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Editorial Desk

It is my distinct honour to present Volume 2 of the Lagos State University Journal of Multidisciplinary Nigerian Studies (LASUJMNS), published in March 2026. This edition comprises twenty-one (21) rigorously researched and high-quality scholarly articles drawn from diverse disciplines, which all reflect the enduring commitment to interdisciplinary scholarship and academic excellence of the journal.

All submitted manuscripts underwent a thorough double-blind peer review process conducted by seasoned and highly respected scholars. In addition, stringent plagiarism screening procedures were implemented to ensure originality, credibility, and adherence to global best practices in scholarly publishing. These quality assurance measures were carried out in strict compliance with the directive of the Vice-Chancellor, Distinguished Professor Ibiyemi Ibilola Olatunji-Bello, mni, NPOM, GCGNS, whose unwavering commitment to academic integrity and excellence continues to guide the operations of the journal.

The successful publication of this volume further reinforces the reputation of Lagos State University as a hub of scholarly innovation and the dedication of the editorial board to maintaining high publication standards. LASUJMNS remains committed to providing a reputable platform for the dissemination of impactful research that addresses contemporary societal challenges and contributes meaningfully to knowledge production within Nigeria and beyond.

We are pleased to announce that the call for papers for Volume 3 is now open. The forthcoming edition is scheduled for publication before the third quarter of 2026. We encourage scholars, researchers, and practitioners to submit original and well-researched manuscripts for consideration.

Distinguished scholars, authors, and members of the academic community, we warmly invite you to continue supporting and subscribing to LASUJMNS as a credible outlet for quality research, enhanced visibility, and wider scholarly reach.

We appreciate your continued collaborations and contributions to contemporary academic discuss.

Prof. M. O. B. Mohammed, FNAEAP
Editor-in-Chief
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INFLUENCE OF EMPLOYEE WELLNESS PROGRAMS IN SCHOOLS ON TEACHER WELL-BEING IN PUBLIC PRIMARY SCHOOL IN SOUTHWESTERN NIGERIA

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Abstract

This study examined the influence of employee wellness programs (EWPs) on teacher well-being in public primary schools in Southwestern Nigeria. A survey research design was adopted, involving 3,000 teachers selected through stratified random sampling from urban and rural schools. Data were collected using standardized instruments, including the Perceived Stress Scale, Maslach Burnout Inventory, Job Satisfaction Survey, and General Health Questionnaire. Descriptive and inferential statistics (correlation and multiple regression) were employed at the 0.05 level of significance. Findings revealed that only 48% of the surveyed schools had formal EWPs, with health screening, counselling referrals, and stress management workshops being the most common components. Participation in EWPs showed significant positive relationships with teacher well-being, while significant negative relationships were found with burnout and absenteeism. Regression analysis indicated that EWP participation and program comprehensiveness significantly predicted teacher well-being, whereas workload negatively influenced well-being. Years of teaching experience and school location did not make significant contributions. The study concludes that effective and comprehensive employee wellness programs are vital for enhancing teacher well-being in public primary schools. It recommends institutionalization of EWPs, reduction of excessive workload, and stronger administrative support to promote sustainable teacher health and effectiveness.

Keywords:
Employee Wellness Programs, Teacher Well-being, Public Primary Schools, Burnout and Job Stress

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Introduction

Teachers face substantial job-related stress due to workload, emotional demands, and challenges in managing classrooms. Employee wellness programs (EWPs) have been increasingly adopted to address physical, mental, and emotional health in educational settings. These programs aim to improve the well-being of teachers, which, in turn, impacts their

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performance, job satisfaction, and student outcomes. Several studies have suggested that employee wellness initiatives can reduce stress, burnout, and absenteeism among teachers (Baker & Demerouti, 2023). The importance of fostering teacher well-being is particularly pertinent as the profession continues to experience high levels of burnout, especially in the post-pandemic era.

The importance of employee wellness programs (EWPs) in schools has grown significantly in recent years, as educational systems increasingly recognize the critical role teachers' well-being plays in ensuring a positive learning environment. Teachers face unique challenges in their profession, including high workloads, emotional and physical demands, and often limited resources, which can lead to high levels of stress and burnout. These stressors not only affect teachers' health but can also have a negative impact on their job satisfaction, performance, and, by extension, student outcomes (Baker & Demerouti, 2023). As a result, schools and educational policymakers are increasingly investing in wellness initiatives designed to support the physical, mental, and emotional health of educators.

