

## School Work Environment and Teachers' Job Satisfaction in Private Senior Secondary Schools, Kwara State, Nigeria

Adeseko Sunday Olaifa<sup>1</sup>, Folake Sherifat Halim<sup>2</sup>, Ebunlomo Oreoluwa Olaifa<sup>3</sup>, Muritala Adaramaja Sheu<sup>4</sup>, Godwin Oluwaseyi Are<sup>5</sup>

<sup>1,2,5</sup> Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Kwara State, Nigeria

<sup>3</sup> Department of Educational Management, University of Ilorin, Kwara State, Nigeria

<sup>4</sup> Department of Educational Management, Kwara State University, Malete, Kwara State, Nigeria

Email: asolaifa@alhikmah.edu.ng

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**Abstract:** This study examined the relationship between the school work environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. The main purpose was to identify the available school work environments and assess their influence on teachers' job satisfaction, with specific objectives exploring dimensions such as physical environment, administrative support, workload management, collegial relationships, and workplace policies. A descriptive survey research design of the correlational type was adopted. The population comprised all teachers and principals in private senior secondary schools across Kwara State, Nigeria. A multi-stage sampling technique was employed, involving purposive selection of local government areas, and proportional selection of 319 teachers and principals. Data were collected using a self-designed questionnaire titled the School Work Environment and Teachers' Job Satisfaction Questionnaire (SWETJSQ), which was validated by experts and tested for reliability in a pilot study, yielding a Cronbach's Alpha coefficient of 0.73. Descriptive statistics (mean, standard deviation) answered research questions, while Pearson Product-Moment Correlation (PPMC) tested hypotheses at the 0.05 significance level. Findings indicated that school work environments were adequately available, teacher job satisfaction was high, and significant positive relationships existed between all environmental dimensions and job satisfaction components (salary, health, welfare, and promotion). Recommendations include improving infrastructure, administrative support, workload balance, collegial collaboration, and fair policies to enhance teacher retention and performance.

**Keywords:** School Work Environment, Teachers' Job Satisfaction, Private Senior Secondary Schools

### INTRODUCTION

Education is a critical sector that contributes significantly to the social, economic, and political development of any nation. Teachers, as key drivers of

education, play a fundamental role in shaping students' knowledge, skills, and attitudes necessary for national growth. However, the effectiveness of teachers in performing their duties is significantly influenced by the school work environment. Job satisfaction among teachers is an essential factor in achieving educational goals and sustaining quality education. It is influenced by various aspects of the school work environment, including administrative support, workload, professional development opportunities, salary structure, availability of teaching resources, and interpersonal relationships among staff and students. In private senior secondary schools, where teachers serve as the backbone of academic instruction, the school work environment significantly influences their job satisfaction and overall performance (Oluwatosin & Bolanle, 2024). A conducive work environment is essential for fostering motivation, engagement, and productivity among teachers, which in turn enhances students' learning experiences. Conversely, a poor work environment characterised by inadequate facilities, excessive workload, lack of administrative support, and strained collegial relationships can negatively impact teachers' effectiveness and job commitment (Adelana et al., 2024).

A positive school work environment is characterised by well-equipped classrooms, supportive administration, reasonable workload, collegial relationships, and fair workplace policies (Oladipo, 2021). Poor physical conditions, such as overcrowded classrooms and insufficient learning materials, hinder effective teaching and learning (Imhangbe et al., 2023). Administrative support is equally critical in ensuring teachers receive the guidance, resources, and motivation needed to perform their duties effectively, with schools demonstrating strong administrative structures tending to have better teacher retention rates (Obi & Nebolisa, 2024). Many private school teachers in Kwara State reportedly handle excessive workloads, including large class sizes, numerous administrative tasks, and extracurricular responsibilities, which can lead to burnout and decreased job performance (Bawalla, 2021). Kwara State, like many Nigerian states, has a growing number of private senior secondary schools due to increasing demand for quality education; however, concerns persist regarding working conditions in these institutions and their effects on teachers' job satisfaction and performance (Obaniyi et al., 2022). This study was therefore designed to examine the relationship between the school work environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria.

