



Institutional Factors and Occupational Well-Being as Predictors of Job Satisfaction among Secondary School Teachers in Ogun State, Nigeria

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Abstract

The study examined the institutional factors and occupational well-being as predictors of job satisfaction of secondary school teachers in Ogun state, Nigeria. Ogun State was chosen because it consists of public secondary schools with varying institutional and working conditions which makes it appropriate for the study to examine the factors that affect teachers' job satisfaction. While past studies have isolated institutional factors and occupational well-being, there is poor empirical evidence on the joint predictive effect of institutional factors and occupational well-being on job satisfaction among secondary school teachers in Nigeria. A descriptive survey design was used in this study because it allowed for quantitative data to be collected from the large population. The study population were the teachers in public secondary schools in Ogun State who numbered 5,025. The sample size was 307 respondents, employing purposive sampling technique. The Institutional Factors, Occupational Well-Being and Job Satisfaction Questionnaire ($r = 0.86, 0.88$ and 0.91 , respectively) were used to gather data. The data were analysed by descriptive statistic and multiple regression analysis at 5% significant level. The results indicate that high satisfaction level is found in the job satisfaction (Grand Mean = 3.82). The overall effect of the institutional factors (Grand Mean = 3.72) and occupational well-being (Grand Mean = 3.91) on the teachers' job satisfaction was observed and statistically significant, with the cumulative effect of these two accounting for 55.7% of the variance in job satisfaction ($R^2 = 0.557, p < 0.05$). The study suggests that institutional support systems need to be made stronger and occupational well-being programmes should be put in place to improve teachers' job satisfaction. The results have implications for policy makers and school administrators in enhancing teacher retention, teaching effectiveness and quality of secondary education in Nigeria.

Keywords: Institutional Factors, Occupational Well-Being, Job Satisfaction, Secondary School Teachers, Educational Management

1. Introduction

Teachers are a crucial resource in improving the quality of secondary education and national development as they bring education policies to life in the classroom to promote students' cognitive, social and moral development. Teachers are the main drivers of learning and also play a substantial role in the creation of quality human resources needed for the sustainable development of a country (Misselke, Schmidt, Nakar & Khan, 2026). The extent to which teachers derive satisfaction from their profession, commonly referred to as teachers' job satisfaction, reflects their positive feelings toward their work, work environment and professional responsibilities (Chen, 2025). Teacher job satisfaction is fundamental to teaching effectiveness, instructional quality, organisational commitment, productivity, teacher retention, reduced absenteeism and turnover intentions, as well as improved students' academic achievement (Mukhtar, et al., 2026). This has made job satisfaction

of teachers a major concern for educational managers and policy makers to improve the performance of secondary schools and educational quality in Nigeria.

Institutional factors and occupational health are related to teachers' job satisfaction. Institutional factors involve school leadership and support for teachers, school climate, administrative support, workload and class size, promotion, remuneration and incentives, access to teaching resources, professional development opportunities, performance appraisal systems and school governance and management (Morris et al, 2026). Teacher's job satisfaction, commitment and motivation are seen to be influenced by supportive institutional environments (Bruce-Agbogidi, 2024; Awodiji et al., 2022). Occupational well-being, however, refers to teachers' physical, psychological, emotional and social wellbeing, such as work-life balance, occupational stress, burnout, mental health and resilience (Christopoulou et al. 2026). High occupational well-being are correlated with teachers' productivity, resiliency and commitment to their profession while low occupational well-being are correlated with teachers' stress, emotional burnout and low job satisfaction (Guzmán-Martínez et al. 2026).

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The choice of Ogun State as the study area is justified on the basis that it has one of the most extensive and varied secondary schools systems in Southwestern Nigeria with urban, semi-urban and rural schools with different institutional environments. The state has seen a rise in enrollment, as well as educational reform and rising expectations for higher quality teaching, creating an ideal setting to look at teachers' work experiences. While on one hand there are some previous studies that focused on only the institutional factors or on only occupational well-being as influencing factors of job satisfaction of teachers in Nigeria, little empirical evidence has been examined to investigate the combined influence of the institutional factors and the occupational well-being as influencing job satisfaction among secondary school teachers in Ogun State. This is a gap that prevents a thorough understanding of the role of organisational conditions and teachers' well-being in understanding job satisfaction. Hence, this study explored the predictive effect of institutional factors and occupational well-being on job satisfaction on secondary school teachers in Ogun state, Nigeria. The findings will be likely to give empirical evidence that will help educational policymakers, school administrators and other stakeholders to come up with evidence-based strategies which will improve teachers' welfare, strengthen school management qualities, improve teachers' retention and in the end improve the quality of secondary education in Nigeria.