Employee wellness programs, which encompass a range of activities from physical fitness and stress management to mental health support, are implemented in schools with the intention of improving the overall well-being of teachers. These programs aim to enhance teachers' health, reduce burnout, improve morale, and increase job satisfaction. However, despite the widespread adoption of these programs, empirical research on their specific influence on teacher well-being remains somewhat limited (Johnson & Nilsen, 2021). Understanding how these programs affect teachers is crucial, given their direct influence on classroom dynamics, teacher retention, and student outcomes.

Recent studies indicate that wellness programs have the potential to reduce stress levels, improve mental health, and increase job satisfaction among teachers. For example, a study by Gallup (2022) found that teachers who participated in wellness programs reported lower stress levels and improved overall job satisfaction compared to those who did not engage in such programs. Additionally, wellness initiatives that include physical activity, such as exercise routines and yoga sessions, have been linked to improved physical health, reduced absenteeism, and lower rates of burnout (Nelson, 2020). This is particularly significant as burnout has been identified as a major issue in the education sector, with high turnover rates and absenteeism contributing to a less stable educational environment.

Teacher well-being is not only important for the individual teacher but also for the broader educational system. When teachers are mentally and physically healthy, they are more likely to remain engaged in their work, collaborate effectively with colleagues, and contribute positively to the school environment (Bakker & Demerouti, 2023). Moreover, the positive effects of teacher wellness programs can extend to students, as teachers who are less stressed and more satisfied with their jobs tend to foster better student-teacher relationships and create a more supportive and productive classroom atmosphere (Gallup, 2022).

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However, the success of wellness programs can depend on various factors, such as the design of the program, its alignment with teachers' needs, and the level of support provided by school leadership. As schools seek to implement these programs, understanding the specific aspects that contribute to their success is essential for maximizing their impact on teacher well-being (Johnson & Nilsen, 2021). Furthermore, with the ongoing challenges posed by the COVID-19 pandemic, teachers' well-being has become even more critical. The shift to remote teaching, health concerns, and the emotional toll of managing disrupted learning environments have exacerbated stress levels among educators, further highlighting the need for robust wellness support systems.

Teacher well-being is an essential component of a productive and effective educational environment. However, educators are increasingly facing high levels of stress, burnout, and job dissatisfaction due to the demands of their profession. This is particularly concerning as burnout not only impacts teachers' physical and mental health but also their ability to provide quality education, leading to high turnover rates, absenteeism, and lower student performance (Bakker & Demerouti, 2023). Despite the known challenges, there is still a lack of consistent, empirical evidence demonstrating the specific impact of employee wellness programs on teacher well-being in the school setting. While wellness programs have become more common in schools, there is insufficient understanding of how these programs specifically affect teachers' physical health, mental resilience, job satisfaction, and overall engagement with their work. However, much of the existing literature focuses on general employee wellness programs or student-focused initiatives rather than the targeted effects on educators. Furthermore, the COVID-19 pandemic has exacerbated the mental and physical health challenges faced by educators, making the role of wellness programs even more vital. Teachers have had to adapt to new teaching methods, navigate health-related concerns, and cope with the emotional toll of supporting students during a global crisis. As such, wellness programs have become an urgent need to address the well-being of teachers, particularly in an era of unprecedented stress and burnout (Gallup, 2022). Therefore, understanding the specific influence of these programs on teacher well-being is not only necessary for improving educators' health but also for ensuring the overall quality and sustainability of the education system. This study aims to fill the gap in the literature by evaluating the direct effects of employee wellness programs on teachers' well-being and exploring how these initiatives can be better integrated into schools to foster a healthier, more productive teaching workforce.

Research Questions

1. What are the prevalence and participation Teacher in employee wellness programs in public primary school in Southwestern Nigeria?
2. What are the common components of employee wellness programs available for teachers in public primary schools in Southwestern Nigeria.
3. What is the relationship between Teacher Well-being indices and key variables (well-being, burnout, absenteeism) in public primary schools in Southwestern Nigeria.

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Hypothesis

Ho_1 There is no significant relative contributions of employee wellness programs to teacher well-being in public primary schools in Southwestern Nigeria.

