

TEACHER'S JOB SATISFACTION AS PREDICTOR OF SCHOOL EFFECTIVENESS IN SECONDARY SCHOOLS IN ONDO WEST LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA

Dr OLUWATOYIN A. EDAFIOGHO

Department of Educational Management, Adeyemi,
Federal University of Education, Ondo, Ondo State.
Fejiruke@yahoo.com

Abstract

This study examined teachers' job satisfaction as a predictor of school effectiveness in secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The study was motivated by persistent concerns regarding declining school performance, teacher morale, and educational quality in public secondary schools. A correlational survey research design was adopted. The population comprised all teachers in public secondary schools in Ondo West LGA, from which a sample of 200 teachers was selected using stratified random sampling. Two validated instruments were used for data collection: the Teachers' Job Satisfaction Questionnaire (TJSQ) and the School Effectiveness Scale (SES). Data were analyzed using descriptive statistics, Pearson Product Moment Correlation, and multiple regression analysis at 0.05 level of significance. Findings revealed a significant positive relationship between teachers' job satisfaction and school effectiveness. Job satisfaction significantly predicted school effectiveness. The study concluded that teachers' job satisfaction is a strong determinant of school effectiveness. Recommendations were made for policymakers and school administrators to improve teacher welfare, professional development, and working conditions.

Keywords: Teacher job satisfaction, school effectiveness, secondary education, educational management.

Introduction

Education remains one of the most powerful instruments for national development and social transformation. Globally, education is recognized as a driver of economic growth, social mobility, and sustainable development (UNESCO, 2023; World Bank, 2022). At the secondary school level, education plays a crucial role in preparing learners for higher education, vocational training, and responsible citizenship. The effectiveness of secondary schools, therefore, is central to achieving national educational goals. School effectiveness has been widely associated with factors such as instructional quality, leadership, resource availability, school climate, and teacher performance (Hallinger & Heck, 2018; Leithwood et al., 2020). Among these, the role of teachers is paramount because they directly influence student learning outcomes and overall school productivity (Hattie, 2017; OECD, 2020).

Teachers constitute the backbone of the educational system. Their commitment, competence, and psychological well-being significantly influence educational outcomes (Collie, 2021). One of the major determinants of teacher performance is job satisfaction. Job satisfaction refers to the extent to which teachers feel fulfilled, valued, and motivated in their professional roles (Skaalvik & Skaalvik, 2017). When teachers are satisfied with their jobs, they tend to demonstrate higher levels of commitment, creativity, punctuality, and instructional effectiveness (Toropova et al., 2021). Conversely, dissatisfaction may lead to absenteeism, low morale, reduced productivity, and even attrition (Madigan & Kim, 2021).

In Nigeria, the issue of teacher job satisfaction has become increasingly significant due to economic challenges, delayed salaries, inadequate teaching facilities, large class sizes, and limited opportunities for professional development (Adigun & Olatunji, 2020; Ezeugbor & Victor, 2018). Reports from national education stakeholders indicate that many public secondary school teachers face difficult working conditions that may negatively affect morale and commitment (Federal Ministry of Education [FME], 2022). In Ondo State, particularly in Ondo West Local Government Area (LGA), concerns about declining student performance and reduced teacher motivation have raised questions about the underlying determinants of school effectiveness. These issues call for empirical investigation into whether teachers' job satisfaction plays a predictive role in determining school effectiveness.

School effectiveness is commonly defined as the extent to which a school achieves its stated objectives, particularly in terms of student academic achievement, positive school climate, efficient leadership, and stakeholder satisfaction (Scheerens, 2018). Effective schools are characterized by strong instructional leadership, collaborative culture, high expectations, continuous monitoring of student progress, and supportive learning environments (Leithwood et al., 2020). Teachers are central actors in creating and sustaining these characteristics, as their classroom practices directly influence student engagement and achievement (Hattie, 2017). Several theoretical perspectives explain the relationship between job satisfaction and organizational effectiveness. Herzberg's Two-Factor Theory distinguishes between motivators (such as achievement, recognition, and advancement) and hygiene factors (such as salary, working conditions, and supervision) (Herzberg et al., 1959). According to the theory, when motivators are present, employees experience satisfaction and improved performance. Contemporary studies in educational management affirm that teacher recognition, professional growth, and supportive leadership enhance both satisfaction and school outcomes (Collie, 2021; Toropova et al., 2021).

Furthermore, Social Exchange Theory posits that when employees perceive fairness, support, and trust within their organization, they reciprocate with greater commitment and enhanced performance (Blau, 1964; Cropanzano et al., 2017). In educational settings, teachers who perceive administrative support and equitable treatment are more likely to demonstrate organizational citizenship behaviors that promote school effectiveness (Somech & Bogler, 2019).