1.1 Statement of the Problem

The teachers play an invaluable role in the achievement of quality secondary education and their effectiveness relies heavily on their level of job satisfaction. In Nigeria, teachers' poor working conditions and workload, ineffective school leadership and administration, low salaries, lack of opportunities for career progression, low quality instructional materials and poor school environment are some of the institutional factors that have caused teacher dissatisfaction, while stress, teacher burnout, emotional fatigue and lack of work-life balance are some of the occupational factors. All these conditions can affect teachers' motivation, commitment, productivity and instructional effectiveness which can in turn affect students' learning outcomes. Whereas some previous studies have demonstrated that institutional factors and occupational well-being play important roles in determining the level of job satisfaction among teachers, they have largely examined them independently without much empirical data on their joint impact on teachers' job satisfaction, particularly for secondary school teachers in Ogun State, Nigeria. This has necessitated the present study that has investigated the predictive power of institutional factors and occupational well-being on the level of job satisfaction and provided evidence to inform policies and interventions that may be employed to enhance job satisfaction and quality of secondary education.

1.2 Objectives of the Study

Specifically, the study seeks to:

1. Determine the level of job satisfaction among secondary school teachers in Ogun State, Nigeria;
2. Examine the influence of institutional factors on job satisfaction among secondary school teachers in Ogun State, Nigeria;
3. Examine the influence of occupational well-being on job satisfaction among secondary school teachers in Ogun State, Nigeria; and
4. Determine the joint influence of institutional factors and occupational well-being on job satisfaction among secondary school teachers in Ogun State, Nigeria.

1.3 Research Questions

The following research questions guided the study:

1. What is the level of job satisfaction among secondary school teachers in Ogun State, Nigeria?
2. What is the influence of institutional factors on job satisfaction among secondary school teachers in Ogun State, Nigeria?
3. What is the influence of occupational well-being on job satisfaction among secondary school teachers in Ogun State, Nigeria?
4. What is the joint influence of institutional factors and occupational well-being on job satisfaction among secondary school teachers in Ogun State, Nigeria?

1.4 Hypotheses

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

1. **H₀₁:** Institutional factors have no significant influence on job satisfaction among secondary school teachers in Ogun State, Nigeria.
2. **H₀₂:** Occupational well-being has no significant influence on job satisfaction among secondary school teachers in Ogun State, Nigeria.
3. **H₀₃:** Institutional factors and occupational well-being have no significant joint influence on job satisfaction among secondary school teachers in Ogun State, Nigeria.

2. Literature Review

2.1 Review of Related Empirical Studies

This part discusses empirical studies regarding the key concepts under investigation in this study. In particular, this review examines institutional determinants and job satisfaction among teachers, occupational well-being and job satisfaction among teachers and the impact of institutional determinants and occupational well-being on teachers' job satisfaction. This review summarizes empirical evidence available in recent years in the national and international literature to set the state-of-

the-art, find common ground and define the research gap that this study addresses.