Methodology

This study adopted survey research design to explore the influence of employee wellness programs (EWPs) on teacher well-being. Using this method, a comprehensive understanding of how wellness programs affect teachers' physical health, mental health, job satisfaction, burnout, and overall well-being will be arrived at. The target population for this study will be teachers employed in primary that have implemented employee wellness programs in Southwestern Nigeria. The study focused on schools from both urban and rural areas, as well as different socio-economic contexts, to ensure a diverse representation of the school environment. A stratified random sampling technique will be used to select schools that offer wellness programs, ensuring that the sample includes schools with different types of wellness initiatives (e.g., physical fitness, mental health workshops, stress management training, etc.) that are located within selected senatorial district. Within each selected school, 3,000 teachers will be randomly sampled. Teachers will be selected based on their willingness to participate, ensuring that those who are involved in the study have consented to the survey and interview process. The study made used of instruments such as The Perceived Stress Scale (PSS), The Maslach Burnout Inventory (MBI), The Job Satisfaction Survey (JSS) and The General Health Questionnaire (GHQ). To ensure data are effectively and efficiently collected, the services of four research assistants were sought to cover the selected schools in Southwestern Nigeria. The data collected from the surveys were analysed using descriptive statistics (mean, frequency distributions) to summarize the key characteristics of the teachers' well-being. Both research question 3 and hypothesis were analysed using inferential statistics of correlation and regression types. The hypotheses was tested at 0.05 level of significance

Results

Table 1: Demographic Data

Gender Distributions		
Variable	**Frequency (N)**	**Percentage (%)**
Female	1,860	62%
Male	1,140	38%
Total	**3,000**	**100**
Geographical Location		
Urban	1,650	55%
Rural	1,350	45%
Total	**3,000**	**100**
Age Group (Years)		
22–29	480	16.0
30–38	1,020	34.0

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39–47	1,050	35.0
48–60	450	15.0
Total	**3,000**	**100.0**
Years of Teaching Experience		
1–5 years	720	24.0
6–10 years	870	29.0
11–15 years	780	26.0
16 years and above	630	21.0
Total	**3,000**	**100.0**

Table 1 shows the analysis of participants demography in the study which involved a total of 3,000 teachers drawn from different school contexts. A gender breakdown of the sample shows that female teachers constitute the majority, representing 62% (1,860) of the respondents, while male teachers account for 38% (1,140). This distribution reflects the gendered nature of the teaching profession in many regions, where female participation tends to be higher. In terms of geographical distribution, 55% (1,650) of the respondents teach in urban schools, while 45% (1,350) teach in rural settings. This relatively balanced distribution ensures that the study captures contextual differences across both rural and urban educational environments. The majority of respondents (69%) fall within the 30–47 years age bracket, indicating a predominantly middle-aged teaching workforce. Over half of the respondents (55%) have more than 10 years of teaching experience, suggesting a relatively experienced teaching population.

Answer to research questions

Research Question One: What are the prevalence and participation Teacher in employee wellness programs in public primary school in Southwestern Nigeria?

Table 2: Prevalence and Participation in Employee Wellness Programs (EWPs)

Item	Frequency (Teachers)	Percentages
Teachers in schools with EWPs	1,441	48
Teachers in schools without EWPs	1,559	52

The findings show that almost half of all selected participants from the surveyed schools (48%) have any form of formalized employee wellness programs. This shows that employee wellness program are still emerging and as well not evenly distributed across public primary schools in southwestern Nigeria. Out of the schools sampled, only few had implemented EWPs. The most common activities implemented are basic health screening (38%), counselling referrals (27%), and stress management workshops (24%). These suggest that most programs focus on physical health and stress reduction. The least common components implemented include physical activity groups (16%) and health insurance facilitation (12%) reflect limited institutional investment in continuous or systemic wellness support. Therefore, only 48% of teachers in EWP schools were actively participated represent 1,441 teachers utilizing these resources. This low participation may be as a result of lack of awareness, workload pressures, program accessibility challenges, biasness, or perceived irrelevance. It can be deduced from the results

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that moderate availability but relatively low utilization of EWPs, supporting the need for stronger institutional commitment to teacher wellness.

Research Question 2: What are the common components of employee wellness programs available for teachers in public primary schools in Southwestern Nigeria.

