in Law No. 14 of 2005 on Teachers and Lecturers. Uno even firmly stated that any education policy, including improving educational qualifications, training programs, providing educational infrastructure, and restructuring the teacher incentive system with rewards for outstanding teachers, will not have its maximum impact on improving education quality as long as the fundamental problem of low teacher welfare remains unresolved.

Echoing this sentiment, Badrus (2018) also stated that teachers who will teach are required to make thorough plans, organizing lesson materials systematically and structuring them in a way that is easily understood by students. Furthermore, it is necessary to present the material using appropriate methods and to utilize supporting learning media. Similarly, Nasikhah and Badrus (2020) emphasized the importance of teachers creating a pleasant learning atmosphere to ensure effective learning. Implementing appropriate strategies will positively impact student learning outcomes. All of these skills that teachers must master are closely related to the quality of their well-being.

Research by Hasanah and Zainuddin (2024) shows that good teacher well-being positively affects performance, ultimately improving the quality of education. A similar study by Adiatma and Hawari (2023) in East Sumba found a link between low teacher salaries and poor teaching quality. However, this research focused on financial well-being and failed to address non-financial aspects, such as social recognition, career development opportunities, and professional training.

Indriyani et al. (2020), in their research in Cirebon, found that support and training for teachers can improve their well-being, which directly affects the quality

of teaching. Meanwhile, Husnunnadia et al. (2024) emphasized the importance of teacher recognition and competency development in improving classroom performance. However, the non-financial well-being aspect of education policy has yet to receive adequate attention.

Teacher welfare in Purworejo Regency remains a crucial issue in improving the quality of education. Data show that the majority of teachers, particularly at the public kindergarten and elementary school levels, are still contractual, with relatively low incomes and limited access to allowances and certification. Furthermore, a number of elementary schools are also facing shortages of teaching staff, damaged infrastructure, and declines in student numbers. These conditions result in a high teacher workload and may affect the quality of teaching and the overall quality of education.

Previous studies generally place teacher welfare, from a financial perspective (such as salary, allowances, and certification), as the primary factor influencing performance and learning quality. However, non-financial aspects of well-being, such as the work environment, institutional support, professional recognition, workload, and psychosocial climate, have not received much in-depth, comprehensive study. Yet these non-financial dimensions have the potential to significantly contribute to teacher motivation, professionalism, and teaching quality.

Given this research gap, this study aims to analyze the influence of teacher welfare on teaching and educational quality, with non-financial dimensions as the primary focus. This study not only examines the direct relationship between welfare and educational quality but also explores the simultaneous link among teacher welfare, teaching quality, and educational quality within a single integrated analytical model.

The novelty of this study lies in its more comprehensive approach to interpreting teacher welfare, not limited to economic aspects, and in its effort to examine simultaneously its influence on two dependent variables, namely teaching quality and education quality, in the context of regional education. Thus, this study is expected to provide broader theoretical and empirical contributions compared to previous studies. Based on this description, the research problem formulation in

this study is: Is there an influence of teacher welfare on teaching quality? Is there an influence of teacher welfare on education quality? Is there an influence of teacher welfare on education quality and teaching quality simultaneously?

RESEARCH METHOD

This study used a quantitative approach with a survey design to analyze the influence of teacher welfare on teaching quality and education quality in several schools in Purworejo Regency. The schools selected for the study included elementary schools (SD), junior high schools (SMP), Islamic junior high schools (MTs), vocational high schools (SMK), and Islamic senior high schools (MA) spread across several sub-districts, with the largest concentration in Kemiri District due to time, effort, and cost efficiency.

The study population was 304 teachers from seven educational institutions. The sample size was determined using the Slovin formula with a 10% error rate as follows:

$$n = N / (1 + N(e^2))$$

With N = 304 and e = 0.10, we obtain:

$n = 304 / (1 + 304(0.01))$
$n = 304 / (1 + 3.04)$
$n = 304 / 4.04$
$n \approx 75$

However, given the availability of respondents and the completeness of the instrument, the effective sample size used in the analysis was 60 respondents. The sampling technique used was simple random sampling to ensure equal opportunity for each member of the population.

The research instrument was a closed-ended questionnaire with a five-level Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The independent variable in this study was teacher welfare (X), and the dependent variables were teaching quality (Y_1) and educational quality (Y_2).