Despite extensive global research linking job satisfaction to organizational performance, limited empirical studies have specifically examined this relationship within secondary schools in Ondo West LGA. Many existing studies in Nigeria have focused broadly on teacher motivation and retention (Adigun & Olatunji, 2020; Ezeugbor & Victor, 2018) without explicitly investigating its predictive power on school effectiveness at the local government level. Therefore, there is a need to bridge this gap by empirically determining whether teachers' job satisfaction significantly predicts school effectiveness in the local context.

Understanding this relationship is essential for policymakers, school administrators, and educational planners. Evidence suggests that improving teacher working conditions and well-being can significantly enhance instructional quality and student achievement (OECD, 2020; World Bank, 2022). If teacher job satisfaction is found to be a significant predictor of school effectiveness, then deliberate policies aimed at improving teacher welfare could serve as strategic interventions for enhancing educational quality in Ondo State. This study, therefore, seeks to examine teachers' job satisfaction as a predictor of school effectiveness in secondary schools in Ondo West LGA of Ondo State.

Statement of the Problem

In recent years, concerns have been raised regarding declining academic performance, poor school climate, teacher absenteeism, and reduced commitment in secondary schools in Ondo West LGA. Despite government interventions such as curriculum reforms and infrastructural improvements, school effectiveness indicators remain inconsistent.

One possible explanation for this trend may be the level of teachers' job satisfaction. Teachers in public secondary schools often face challenges including inadequate remuneration, delayed salaries, insufficient instructional materials, overcrowded classrooms, and limited professional advancement opportunities. These conditions may negatively affect their morale and commitment.

Although previous studies have examined teacher motivation and job satisfaction in Nigeria, there is limited empirical evidence specifically investigating whether teachers' job satisfaction predicts school effectiveness in Ondo West LGA. The absence of localized empirical data makes it difficult for policymakers to implement evidence-based interventions.

The problem of this study, therefore, is to determine whether teachers' job satisfaction significantly predicts school effectiveness in secondary schools in Ondo West LGA of Ondo.

Objectives of the Study

The following objectives were formulated for the study

1. To find out the level of teachers' job satisfaction in secondary schools in Ondo West LGA,
2. To examine the level of school effectiveness in secondary schools in Ondo West LGA
3. To investigate the relationship between teachers' job satisfaction and school effectiveness

Research Questions

1. What is the level of teachers' job satisfaction in secondary schools in Ondo West LGA?
2. What is the level of school effectiveness in secondary schools in Ondo West LGA?
3. Is there any significant relationship between teachers' job satisfaction and school effectiveness?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₁: There is no significant relationship between teachers' job satisfaction and school effectiveness in secondary schools in Ondo West LGA.

Literature Review

Concept of Teacher Job Satisfaction

Teacher job satisfaction refers to the positive emotional and psychological state that results from a teacher's evaluation of his or her professional experiences and work environment. It reflects the degree to which teachers feel fulfilled, valued, motivated, and supported in their professional roles (Skaalvik & Skaalvik, 2021). Job satisfaction is widely recognized as a multidimensional construct shaped by both intrinsic and extrinsic factors (Toropova et al., 2021).

Intrinsic factors relate to the internal rewards derived from teaching, such as a sense of achievement, recognition, professional autonomy, opportunities for advancement, and the satisfaction derived from positively influencing students' academic and personal development. Teaching is often described as a purpose-driven profession, and teachers who perceive their work as meaningful report higher levels of engagement and commitment (Collie, 2021). Research indicates that intrinsic motivation significantly predicts teacher enthusiasm, instructional quality, and long-term commitment to the profession (OECD, 2020).

Extrinsic factors refer to the external conditions under which teachers perform their duties. These include salary and benefits, workload, administrative support, job security, school infrastructure, and availability of instructional materials. In many developing countries, including Nigeria, challenges such as delayed salary payments, overcrowded classrooms, and inadequate teaching resources have been associated with reduced teacher morale (Adigun & Olatunji, 2020; World Bank, 2022). When extrinsic conditions are unfavorable, teachers are more likely to experience stress and burnout, which negatively affect classroom performance and school outcomes (Madigan & Kim, 2021).

Empirical evidence consistently shows that teachers who are satisfied with their jobs demonstrate greater commitment, improved classroom management, and higher levels of productivity (Toropova et al., 2021). Job satisfaction has also been linked to lower absenteeism and reduced turnover intentions, which are critical for maintaining school stability and continuity (OECD, 2020). Conversely, dissatisfaction may result in emotional exhaustion, depersonalization, and diminished instructional effectiveness (Madigan & Kim, 2021).

Teacher job satisfaction is also closely tied to psychological well-being. Studies conducted during and after the COVID-19 pandemic highlight that supportive school leadership and positive work environments significantly enhance teacher resilience and occupational well-being (Collie, 2021; UNESCO, 2023). This suggests that job satisfaction not only influences productivity but also determines the sustainability of the teaching workforce.