2.1.1 Empirical Studies on Institutional Factors and Teachers' Job Satisfaction

In the school context, teachers' job satisfaction has been shown to be impacted by teachers' institutional experiences in all contexts. These are: leadership support, school climate, resources, PD, organisational policy, workload and recognition systems. School leadership and a positive school climate tend to have a positive effect on teachers' motivation, commitment and job satisfaction. School leadership behaviors do have an impact on teachers' experiences and satisfaction with their jobs. Increased teacher involvement in decision making and teacher autonomy and trust within the organization are seen to be associated with higher levels of teachers' commitment and satisfaction. Based on the teachers' wellbeing and job satisfaction data from PISA 2022 collected in various countries, Uztemur, Gökalp, İlğan & Dinç (2025) have identified three variables that are positively associated with teachers' wellbeing and job satisfaction. These factors include leadership support, teacher autonomy and organizational trust. Another topic that has been the focus of numerous studies is school climate. Harrison et al. (2025) found that school climate impacts teachers' psychological experience and job satisfaction by fulfilling teachers' basic psychological needs. In a similar way, Bhatia and Williams (2023) found that managerial support and collegial relationships and promotion opportunities played significant roles in job satisfaction in HEIs. Other institutional issues such as teaching resources, professional development, fair compensation and manageable workloads also have been associated with teacher satisfaction. Cross-national research also suggests that: Teachers in positive work environments tend to experience higher job satisfaction and organizational commitment, whereas negative factors (such as inadequate resources provision, high workload and low job satisfaction with the work environment) are likely to result in job dissatisfaction, burnout and decreased organizational commitment.

2.1.2 Empirical Studies on Occupational Well-Being and Teachers' Job Satisfaction

The issue of occupational well-being has garnered growing scholarly focus as it is linked to the effectiveness of teachers, their commitment and job satisfaction. Teachers' occupational well-being is defined as their physical, psychological, emotional and social functioning in the workplace and is now acknowledged as a consequence of positive working environments as well as a factor that influences positive attitudes towards work. OEW teachers will have more positive dispositions as well as be enthusiastic and motivated in their job. According to the findings of Zhou, Slemp and Vella-Brodrick (2024), psychological resources such as hope, autonomous motivation, psychological capital and professional competence were positively correlated with teachers'

occupational well-being and improved work performance from the meta-analysis of 173 studies and 89,876 participants. Similarly, Dreer (2024) revealed that positive emotions at workplace play a significant role in improving the occupational well-being and job satisfaction of teachers. Job stressors like emotional exhaustion and burnout can negatively affect teachers' job satisfaction. Emotional support, emotional health and work-life balance have a positive influence on higher job satisfaction and commitment. Research also reveals that teachers' well-being at school significantly depends upon the supportive school environment and interpersonal relationships which further influence job satisfaction.

2.1.3 Empirical Studies on the Joint Influence of Institutional Factors and Occupational Well-Being on Teachers' Job Satisfaction

It has been proven that it is not either teachers' occupational well-being or institution itself that affects the teachers' job satisfaction, but their combined effect. Such a perspective is congruent with the concept of the Job Demands–Resources Theory that emphasizes the relation between the organizational resources and well-being and positive outcomes of the employees. Researches conducted in different educational institutions have shown that organizational trust, teacher's autonomy and positive school climate influence the teachers' occupational well-being and job satisfaction. For instance, Uztemur et al. (2025) discovered the direct relations between organizational trust and teacher autonomy and teacher occupational well-being and job satisfaction in different countries. Positive school climate was also found to affect teachers' psychological well-being in a way that it contributed to the greater professional satisfaction of teachers, according to the findings of Harrison et al. (2025). Finally, studies conducted on different continents including Australia, Europe, Asia and North America revealed that organizational support is an important element in promoting occupational health and job satisfaction of teachers. Nwoko et al. (2025) found school environmental factors to be significant determinants of Occupational Wellbeing of teachers as well as up to date international evidence suggests that schools that support teachers' well-being through leadership, flexible employment, recognition of staff contributions and support for well-being report high teacher morale and job satisfaction. Together, the studies show that institutional factors and occupational well-being are interrelated constructs that together account for a significant proportion of teachers' job satisfaction.