Variable	Dimension	Indicator
Teacher Welfare (X)	Financial and Non-Financial	Salary and benefits, workload, work environment, institutional support, professional recognition, job satisfaction
Teaching Quality (Y_1)	Planning, Implementation, Evaluation	Learning planning, method variation, media use, classroom interaction, feedback
Education Quality (Y_2)	Process and Results	Learning effectiveness, student competency achievement, academic climate, graduate quality

Table 1. Variable, Dimension and Indicator

The instrument's validity was tested using the Product Moment correlation. All statement items were declared valid because their calculated r values were greater than the table r at the 5% significance level. The calculated r values ranged from 0.42 to 0.79, while the table r was 0.254.

The reliability test used Cronbach's Alpha coefficient. The results showed that the teacher welfare variable had an alpha of 0.87, teaching quality had an alpha of 0.85, and education quality had an alpha of 0.88. All values were above 0.70, indicating the instrument was reliable.

The data collection procedure involved several stages. First, the researcher requested permission from the school. Second, the researcher provided a brief socialization on the research objectives to respondents. Third, the questionnaire was distributed directly to the teachers selected as the sample. Fourth, the researcher checked the completeness of responses before processing the data.

The collected data were then analyzed using inferential statistical techniques to test the partial and simultaneous effects of the teacher welfare variable on teaching and educational quality.

RESULTS AND DISCUSSION

Teacher Welfare

Teacher well-being refers to the condition in which teachers' physical, mental, and social needs are met, enabling them to carry out their profession optimally. Therefore, low teacher well-being can affect their performance, dedication, and efforts to develop their professionalism. Improving teacher well-

being is implemented through salary increases and must be carried out in conjunction with improvements in other aspects of well-being, such as promotion procedures, job security, working conditions, career security, and appreciation for the duties or roles of teachers (Maharani & Rusmiati, 2022) to ensure a more consistent relationship between well-being and professionalism.

Diener, as expressed by Julika and Setiyawati, defines well-being as a good and prosperous life in which individuals believe and feel that their life is worthy and meets their expectations, regardless of others' judgments. (Julika & Setiyawati, 2019) This concept is called subjective well-being and is defined as a positive mental state encompassing both positive and negative aspects of one's life, as well as one's affective reactions to experiences. (Viac & Fraser, 2020) Nindya classifies subjective well-being as a key factor influencing an individual's understanding of happiness. This refers to someone who believes their life is progressing according to their wishes. (Nindya, 2022) An individual's subjective well-being can be considered high if their needs and satisfaction with their life are met. From this information, it can be concluded that teachers with low subjective well-being are more likely to feel unappreciated, are susceptible to depression, and have difficulty managing stress.

One intrinsic factor in well-being is work motivation. Heni et al. concluded that the better a teacher manages work stress, the more likely they are to achieve satisfaction and well-being in their work environment. Furthermore, this will also affect teacher performance (Sari et al., 2022). Motivation within a teacher can stem from the need for money, appreciation, power, and recognition (Rasyid & Tanjung, 2020). However, motivation does not arise solely from internal factors within the teacher but also from work management, relationships with close friends and students, appreciation, and the work environment, which will also affect motivation and performance (Ratnasari et al., 2021). Motivation also has an intrinsic form, namely a performance driver that comes from within the worker himself in the form of awareness of the meaning of his work (Rasyid & Tanjung, 2020), which, in the context of teaching, means the teacher's awareness as an educator.

According to Dewi's research, both physical and mental well-being motivates teachers, enabling them to provide quality instruction and create a better learning environment (Dewi, 2018). Riyadi also demonstrated that teacher well-being

directly affects teaching performance. When teachers receive adequate well-being, whether in the form of recognition or compensation, they are more engaged in teaching and focused on improving the quality of education (Riyadi & Mulyapradana, 2017).

Herzberg's theory proposed two types of factors that influence job satisfaction and performance: motivators and hygiene factors. Motivator factors relate to aspects that enhance job satisfaction and intrinsic motivation, such as achievement, recognition, and opportunities for personal development. Meanwhile, hygiene factors relate to external conditions that prevent dissatisfaction, such as salary, interpersonal relationships, and comfortable working conditions. Herzberg stated these two factors as follows: "We designate job factors as 'motivators' as opposed to extra-job factors, which we have labeled hygiene factors." In the context of teacher welfare, hygiene factors include elements such as decent salaries, facilities that support the teaching and learning process, and good working conditions, while motivator factors relate to professional development and opportunities for innovation in teaching.