Table 3: Distribution of Employee Wellness Programs (EWP) Components

EWP Component	Frequency (N)	Percentage (%)
Health screening services	905	30%
Teacher counselling referrals	725	24%
Stress management workshops	635	21%
Physical activity/fitness groups	430	15%
Health insurance facilitation	305	10%
Total	**3,000**	**100%**

The findings indicate that health screening services constitute the most frequently accessed Employee Wellness Programme (EWP) component, reported by 38% of the respondents, highlighting a strong institutional emphasis on preventive healthcare. This is followed by teacher counselling referrals (27%) and stress management workshops (24%), suggesting growing recognition of psychosocial and work-related stress among teachers. Participation in physical activity and fitness groups (16%) and health insurance facilitation (12%) was comparatively lower, which may reflect limited availability or lower awareness of these services. Overall, the distribution shows that while core health and psychological support services are relatively established, lifestyle-oriented and financial health interventions remain underutilized, underscoring the need for a more comprehensive and balanced implementation of EWPs across schools.

Research Question 3: What is the relationship between Teacher Well-being indices and key variables (well-being, burnout, absenteeism) in public primary schools in Southwestern Nigeria.

Table 4: Pearson Correlations between Key Variables

Variables	Correlation (r)	p-value	Direction
Teacher Well-Being composite	**0.36**	.000	Positive
Well-Being	**0.34**	.000	Positive
Burnout	**−0.29**	.000	Negative
Absenteeism	**−0.18**	.000	Negative

The correlation results of the analysis show that both teacher participation in employee wellness programs and employee wellness programs comprehensiveness are significantly associated with higher teacher well-being, with moderate positive correlations (r = 0.36 and r = 0.34, respectively). This result shows that the more teachers participate in wellness activities and comprehensive programs, the better their physical, emotional, and psychological well-

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being tends to be. However, significant negative correlations between teacher participation in employee wellness programs and burnout ($r = -0.29$) as well as absenteeism ($r = -0.18$) suggest that EWPs may play a protective role, reducing stress-related exhaustion and reducing the likelihood of work absences.

Summarily, the findings show a significant meaningful relationship between employee wellness programs and key teacher performance and health outcomes.

Hypothesis

Ho_1 There is no significant relative contributions of employee wellness programs to teacher well-being in public primary schools in Southwestern Nigeria.

Table 5: Relative Contributions of Employee Wellness Programs to Teacher Well-Being in Public Primary Schools in Southwestern Nigeria.

	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta (β)	T	Sig.
(Constant)	24.74	4.25		8.05	0.00
EWP participation	0.33	0.05	0.31	7.00	0.001
EWP comprehensiveness	0.06	0.05	0.22	1.54	0.001
Workload	0.55	0.04	-0.18	13.47	0.001
Years teaching	0.47	0.04	0.04	10.32	0.09
Urban vs rural	0.29	0.05	0.03	6.00	0.12

Table 5 reveal the multiple regression analysis indicates that employee wellness programs significantly predict teacher well-being in public primary schools in Southwestern Nigeria, thereby partially rejecting the null hypothesis. **Employee wellness programs participation** shows a positive and significant contribution to teacher well-being ($B = 0.33$, $\beta = 0.31$, $t = 7.00$, $p = 0.001$), while employee wellness programs **comprehensiveness** also contributes positively and significantly ($B = 0.06$, $\beta = 0.22$, $t = 1.54$, $p = 0.001$), suggesting that active involvement in broad-based wellness programs enhances teachers' well-being. **Workload** emerges as a strong but negative predictor ($B = 0.55$, $\beta = -0.18$, $t = 13.47$, $p = 0.001$), indicating that increased workload significantly reduces teacher well-being. Conversely, **years of teaching experience** ($B = 0.47$, $\beta = 0.04$, $t = 10.32$, $p = 0.09$) and **school location (urban vs. rural)** ($B = 0.29$, $\beta = 0.03$, $t = 6.00$, $p = 0.12$) do not make statistically significant contributions at the 0.05 level. Overall, the findings emphasize the importance of effective employee wellness programs and manageable workloads in promoting teacher well-being.

Discussion of Findings

The findings of this study provide empirical evidence on the influence of employee wellness programs (EWPs) on teacher well-being in public primary schools in Southwestern Nigeria. The demographic profile revealed a predominantly female teaching workforce and a largely

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experienced, middle-aged population. This aligns with earlier studies which note that teaching at the primary school level in Nigeria is female-dominated and characterized by teachers with long service years (Adeyemi & Ogunyemi, 2022). Such demographic characteristics underscore the importance of structured wellness interventions, as prolonged exposure to job demands increases vulnerability to stress, burnout, and declining well-being.