2.2 Theoretical Framework

2.2.1 PERMA Well-Being Theory (Seligman, 2011)

The PERMA Well-Being Theory, developed by Martin E. P. Seligman (2011) was used as a foundation in the development of this study. Theory was developed from the positive psychology movement and is a holistic framework for the understanding of human well-being and flourishing. Seligman (2011) defined well-being as

having more to it than the absence of psychological distress, it is positive experiences and personal functioning, enabling people to live well in their personal and professional lives. According to PERMA Well-Being theory, well-being of humans is expressed in terms of five interconnected factors: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA). Positive emotions include positive feelings such as feeling happy, optimistic and feeling good about life. Engagement is an experience of being absorbed and engaged in meaningful activities. Relationships emphasise the importance of positive and supportive relationships with others and the importance of fostering a sense of belonging for others. The meaning is the idea that things have a purpose, are important, valuable and worthwhile. Accomplishment occurs when personal goals and objectives are achieved and people are feeling competent, successful and capable. Under the theory, people that have these five dimensions are more prone to psychological well-being, resilience, good mental health and a higher level of motivation, commitment and satisfaction in their jobs. The PERMA Well-being theory is appropriate to this study because it provides a theoretical perspective to examine the relationship between occupational well-being and teachers' job satisfaction in secondary schools. Positive emotions, active involvement in teaching, good co-worker and school leader relationships, meaningful perceptions of teaching and successful attainment of occupational goals are associated with higher levels of occupational well-being and job satisfaction for teachers. Based on this theory, it is proposed that occupational well-being is significant to teachers' job satisfaction. It is also designed to provide some suggestions on how the psychological, emotional and social wellbeing of the teachers can be improved so that they can be more motivated, committed, retained and effective working in secondary schools in Ogun state, Nigeria.

2.2.2 Social Exchange Theory (Blau, 1964)

The Social Exchange Theory of Peter M. Blau (1964) is also the theoretical foundation of this study. This theory is about how people act socially and how they relate in the workplace, in terms of reciprocal exchanges, whereby people are predisposed to behave positively when others or their organisations provide them with favourable treatment. It argues that positive attitudes and behaviours are developed among the employees if their organisation values their contribution and cares for them. The Social Exchange Theory is based on the principle that relationships develop and maintain themselves through a dynamic process of exchanges, trust and mutual obligations. Among the employees, those who are treated fairly, have good administrative support, are recognised, rewarded fairly and have opportunities for professional development and good working conditions are likely to return the favor in the form of positive attitudes in the workplace, increased commitment, loyalty and job satisfaction. On the other hand, if employees feel that they are not getting the support they need, are treated

unfairly, have too much work to do or conditions are not adequate, they will feel less satisfied, less committed, less productive and will engage in withdrawal behaviours. Hence, theory places a great importance in the employees' attitudes and behaviors being derived from the nature of the exchange relationship between the employee and the organisation. The Social Exchange Theory is applicable to this research because it helps to explain the role of institutional factors in job satisfaction of secondary school teachers. Organisational investments in the form of supportive school leadership, positive school climate, adequate teaching resources, fair remuneration, professional development opportunities and effective administrative support can motivate teachers to give back in the form of commitment and motivation, or job satisfaction. In addition, supportive institutional conditions are associated with the occupational well-being of teachers, which in turn minimises stress in the workplace and promotes better psychological and emotional functioning of teachers. The theory therefore serves as a helpful framework for considering the interaction between institutional factors and job satisfaction of secondary school teachers in Ogun State, Nigeria.

3. Methodology

This study adopted a descriptive survey research design which was conducted because the research was intended to find quantitative data from secondary school teachers that aimed at studying the predictive influence of institutional factors and occupational well-being on job satisfaction without manipulating the variable of this research. This population consisted of 5,025 teachers in public secondary schools in Ogun Central Senatorial District (OCD), Ogun State, Nigeria. The principals, vice-principals and heads of units from public secondary schools ($n = 73$) were selected through purposive sampling technique and a sample of 307 respondents comprising 73 principals, 146 vice-principals and 88 heads of units was selected from these secondary schools considering that these categories of respondent possess adequate administrative experience and knowledge of the variables under investigation. The Institutional Factors, Occupational Well-Being and Job Satisfaction Questionnaire (IFOWJSQ) has good internal consistency ($r = 0.86-0.91$). To solve the research questions, descriptive statistics (frequency count, percentage, mean and standard deviation) were used and to test the hypotheses, a multiple regression analysis was conducted at 0.05 level of significance.