Teaching Quality

Teacher competence is not acquired spontaneously but through continuous learning, both during pre-service (teacher candidate education) and in-service, supported by each individual's talents, interests, and other teaching potential. Purba et al., citing Damanik, state that the competencies teachers must possess include pedagogical competence, personality competence, professional competence, and social competence, and the level of these competencies can be observed through the planning, implementation, and evaluation of a teacher's learning (Murwaningsih & Fauziah, 2023). However, the analysis of this teaching quality variable is solely based on a pedagogical perspective. In their research, L. Darling and Hammond also stated that Strauss and Sawyer's research on the National Teacher Examinations (NTE) in North Carolina indicated that a 1% increase in teacher quality (measured by NTE scores) was associated with a 3% to 5% decrease in the percentage of students failing the exam (Darling-Hammond, 2000). Therefore, teacher quality is a key driver and a crucial factor in improving educational quality.

According to Albert Bandura, self-efficacy is an individual's belief in their ability to handle situations. This belief influences thought patterns, motivation, emotions, and actions. Individuals with high self-efficacy tend to view challenges as opportunities, set ambitious goals, persist in the face of obstacles, are more resilient to stress, and believe that skills can be developed. In the opening section, Bandura defined self-efficacy as human agency, namely the human capacity to make decisions, take action, and influence outcomes in life. According to Bandura, self-efficacy is most effectively built through successful experiences that strengthen an individual's belief in their abilities, while early failure can weaken it. Furthermore, self-efficacy can be enhanced through social experiences (observing the success of others), social persuasion in the form of verbal support, and the ability to manage stress and negative emotions.

Thus, self-efficacy plays a crucial role in improving teaching quality, as teachers' confidence in their abilities influences the planning, implementation, and evaluation of instruction. Teachers with high self-efficacy are more confident in managing their classes, using innovative strategies, and motivating students.

Educational Quality

Educational quality encompasses the factors that determine the success of the education system in achieving its goals, particularly student learning outcomes (Nurul, 2023). This concept is intangible and therefore difficult to define and measure except through quantification. In education, according to the Ministry of National Education, quality encompasses educational input, process, and output. Therefore, in this study, educational quality is understood as educational output, which is considered high-quality if school achievements, both academic and non-academic, meet national standards or established objectives. Saihu also emphasized that principals, madrasahs, Islamic boarding schools, and teachers play a strategic role in managing educational input through specific processes to produce superior output.

Fathani concluded that educational quality is reflected in the quality of graduates. Superior graduates emerge from quality learning, which in turn can be achieved only through quality teachers, as measured by learning outcomes. Quoting

Mulyono Abdurrohman and Sunarti, learning outcomes are the abilities acquired by a person after completing learning activities (Rahman, 2022). In this study, educational quality is defined as the output, namely students.

It is important for teachers to understand learning theory to maximize learning and be sensitive to the learning environment, especially students' needs (Astuti, 2021). Constructivist theory emphasizes that students actively construct new knowledge based on prior experience and knowledge, enabling them to select and process information, form hypotheses, and make decisions based on their cognitive capacities (Andi Asrafiani Arafah et al., n.d.). Constructivist theory was developed by Piaget through individual cognitive constructivist theory and by Vygotsky through social-cultural constructivist theory. Piaget emphasized the formation of meaning through an individual's internal processes, while Vygotsky emphasized it through social interactions. Both appear to be divided into two streams: personal (individual cognitive) and sociocultural. This difference creates the impression of a dichotomy between learning as an independent cognitive process or as a process of social enculturation. However, according to Paul Suparno, both emphasize the importance of student activity in learning, differing only in the emphasis on the object. Thus, constructivist learning focuses on the active, creative, and productive development of understanding based on prior knowledge and meaningful learning experiences.

Constructivist theory emphasizes that learning is not merely the reception of information but an active process in which students construct their own knowledge and understanding. (Yulia Rakhma Salsabila & Muqowim, 2024) Consistent with Andi's conclusion, constructivist theory significantly influences the learning process. If students are accustomed to seeking out their own experiences, they will discover new knowledge through their own efforts, making it difficult to forget. (Andi Asrafiani Arafah et al., n.d.) Lathifah also stated that the learning process becomes more lively and meaningful due to student participation. (Lathifah Abdiyah & Subiyantoro, 2021) In this case, the teacher acts as a facilitator, supporting learning through direct experience, reflection, and discussion. This theory is suitable as a basis or for comparative analysis of educational quality variables because it focuses on learning outcomes.