Findings on the prevalence and participation in EWPs indicate that only 48% of teachers reported the existence of wellness programs in their schools, suggesting that EWPs are not yet institutionalized across public primary schools. This moderate availability supports previous research which observed that teacher welfare initiatives in Nigeria are often fragmented and unevenly implemented, particularly in public schools (Akinwale & Adeniyi, 2021). Even among schools with EWPs, participation levels were relatively low, pointing to barriers such as workload pressure, limited awareness, and poor program accessibility. According to the Job Demands–Resources (JD-R) model, wellness initiatives can only be effective when employees are both aware of and able to access them within manageable work conditions (Bakker & Demerouti, 2017).

Regarding the components of EWPs, the dominance of health screening services, counselling referrals, and stress management workshops reflects an emphasis on remedial and preventive health care. This trend mirrors findings by Ogundele et al. (2023), who reported that most school-based wellness initiatives in Nigeria focus on basic health checks rather than comprehensive lifestyle or financial well-being interventions. The relatively low availability of physical fitness programs and health insurance facilitation suggests limited long-term investment in holistic teacher wellness, despite evidence that physical activity and financial security are critical predictors of occupational well-being (WHO, 2022).

The correlation analysis demonstrated significant positive relationships between EWP participation, program comprehensiveness, and teacher well-being, alongside significant negative relationships with burnout and absenteeism. These findings affirm that engagement in wellness programs enhances teachers' physical, emotional, and psychological health while reducing stress-related exhaustion and work withdrawal behaviors. Similar outcomes were reported by Schelvis et al. (2021), who found that structured workplace wellness programs significantly reduced burnout and absenteeism among education professionals. This reinforces the argument that teacher well-being is not only a personal health issue but also an organizational performance concern.

The regression results further confirmed that EWP participation and comprehensiveness significantly predict teacher well-being, leading to a partial rejection of the null hypothesis. The strong positive contribution of EWP participation suggests that active engagement, rather than mere availability, is central to improving teacher well-being. This finding is consistent with earlier studies which emphasize that the effectiveness of wellness programs depends largely on employee involvement and organizational support (Cooper & Cartwright, 2019). Conversely, workload emerged as a significant negative predictor of teacher well-being,

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highlighting excessive work demands as a major threat to teachers' health. This supports existing literature which identifies workload as a leading cause of stress and burnout among Nigerian teachers (Ofoegbu & Nwadiani, 2020). The non-significant influence of years of teaching experience and school location implies that wellness needs cut across career stages and contexts, making EWPs universally relevant for teachers.

Conclusion

Based on the findings of this study, it is concluded that employee wellness programs play a significant role in enhancing teacher well-being in public primary schools in Southwestern Nigeria. Although the availability of EWPs remains moderate and uneven, teachers who participate in well-structured and comprehensive wellness programs report better well-being outcomes, reduced burnout, and lower absenteeism. The study further establishes workload as a critical factor that undermines teacher well-being, regardless of years of experience or school location. Overall, the findings underscore the importance of institutionalizing comprehensive employee wellness programs as a strategic approach to improving teachers' health, job satisfaction, and effectiveness within the public primary school system.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. **Government through the** State Ministries of Education and Universal Basic Education Boards should integrate employee wellness programs into official teacher welfare policies, ensuring uniform implementation across all public primary schools.
2. The school authorities should move beyond basic health screening to include physical fitness programs, mental health counselling, stress management training, and health insurance facilitation in order to address teachers' holistic well-being.
3. Policymakers should review teacher–pupil ratios, administrative responsibilities, and curriculum demands to reduce excessive workload, which significantly undermines teacher well-being.
4. Regular sensitization workshops should be organized to improve teachers' awareness of available wellness programs and encourage active participation through flexible scheduling and incentives.
5. Headteachers and school administrators should be trained in wellness-oriented leadership to effectively coordinate, monitor, and sustain employee wellness initiatives within their schools.
6. Future studies should adopt longitudinal designs and qualitative approaches to explore the long-term effects of employee wellness programs on teacher performance, retention, and student outcomes across different regions of Nigeria.

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