4. Results and Discussion of Findings

The respondents were described based on their demographic characteristics, including sex, age, educational qualification and years of teaching experience. These characteristics were considered relevant because they provide background information about the respondents and facilitate a better understanding of the composition of the study population. The demographic profile indicates that the

Table 1: Level of Job Satisfaction among Teachers of Secondary Schools in Ogun Central Senatorial District, Nigeria (N = 294)

4	I am satisfied with my relationship with colleagues.	125 (42.5)	101 (34.4)	33 (11.2)	21 (7.1)	14 (4.8)	4.03	1.03
5	I am satisfied with opportunities for professional growth.	84 (28.6)	105 (35.7)	45 (15.3)	38 (12.9)	22 (7.5)	3.65	1.16
6	I am satisfied with the recognition I receive for my work.	76 (25.9)	98 (33.3)	49 (16.7)	43 (14.6)	28 (9.5)	3.51	1.22
7	I am satisfied with the overall working environment in my school.	89 (30.3)	112 (38.1)	41 (13.9)	33 (11.2)	19 (6.5)	3.71	1.12
8	I would like to continue teaching in this school.	121 (41.2)	96 (32.7)	34 (11.6)	27 (9.2)	16 (5.4)	3.95	1.11
9	I am pleased with my level of involvement in decision-making.	69 (23.5)	95 (32.3)	58 (19.7)	43 (14.6)	29 (9.9)	3.45	1.23
10	I am satisfied with my job as a teacher.	126 (42.9)	99 (33.7)	31 (10.5)	23 (7.8)	15 (5.1)	4.01	1.06
	Grand Mean/SD						3.82	1.11

Table 2: Influence of Institutional Factors on Job Satisfaction among Teachers of Secondary Schools in Ogun Central Senatorial District, Nigeria (N = 294)

4	The leadership style of the school principal promotes job satisfaction.	118 (40.1)	96 (32.7)	34 (11.6)	27 (9.2)	19 (6.5)	3.91	1.13
5	Opportunities for professional development are available.	92 (31.3)	107 (36.4)	41 (13.9)	34 (11.6)	20 (6.8)	3.74	1.14
6	Teachers receive recognition for outstanding performance.	75 (25.5)	102 (34.7)	47 (16.0)	42 (14.3)	28 (9.5)	3.52	1.23
7	The workload assigned to teachers is manageable.	69 (23.5)	88 (29.9)	54 (18.4)	49 (16.7)	34 (11.5)	3.37	1.28
8	There is effective communication between management and teachers.	105 (35.7)	108 (36.7)	32 (10.9)	31 (10.5)	18 (6.1)	3.85	1.11
9	The school climate encourages collaboration among teachers.	112 (38.1)	103 (35.0)	29 (9.9)	31 (10.5)	19 (6.5)	3.88	1.14
10	Institutional policies support teachers' professional well-being.	98 (33.3)	106 (36.1)	39 (13.3)	33 (11.2)	18 (6.1)	3.79	1.12
	Grand Mean/SD						3.72	1.17

respondents represented diverse age groups, both male and female teachers, varying educational qualifications and different levels of teaching experience, thereby providing a broad representation of secondary school teachers in Ogun Central Senatorial District, Nigeria.

4.1 Analysis of Research Question

Research Question 1: What is the level of job satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria?

As revealed from the results shown in Table 1, the job satisfaction of the respondents had a high value with grand mean 3.82 (SD = 1.11). Teachers' fulfillment as a result of their teaching duties (Mean = 4.10, SD = 1.00) and satisfaction with relationships with colleagues (Mean = 4.03, SD = 1.03) were the top-rated aspects of job satisfaction, with overall job satisfaction coming in third (Mean = 4.01, SD = 1.06). In contrast, satisfaction with involvement in school decision making had the lowest mean (Mean = 3.45, SD = 1.23) showing moderate satisfaction level in this area. Overall, the results indicated a general positive attitude on the part of teachers regarding their job; however, their involvement in school decision making

could be increased to boost their overall job satisfaction.

Research Question 2: What is the influence of institutional factors on job satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria?