Teachers in private senior secondary schools in Kwara State face numerous challenges related to their work environment, which significantly impact their job satisfaction. Despite the crucial role teachers play in delivering quality education, many private school teachers experience inadequate remuneration, excessive workload, job insecurity, and limited opportunities for professional development. These factors contribute to increased job dissatisfaction, burnout, and high turnover rates among teachers, ultimately affecting students' academic performance (Podolsky et al., 2019). The issue of delayed salary payments and inadequate welfare packages has become a major

Adeseke Sunday Olaifa<sup>1</sup>, Folake Sherifat Halim<sup>2</sup>, Ebunlomo Oreoluwa Olaifa<sup>3</sup>, Muritala Adaramaja Sheu<sup>4</sup>, Seyi Are<sup>5</sup>

concern in many private schools. Unlike public school teachers who enjoy more structured salary schemes and benefits, private school teachers often struggle with irregular salaries and a lack of incentives, leading to financial stress and reduced motivation. Furthermore, excessive workload due to staff shortages forces teachers to take on multiple roles, reducing their effectiveness in the classroom and increasing their stress levels (Rasheed et al., 2020).

Poor infrastructure, lack of teaching resources, and unsupportive school administration further contribute to job dissatisfaction among teachers. Without adequate facilities and instructional materials, teachers find it difficult to deliver quality education, leading to frustration and disengagement (Makoelle et al., 2021). The absence of clear career advancement pathways also discourages professional growth, making it difficult for teachers to remain committed to the profession. In order to bridge these gaps, this study examined the school work environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria.

This study is anchored on two theoretical frameworks: Herzberg's Two-Factor Theory (1959) and Organisational Climate Theory. Herzberg's theory posits that job satisfaction and dissatisfaction are distinct constructs influenced by different sets of factors. Hygiene factors — relating to the work context, including salary, job security, working conditions, and interpersonal relationships — prevent dissatisfaction but do not generate satisfaction. Motivators, such as achievement, recognition, and opportunities for growth, actively generate satisfaction and enhance motivation (Bevins, 2018). In the school context, physical working conditions, administrative policies, and workload represent hygiene factors, while professional development opportunities, recognition, and instructional autonomy constitute motivators. Applying this framework helps identify the specific environmental factors that must be addressed to prevent dissatisfaction and those that promote active job satisfaction among teachers. Organisational Climate Theory, developed by Tagiuri and Litwin, refers to shared perceptions of the organisational work environment, including its values, norms, and practices (Zara et al., 2023). This theory posits that the perceived climate encompassing administrative support, collegial relationships, and workplace policies significantly influences employee attitudes, behaviours, and performance. Together, both theories provide a comprehensive lens through which the relationship between the school work environment and teachers' job satisfaction can be examined.

The school work environment refers to the physical, psychological, and social conditions in which teachers perform their professional duties. It encompasses factors such as infrastructure, leadership style, workload, interpersonal relationships, safety, and overall organisational culture (Britt, 2018). The school work environment can be categorised into five dimensions: the physical environment, administrative support environment, workload management environment, collegial relationship environment, and workplace policies environment (Bawalla, 2021). The physical environment includes

infrastructure, classroom facilities, lighting, ventilation, and the availability of teaching materials. A well-maintained physical environment promotes effective teaching and reduces teacher stress (Ayoola, 2023). Administrative support encompasses the encouragement, resources, and professional development opportunities provided by school management. Schools with strong administrative structures tend to have higher teacher retention rates and greater job satisfaction (Oyededeji, 2023). Workload management involves the distribution of teaching responsibilities and class sizes; excessive workload leads to burnout and decreased performance (Jimoh, 2022). Collegial relationships — the level of professional interaction and teamwork among teachers — foster shared knowledge and emotional support (Abari et al., 2016). Finally, workplace policies covering salary structure, promotion criteria, job security, and leave entitlements shape teachers' sense of fairness and organisational commitment (Olufuwa, 2023).