Statistical Test Results

This study uses parametric statistics, which require several assumptions, including a normal distribution of the data, linearity, and a regression model free from heteroscedasticity. The results of the normality test indicate that the data are distributed around a diagonal straight line, while the linearity test reveals a significant linear relationship between the tested variables. Furthermore, the heteroscedasticity test shows that the points on the scatterplot are randomly distributed without any particular pattern and are evenly distributed above and below the horizontal axis (Sholihah et al., 2023), thus meeting the assumption.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.638	4.673		.993	.325
	Kesejahteraan Guru	.592	.071	.740	8.373	.000

a. Dependent Variable: Kualitas Pengajaran

Table 2. Results of Simple Regression Analysis of Variables X and Y1

According to Table 2, the probability value of 0.000 < 0.05 indicates that the regression model is significant. Based on the regression equation $Y = \alpha + \beta X$, if teacher welfare (X) remains at 0, the quality of teaching (Y) is 4.638. Every 1% increase in teacher welfare will increase the quality of teaching by 0.592 points, so if teacher welfare increases by 1%, the quality of teaching becomes 5.23.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740[a]	.547	.539	4.595

a. Predictors: (Constant), Kesejahteraan Guru

Table 3. Results of the Test of the Coefficient of Determination of Variables X and Y1

The R value in Table 3 is 0.740, indicating a strong correlation between teacher well-being and teaching quality. Meanwhile, the R^2 value of 0.547 (or

54.7%) indicates that teacher well-being explains 54.7% of the variation in teaching quality, while the remaining 45.3% is influenced by other factors not examined.

Practically, these findings indicate that improving teacher well-being directly affects the quality of classroom learning processes, including planning, methods, interactions, and evaluation. These results align with Hasanah and Zainuddin's (2024) finding that well-being significantly contributes to teacher pedagogical performance. However, compared with Adiatma and Hawari's (2023) research, which emphasized financial aspects, this study shows that non-financial dimensions also significantly contribute to teaching quality.

From Herzberg's theoretical perspective, financial well-being functions as a hygiene factor that prevents dissatisfaction, while institutional support, professional recognition, and a conducive work environment act as motivators that encourage improved teaching performance. Therefore, improving teaching quality is not solely determined by salary, but also by teachers' psychological and social professional factors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.079	4.816		.639	.525
	Kesejahteraan Guru	.905	.073	.852	12.419	.000

a. Dependent Variable: Kualitas Pendidikan

Table 4. Results of Simple Regression Analysis of Variables X and Y2

According to Table 4, the probability value of 0.000 < 0.05 indicates that the regression model is significant. Based on the regression equation, if teacher welfare (X) remains at 0, the quality of education (Y) is 3.079. Every 1% increase in teacher welfare will increase the quality of education by 0.905, so if teacher welfare increases by 1%, the quality of education becomes 6.158.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852[a]	.727	.722	4.735

a. Predictors: (Constant), Kesejahteraan Guru

Table 5. Results of the Test of the Coefficient of Determination of Variables X and Y2

The R value in Table 5 is 0.852, indicating a strong correlation between teacher well-being and educational quality. The R^2 value of 0.727 (or 72.7%) indicates that teacher well-being explains 72.7% of the variation in educational quality, while the remaining 27.3% is influenced by other factors not examined.

Practically, these findings demonstrate that teacher well-being not only influences classroom instruction but also has a broader impact on the quality of educational institutions, including student achievement, academic climate, and graduate quality. These results support Indriyani's et al. (2020) research, which shows that teacher well-being has a strong correlation with institutional educational quality.

The greater influence of educational quality over teaching quality can be explained by the fact that educational quality is a more comprehensive variable that encompasses systemic dimensions. When teachers are well-off, their emotional stability, organizational commitment, and loyalty increase, thereby influencing the overall school culture. Within Herzberg's framework, meeting both hygiene factors and motivators results in high job satisfaction, which contributes to organizational performance, not just individual performance in the classroom.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4,638	4,673		,993	,325
	Kualitas Pengajarn	,592	,071	,740	8,373	,000
2	(Constant)	3,079	4,816		,639	1
	Kualitas Pendidikan	,905	,073	,852	12,419	

Table 6. t-test results

Based on the SPSS output in Table 6, the results of the simple regression t-test are as follows:

The regression coefficient for teacher welfare is 0.592, with a calculated t-value of 8.373 and a significance value (Sig.) of 0.000. Since t_(calculated) (8.373) > t_(table) (2.001) and Sig. (0.000) < 0.05, teacher welfare has a positive and significant effect on teaching quality. The hypothesis is accepted.