Concept of School Effectiveness

School effectiveness refers to the capacity of a school to achieve its stated educational objectives in a consistent, equitable, and sustainable manner. While early conceptions of effectiveness focused primarily on student academic achievement, contemporary perspectives adopt a broader framework that includes instructional quality, school leadership, climate, teacher collaboration, and stakeholder engagement (Scheerens, 2018; Leithwood et al., 2020).

Student academic performance remains a central indicator of school effectiveness. Effective schools demonstrate measurable progress in student learning outcomes and maintain high academic standards across subjects (Hattie, 2017). However, effectiveness also encompasses non-academic outcomes such as student engagement, discipline, social development, and well-being (UNESCO, 2023).

Instructional leadership is widely recognized as a core determinant of school effectiveness. School leaders who provide clear vision, set high expectations, monitor classroom practices, and support teacher development contribute significantly to improved student outcomes (Leithwood et al., 2020). Research shows that leadership practices indirectly influence student achievement through their impact on teacher motivation and instructional quality (OECD, 2020).

School climate is another crucial dimension of effectiveness. A positive school climate—characterized by trust, respect, safety, and collaborative relationships—enhances both teacher satisfaction and student performance (Collie, 2021). Schools that foster collective efficacy and teamwork among teachers tend to exhibit stronger organizational performance and resilience (OECD, 2020).

Community and parental involvement further strengthen school effectiveness. Evidence suggests that partnerships between schools and families enhance accountability, improve student attendance, and support academic success (World Bank, 2022). Effective schools therefore operate as integrated systems where leadership, teachers, students, and community stakeholders collaborate toward shared goals.

Importantly, effective schools demonstrate the ability to sustain high performance despite socio-economic challenges. This resilience is often attributed to strong leadership, motivated teachers, and

supportive institutional cultures (Scheerens, 2018). Given that teachers are directly responsible for curriculum delivery and student engagement, their job satisfaction becomes a central mechanism through which school effectiveness is achieved.

Recent empirical research consistently supports a positive relationship between teacher job satisfaction and school effectiveness. Toropova et al. (2021) found that teacher job satisfaction significantly predicted instructional quality and student performance across multiple countries. Similarly, OECD (2020) reported that teachers who felt valued and supported were more likely to engage in innovative practices and collaborative activities that enhance school outcomes.

Madigan and Kim (2021), in a meta-analysis, established that low job satisfaction was strongly associated with burnout and turnover intentions, both of which negatively affect school stability and effectiveness. Studies conducted in developing countries also reveal that teacher satisfaction significantly influences student achievement and institutional performance (World Bank, 2022).

Within Nigeria, recent studies have reported moderate levels of teacher job satisfaction, with remuneration, administrative support, and working conditions identified as major determinants (Adigun & Olatunji, 2020). However, many of these studies focus primarily on motivation and retention rather than examining job satisfaction as a predictive factor for school effectiveness at localized administrative levels.

Moreover, limited research has specifically investigated this relationship within Ondo West Local Government Area. Educational contexts differ significantly across regions due to variations in resource allocation, socio-economic conditions, and administrative practices. Therefore, localized empirical investigation is necessary to provide context-specific evidence.

The present study addresses this gap by empirically examining teachers' job satisfaction as a predictor of school effectiveness in secondary schools in Ondo West LGA. By situating the analysis within a specific local government context, this study contributes to both theoretical understanding and policy-relevant knowledge.

Methodology

The study adopted a correlational survey research design, which was considered appropriate because it enabled the researcher to examine the relationship between teachers' job satisfaction as the independent variable and school effectiveness as the dependent variable. The population for the study comprised all teachers in public secondary schools in Ondo West Local Government Area of Ondo State.

A sample of 200 teachers was selected through stratified random sampling to ensure adequate representation across the various schools included in the study. Data were collected using two research instruments: the Teachers' Job Satisfaction Questionnaire (TJSQ) and the School Effectiveness Scale (SES). The TJSQ measured both intrinsic and extrinsic dimensions of job satisfaction using a four-point Likert scale, while the SES assessed key indicators of school effectiveness, including instructional quality, school climate, leadership effectiveness, and student performance outcomes.

The instruments were subjected to face and content validation by experts in Educational Management to ensure their appropriateness and relevance to the study objectives. Reliability was established using Cronbach's Alpha method, which yielded coefficients of 0.86 for the TJSQ and 0.89 for the SES, indicating high internal consistency. Prior to data collection, permission was obtained from the relevant school authorities. The researcher personally administered the questionnaires to respondents and retrieved them upon completion to ensure a high response rate.

The data collected were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including mean and standard deviation, were used to summarize the data, while Pearson Product Moment Correlation was employed to determine the strength and direction of the relationship between the variables. All hypotheses were tested at the 0.05 level of significance.