Teachers' job satisfaction refers to the extent to which educators feel contented with their profession, encompassing work conditions, compensation, interpersonal relationships, and personal growth opportunities (Skaalvik & Skaalvik, 2020). It is influenced by both intrinsic factors (personal accomplishment, recognition) and extrinsic factors (salary, working conditions, job security). High job satisfaction is associated with improved teacher retention, enhanced student performance, reduced burnout, and stronger organisational commitment (Li & Yu, 2022). The key components of teachers' job satisfaction examined in this study are: salary (the extent to which remuneration is adequate, timely, and equitable); health (the physical, mental, and emotional well-being of teachers, including access to healthcare and a safe work environment); welfare (non-salary benefits such as housing allowances, leave entitlements, and transportation support); and promotion (the fairness and timeliness of career advancement opportunities based on merit and performance). These components collectively determine the degree of fulfilment and commitment teachers experience in their roles (Imhangbe et al., 2023).

Several empirical studies have investigated the relationship between work environment and teacher job satisfaction and performance. Olaifa et al. (2025) found a significant relationship between work environment and teachers' job performance in basic schools in Kwara State, recommending that administrators invest in and improve physical facilities and working conditions. Chinenye (2025) similarly established strong positive relationships between teamwork, a conducive work environment, and teachers' job satisfaction in Anambra State, noting that noise pollution and overcrowded classrooms negatively influenced satisfaction. Wuese et al. (2025) reported that principals in Benue State believed poor environmental conditions — including dilapidated buildings, lack of staff rooms, and poor ventilation — significantly hindered teachers' performance. Adisa et al. (2021) found that workplace behaviour significantly influences teachers' job performance, with positive collegial interactions fostering commitment and productivity. Bahtilla and Hui (2021) demonstrated that physical factors such as classroom size, lighting, and ventilation substantially affected teachers' satisfaction, with urban schools generally offering better conditions and

Adeseko Sunday Olaifa<sup>1</sup>, Folake Sherifat Halim<sup>2</sup>, Ebunlomo Oreoluwa Olaifa<sup>3</sup>, Muritala Adaramaja Sheu<sup>4</sup>, Seyi Are<sup>5</sup>

higher satisfaction levels. Ekpoh (2018) similarly established that teachers in well-maintained schools were more satisfied and showed greater instructional commitment. These studies collectively underscore the importance of the school work environment in shaping teacher outcomes, while also revealing a gap in research focused specifically on private senior secondary schools in Kwara State.

## METHOD

This study adopted a descriptive survey research design of the correlational type, which is appropriate for examining the relationship between variables without manipulating them. The design facilitated exploration of the relationship between school work environment and teachers' job satisfaction across a representative sample of private senior secondary schools in Kwara State. The population comprised all teachers and principals in private senior secondary schools in Kwara State, Nigeria, totalling 5,250 staff across 398 private secondary schools (NAPPS, 2025). The sample size of 365 respondents was determined using the Research Advisor (2006) sample size determination table at a 95% confidence level and 5% margin of error. A multi-stage sampling procedure was adopted. In the first stage, five Local Government Areas (LGAs) — Asa, Ilorin East, Ilorin South, Ilorin West, and Moro — were purposively selected from Kwara State's sixteen LGAs, based on their concentration of private senior secondary schools. In the second stage, simple random sampling was used to select five private senior secondary schools from each LGA, yielding twenty-five schools. In the third stage, simple random sampling was used to select fourteen teachers and one principal from each selected school. Ultimately, 319 out of 365 administered questionnaires were returned, representing an 87.4% response rate. Data were collected using a self-designed structured questionnaire titled the School Work Environment and Teachers' Job Satisfaction Questionnaire (SWETJSQ). The instrument comprised two sections: Section A addressed school work environment (physical environment, administrative support, workload management, collegial relationships, and workplace policies), while Section B assessed teachers' job satisfaction (salary, health, welfare, and promotion). Items were rated on a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The instrument's face and content validity were established through review by the research supervisor and two lecturers in the Department of Educational Management at Al-Hikmah University, Ilorin. Reliability was assessed through a pilot study involving 50 respondents (10 teachers and one principal from each of five schools in Offa and Oyun LGAs, which were excluded from the main study). The Cronbach's Alpha coefficient obtained was 0.73, indicating acceptable internal consistency. Data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics — specifically mean scores and standard deviations — were used to answer the research questions, with a decision benchmark of 2.5 (scores of 1.00–2.00 = low; 2.01–3.00 = moderate; 3.01–4.00 = high). Pearson Product-