The regression coefficient for teacher welfare is 0.905, with a calculated t-value of 12.419 and a Sig. of 0.000. Since t_(calculated) (12.419) > t_(table) (2.001) and Sig. (0.000) < 0.05, teacher welfare has a positive and significant effect on educational quality. The hypothesis is accepted.

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,017	,493[b]	2,000	57,000	,613
	Wilks' Lambda	,983	,493[b]	2,000	57,000	,613
	Hotelling's Trace	,017	,493[b]	2,000	57,000	,613
	Roy's Largest Root	,017	,493[b]	2,000	57,000	,613
X_1 (Kesejahteraan Guru)	Pillai's Trace	,733	78,085[b]	2,000	57,000	,000
	Wilks' Lambda	,267	78,085[b]	2,000	57,000	,000
	Hotelling's Trace	2,740	78,085[b]	2,000	57,000	,000
	Roy's Largest Root	2,740	78,085[b]	2,000	57,000	,000

a. Design: Intercept + X_1 (Kesejahteraan Guru)
b. Exact statistic

Table 7. Multivariate Linear Regression Results

Based on the results of the multivariate test in 6, the significance value for the independent variable (Teacher Welfare) was 0.000, which is smaller than 0.05 in all test statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). Thus, it can be concluded that teacher welfare has a simultaneous effect on both dependent variables.

The practical significance of this finding is that improving teacher welfare should be viewed as a strategic policy with a dual impact, both on the quality of the learning process and the overall quality of education. This finding extends the results of previous research, which generally examined partial effects. This research demonstrates that teacher welfare has a systemic and integrated effect.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Kualitas Pengajaran	1480,215[a]	1	1480,215	70,105	,000
	Kualitas Pendidikan	3457,954[b]	1	3457,954	154,225	,000

a. R Squared = ,547 (Adjusted R Squared = ,539)
b. R Squared = ,727 (Adjusted R Squared = ,722)

Table 8. F-test results

The calculated F-values of 70.105 for teaching quality and 154.225 for education quality, both at a significance level of 0.000, indicate that the overall regression model is significant. This confirms that teacher welfare is a strong predictor of improved education quality. In line with Herzberg's theory, meeting welfare factors not only reduces dissatisfaction but also fosters intrinsic motivation that drives sustained performance. Therefore, policies to improve teacher welfare should not be viewed as a budgetary burden but rather as a strategic investment in improving education quality.

CONCLUSION

Based on the research results, it can be concluded that teacher well-being has a positive and significant impact on the quality of teaching and education, both partially and simultaneously. This finding indicates that the higher the level of teacher well-being, the higher the quality of the classroom learning process and of education more broadly. Teachers who experience well-being tend to have higher work motivation, focus on carrying out their professional duties, and are able to design and implement learning more effectively, from planning and selecting methods and using media to evaluating learning.

Simultaneously, teacher well-being has been shown to strongly contribute to the overall quality of education. This indicates that the impact of well-being is not limited to classroom interactions but also influences school climate, work culture, collaboration among teachers, and the achievement of institutional educational goals.

However, this study has several limitations. First, the study was limited to one district, so generalizing the results to other regions requires caution. Second, the sample included only a few schools, most of which were located within the same sub-district, resulting in relatively homogeneous respondent characteristics. Third, the data were derived from teacher perceptions via questionnaires and thus relied heavily on respondent subjectivity. The data did not include objective indicators such as student academic achievement or external data-based performance evaluations.

Based on the research findings, several policy recommendations can be put forward. Local governments need to pay more attention to improving teacher welfare, particularly for contract teachers, by strengthening the salary system, allowances, and job security. Furthermore, ongoing training and professional development programs are needed to enhance teachers' pedagogical, professional, social, and personal competencies. Implementing a performance-based reward system is also crucial to foster teachers' intrinsic and extrinsic motivation to continuously improve teaching quality.

For further research, it is recommended to conduct qualitative research to more deeply explore the mechanisms by which welfare affects the quality of teaching and education. Longitudinal research is also needed to examine the long-term influence of teacher welfare on education quality. Furthermore, research with broader regional coverage and a larger sample size will help increase external validity and strengthen the generalizability of the findings.

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