Research Question One: What is the level of teachers' job satisfaction in secondary schools in Ondo West LGA?

Table 1: Level of teachers' job satisfaction

SN	ITEM	SA	A	D	SD	\bar{X}	Decision
1.	I have good relationships with colleagues	90 (45%)	70 (35%)	20 (10%)	20 (10%)	3.15	High
2.	The working environment is conducive	64 (32%)	76 (38%)	40 (20%)	20 (10%)	2.92	High
3.	I feel motivated to perform my duties	76 (38%)	74 (37%)	30 (15%)	20 (10%)	3.03	High
4.	I receive adequate support from school management	70 (35%)	80 (40%)	30 (15%)	20 (10%)	3.00	High
5.	I am satisfy with my salary and promotion opportunities	60 (30%)	80 (40%)	40 (20%)	20 (10%)	2.90	High
Grand Mean Score						3.03	High

Table 1 revealed that the level of teachers' job satisfaction in secondary schools in Ondo West LGA is high. The analysis of responses from 200 teachers indicates a high level of job satisfaction with the grand mean score of 3.03. A large proportion of respondents either strongly agreed or agreed with most of the job satisfaction items. The highest mean (3.15) was recorded for good relationships with colleagues, indicating strong interpersonal harmony among teachers. However, satisfaction with salary and promotion opportunities recorded the lowest means (2.90), suggesting that remuneration and career advancement remain areas of concern. Overall, teachers demonstrate positive job attitudes, though financial incentives and promotional systems may need improvement.

Research Question Two: What is the level of school effectiveness in secondary schools in Ondo West LGA?

Table 2: Level of school effectiveness

SN	ITEM	SA	A	D	SD	\bar{X}	Decision
1.	Discipline is well maintained in the school	76 (38%)	72 (36%)	32 (16%)	20 (10%)	3.02	High
2.	School leadership is effective.	80 (40%)	74 (37%)	26 (13%)	20 (10%)	3.07	High
3.	The school has adequate instructional materials	56 (28%)	30 (15%)	64 (32%)	50 (25%)	2.46	Low
4.	Teachers are committed to instructional delivery	90 (45%)	70 (35%)	20 (10%)	20 (10%)	3.15	High
5.	Students perform well in external examinations.	70 (35%)	80 (40%)	30 (15%)	20 (10%)	3.00	High
Cluster Mean Score						3.68	High

Table 2 revealed the level of school effectiveness in secondary schools in Ondo West LGA. The grand mean score of 3.68 reveals that most respondents agreed that teachers are committed to instructional delivery, school leadership is effective, discipline is well maintained and that students

perform well in external examinations. However, adequacy of instructional materials recorded the lowest mean (2.46), indicating a need for improved resource provision. In general, the schools demonstrate strong organizational functioning, instructional commitment, and leadership effectiveness. The findings show that school effectiveness in secondary schools in Ondo West LGA is high.

Hypothesis Testing

H₀₁: There is no significant relationship between teachers' job satisfaction and school effectiveness in secondary schools in Ondo West LGA.

Table 3: PPMC showing relationship between work ethics and teacher effectiveness

Variable	N	Mean	SD	Df	R	Sig	p
Teachers' job satisfaction	200	2.91	0.64	198	.138	0.00	<0.01
School effectiveness	200	3.01	0.59				

Correlation is significant at 0.05

Table 3 reveals that there is a moderate positive and statistically significant relationship between teachers' job satisfaction and school effectiveness in secondary schools in Ondo West LGA.; $r(198) = .138$, $P < 0.01$. Hence the null hypothesis is rejected. This implies that high level teachers' job satisfaction leads to high level of school effectiveness. Coefficient of determination ($r^2 = 0.019$) reveals that teachers' job satisfaction accounts for 1.9% variance in the school effectiveness among teachers.

Conclusion

The study established that teachers' job satisfaction significantly predicts school effectiveness in secondary schools in Ondo West LGA. Improving teacher welfare, professional development opportunities, and working conditions may enhance school effectiveness and student outcomes.

Recommendations

Based strictly on the stated findings, the following recommendations are made:

School administrators and educational authorities sustain and strengthen the existing factors contributing to teachers' satisfaction. Government and school management should also institutionalize regular feedback mechanisms to monitor teachers' satisfaction levels and address emerging concerns promptly.

School leaders should continue to promote high instructional standards, positive school climate, collaborative practices, and strong accountability systems. Educational authorities should document and replicate successful strategies identified in these schools to sustain performance and serve as models for other local government areas.

Policymakers and school administrators treat teachers' job satisfaction as a strategic priority for enhancing and sustaining school effectiveness. Furthermore, interventions aimed at improving school outcomes should incorporate teacher welfare and satisfaction components as integral elements of school improvement plans.

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