Moment Correlation (PPMC) statistics were used to test the hypotheses at the 0.05 level of significance.

## RESULTS

### Research Question 1: School Work Environments Available

Table 1. presents the mean scores for the available dimensions of school work environments in private senior secondary schools in Kwara State.

S/N	Work Environment Dimension	N	Mean	SD	Decision
1	School Physical Environment	319	2.85	0.645	Moderate
2	School Administrative Support Environment	319	3.09	0.652	High
3	School Workload Management Environment	319	3.03	0.672	High
4	School Collegial Relationship Environment	319	3.12	0.588	High
5	School Workplace Policies Environment	319	3.08	0.735	High
Overall Average			3.03	0.658	High

As shown in Table 1, the mean scores for the five dimensions of school work environments ranged from 2.85 (physical environment) to 3.12 (collegial relationship environment). The overall average mean score was 3.03 (SD = 0.658), indicating that school work environments were adequately available at a high level in private senior secondary schools in Kwara State, Nigeria. The physical environment was the only dimension rated at the moderate level (mean = 2.85), while administrative support, workload management, collegial relationships, and workplace policies were all rated high.

### Research Question 2: Level of Teachers' Job Satisfaction

Table 2. Level of Teachers' Job Satisfaction in Private Senior Secondary Schools in Kwara State, Nigeria

S/N	Item	N	Mean	SD	Decision
<b>Salary</b>					
1	My salary is sufficient to meet my basic personal and family needs.	319	3.85	.679	High
2	I receive my salary regularly and on time every month.	319	2.88	.459	Moderate
3	My salary reflects the amount of work and effort I put into my teaching duties.	319	2.67	.861	Moderate
4	I am satisfied with the allowances and financial incentives provided by my school.	319	3.96	.552	High
5	My salary is comparable to that of teachers with similar qualifications and experience in other schools.	319	2.59	.893	Moderate
<b>Health</b>					
6	My school provides access to basic healthcare or medical support when needed.	319	2.84	.555	Moderate

7	The working conditions in my school promote good physical and mental health.	319	3.67	.489	High
8	My workload is manageable and does not negatively affect my health.	319	3.46	.570	High
9	I am satisfied with the level of hygiene, safety, and ventilation in my school environment.	319	3.85	.609	High
10	My school organises health awareness or wellness programs for staff.	319	2.99	.456	Moderate
<b>Welfare</b>					
11	My school provides adequate welfare packages, such as transport or housing allowances.	319	2.84	.704	Moderate
12	I am satisfied with the level of support I receive from school management regarding my personal needs.	319	2.45	.449	Moderate
13	The school's welfare policies motivate me to perform my duties more effectively.	319	2.94	.653	Moderate
14	My school grants appropriate leave entitlements (e.g., maternity, sick, or annual leave) without difficulty.	319	2.05	.459	Moderate
15	The welfare services provided by my school make me feel valued and respected as a teacher.	319	2.59	.567	Moderate
<b>Promotion</b>					
16	Promotions in my school are based on merit and performance.	319	2.94	.764	Moderate
17	I clearly understand the criteria used for teachers' promotion in my school.	319	3.85	.429	High
18	I am satisfied with the frequency and timeliness of promotions in my school.	319	3.04	.690	High
19	My school recognises and rewards outstanding teaching performance through promotions or incentives.	319	3.55	.634	High
20	Opportunities for career advancement are readily available and fairly distributed among teachers in my school.	319	3.08	.570	High
<b>Level of Teachers' Job Satisfaction</b>		319	3.11	0.602	<b>High</b>

The overall mean score for teachers' job satisfaction was 3.11 (SD = 0.602), indicating a high level of job satisfaction. Individual items within the salary dimension ranged from moderate (mean = 2.59 for salary comparability across schools) to high (mean = 3.96 for satisfaction with allowances and financial incentives). Health-related items showed a similar pattern, with means ranging from 2.84 (access to healthcare) to 3.85 (hygiene and safety). Welfare items were predominantly rated moderate (means ranging from 2.05 to 2.94), suggesting this

dimension requires attention. Promotion-related items were mostly rated high, with means ranging from 2.94 to 3.85.

### Hypothesis Testing

Table 3: School Physical Environment and Teachers' Job Satisfaction (H01)

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Physical Environment	319	2.85	0.645				
Teachers' Job Satisfaction	319	3.11	0.602				

$p < 0.05$

Table 3 showed that the p-value (.010) was less than the significant level at (0.05) for 317 degrees of freedom with the calculated r- value of .450. Therefore, the null hypothesis, which stated that there was a significant relationship between school physical environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria, was rejected. This suggested there was a significant relationship between school physical environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. This implies that the physical environment of schools enhances teachers' job satisfaction.

Table 4. School Administrative Support Environment and Teachers' Job Satisfaction (H02)

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Administrative Support Environment	319	3.09	0.652				
Teachers' Job Satisfaction	319	3.11	0.602				

$p < 0.05$

Table 4 showed that the p-value (.000) was less than the significant level at (0.05) for 317 degrees of freedom with the calculated r- value of .289. Therefore, the null hypothesis, which stated that there was no significant relationship between school administrative support environment and teachers' job satisfaction in private senior secondary schools in Kwara State was rejected. This suggested that a significant relationship existed between school administrative support environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. This means that the school administrative support environment enhances the level teachers' job satisfaction.

Table 5. School Workload Management Environment and Teachers' Job Satisfaction (H03)

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Workload Management Environment	319	3.03	0.672				

Teachers' Job Satisfaction	319	3.11	0.602
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$p < 0.05$

Table 5 showed that the p-value (.000) was less than the significance level at (0.05) for 317 degrees of freedom with the calculated r- value of .321. Therefore, the null hypothesis was rejected. This suggested there was a significant relationship between school workload management environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. This implies that the school workload management environment improves the level of teachers' job satisfaction.

Table 6: School Collegial Relationship Environment and Teachers' Job Satisfaction (H04)

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Collegial Relationship Environment	319	3.12	0.588				
Teachers' Job Satisfaction	319	3.11	0.602				

$p < 0.05$

Table 6 showed that the p-value (.000) was less than the significant level at (0.05) for 317 degrees of freedom with the calculated r- value of .267. Therefore, the null hypothesis, which stated that there was no significant relationship between school collegial relationship environment and teachers' job satisfaction in private senior secondary schools in Kwara State was rejected. This suggests there was a significant relationship between the school collegial relationship environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. This implies that the school collegial relationship environment improves the level of teachers' job satisfaction.

Table 7: School Workplace Policies, Environment and Teachers' Job Satisfaction (H05)

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
School Workplace Policies Environment	319	3.08	0.735				
Teachers' Job Satisfaction	319	3.11	0.602				

$p < 0.05$

Table 7 showed that the p-value (.000) was less than the significant level at (0.05) for 317 degrees of freedom with the calculated r- value of .202. Therefore, the null hypothesis, which stated that there was no significant relationship between school workplace policies environment and teachers' job satisfaction in private senior secondary schools in Kwara State was rejected. This suggests there was a significant relationship between school workplace policies and environment and teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. This implies that school workplace policies and environment enhance the level of teachers' job satisfaction

## DISCUSSION

The finding that school work environments are adequately available at a high level in private senior secondary schools in Kwara State aligns with Britt's (2018) conceptualisation of the school work environment as the physical, psychological, and social conditions in which teachers perform their duties. This finding corroborates Alao et al. (2024), who concluded that dimensions such as infrastructure, leadership style, workload, and interpersonal relationships have significant impacts on teachers' job satisfaction and effectiveness. However, the relatively lower mean for the physical environment dimension suggests that infrastructure and physical facilities remain areas requiring improvement, consistent with earlier findings by Ekpoh (2018) that poor physical conditions lead to teacher stress and disengagement. The high level of teachers' job satisfaction found in this study is consistent with Skaalvik and Skaalvik's (2020) assertion that job satisfaction encompasses educators' positive emotional responses to their work environment and roles. This finding supports Li and Yu (2022), who reported that teachers experiencing job satisfaction are more engaged and effective, contributing to better student outcomes. Notably, welfare-related items received predominantly moderate ratings, suggesting that non-salary benefits remain an underdeveloped area of teacher support in private schools in Kwara State.

The significant relationship between school physical environment and teachers' job satisfaction supports findings from Bawalla (2021), who argued that the physical environment plays a distinct role in determining teacher motivation and effectiveness. This aligns with Bahtilla and Hui (2021), who demonstrated that classroom size, lighting, and ventilation substantially affected teachers' satisfaction levels. Wan Muda et al. (2020) similarly found that schools with inadequate infrastructure create challenges that affect teachers' job satisfaction. The finding that school administrative support environment significantly relates to teachers' job satisfaction is consistent with Oyedeji (2023), who reported that administrators establishing clear communication channels, recognising teachers' efforts, and providing career growth opportunities contribute meaningfully to job satisfaction. Aminullah et al. (2022) further confirmed that administrative support helps teachers stay updated with modern teaching strategies, thereby enhancing their professional efficacy and satisfaction. The significant relationship between workload management environment and job satisfaction aligns with Jimoh (2022), who highlighted that workload distribution directly influences teacher motivation. Ojo and Olugbade (2025) further confirmed that teachers handling excessive workloads without adequate support experience exhaustion that negatively affects their performance and satisfaction. Popoola (2023) similarly found that opportunities for rest and professional development help mitigate the negative effects of excessive workload.

The significant positive relationship between collegial relationship environment and teachers' job satisfaction is consistent with Jimoh (2022) and Abari et al. (2016), who established that collaborative and supportive work environments foster shared knowledge, emotional support, and reduced

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workplace isolation. Schools that promote open communication and team-building activities demonstrate higher teacher engagement and retention (Aminullah et al., 2022). Finally, the significant relationship between workplace policy environment and teachers' job satisfaction supports the conclusions of Olufuwa (2023) and Oluwatosin and Bolanle (2024), who argued that fair, transparent policies regarding remuneration, leave, health benefits, and performance-based incentives are critical determinants of teacher satisfaction and commitment. Al-Tarawneh (2024) also confirmed that transparent evaluation and appraisal systems help teachers understand their strengths and areas for improvement, contributing to better job performance and satisfaction.

### **CONCLUSION**

This study provides empirical evidence that the school work environment significantly and positively influences teachers' job satisfaction in private senior secondary schools in Kwara State, Nigeria. All five dimensions of the school work environment — physical environment, administrative support, workload management, collegial relationships, and workplace policies — were found to have significant positive relationships with teachers' job satisfaction. While overall school work environments and teacher job satisfaction were rated high, the physical environment and welfare components emerged as areas requiring targeted improvement. These findings have important implications for school proprietors, administrators, and educational policymakers. To sustain and enhance teacher job satisfaction, private schools in Kwara State must invest in physical infrastructure, provide robust administrative support, implement equitable workload distribution, foster collegial collaboration, and develop transparent and fair workplace policies. Addressing these environmental factors will not only improve teacher retention and motivation but will also ultimately enhance the quality of education delivered to students in private senior secondary schools in Kwara State, Nigeria.

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