As indicated in Table 2, the teachers' job satisfaction was high with a grand mean of 3.72 (SD = 1.17) and the institutional factor was the most influential factor compared to other factors. The most effective institutional factors were the collaborative atmosphere of the school (Mean = 3.88, SD = 1.14), leadership style of the school principal (Mean = 3.91, SD = 1.13) and management support for teachers (Mean = 3.90, SD = 1.12). Effective communication, institutional policies, professional development opportunities and instructional resources were also rated as having a high influence on job satisfaction. Teachers' workload, however, had the lowest mean score (Mean = 3.37, SD = 1.28), which was considered as moderate influence. The results indicate that supportive institutional conditions play a significant role in teachers' job satisfaction, but workload management is still a

Table 3: Influence of Occupational Well-Being on Job Satisfaction among Teachers of Secondary Schools in Ogun Central Senatorial District, Nigeria (N = 294)

24	I feel physically healthy enough to perform my teaching duties effectively.	122 (41.5)	99 (33.7)	30 (10.2)	25 (8.5)	18 (6.1)	3.96	1.10	High
25	I maintain positive relationships with colleagues and school administrators.	127 (43.2)	101 (34.4)	27 (9.2)	24 (8.2)	15 (5.1)	4.02	1.06	High
26	I feel valued and respected within my school environment.	109 (37.1)	103 (35.0)	34 (11.6)	30 (10.2)	18 (6.1)	3.87	1.12	High
27	My well-being positively influences my commitment to teaching.	131 (44.6)	97 (33.0)	28 (9.5)	23 (7.8)	15 (5.1)	4.04	1.05	High
28	I feel motivated to perform my teaching responsibilities daily.	118 (40.1)	101 (34.4)	31 (10.5)	27 (9.2)	17 (5.8)	3.94	1.09	High
29	I am satisfied with my overall psychological well-being.	104 (35.4)	108 (36.7)	37 (12.6)	28 (9.5)	17 (5.8)	3.86	1.08	High
30	My well-being contributes to my overall satisfaction with teaching.	125 (42.5)	99 (33.7)	29 (9.9)	24 (8.2)	17 (5.8)	4.00	1.07	High
	Grand Mean/SD						3.91	1.10	High Influence

Table 4: Summary of Multiple Regression Analysis Showing the Joint Influence of Institutional Factors and Occupational Well-Being on Job Satisfaction among Teachers of Secondary School Teachers in Ogun Central Senatorial District, Nigeria (N = 294)

Variables	R	R ²	Adjusted R ²	F	Sig. (p)	Remark
Institutional Factors and Occupational Well-Being → Job Satisfaction	0.746	0.557	0.554	182.940	0.000	Significant

problem that needs attention.

Research Question 3: What is the influence of occupational well-being on job satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria?

Table 3 indicates that the grand mean (SD) of teachers' job satisfaction for occupational well-being was 3.91 (1.10) and it had a high influence on job satisfaction. Positive relationships with colleagues and school administrators (Mean = 4.02, SD = 1.06) and well-being contributing to overall satisfaction with teaching (Mean = 4.00, SD = 1.07), were second and third most highly rated, respectively, while the highest was "My well-being positively influences my commitment to teaching" (Mean = 4.04, SD = 1.05). A high level of physical well being and emotional stability and work motivation was also reported by respondents. Although work-life balance recorded the lowest mean score (Mean = 3.65, SD = 1.16), it was still rated as having a high influence. The findings generally show that the occupational well-being is a major determinant of teachers job satisfaction in Ogun central Senatorial district, Nigeria, secondary school teachers.

Research Question 4: What is the joint influence of institutional factors and occupational well-being on job

satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria?

From Table 4, it is evident that there was a statistically significant effect of institutional factors and occupational well-being on the job satisfaction of teachers. The result of the regression analysis produced a value of multiple correlation of $R = 0.746$ implying that there was a statistically significant and positive correlation among the predictor variables and that the predictor variables were correlated with job satisfaction. The coefficient of determination ($R^2 = 0.557$) also implied that variation in the job satisfaction of the teachers was primarily caused by both the institutional factors and occupational well-being, where 44.3% variation was due to other factors. The regression model was statistically significant ($F = 182.940, p < 0.05$).

4.2 Test of hypothesis

Hypothesis One (H_{01}): Institutional factors have no significant influence on job satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria.

As evident from the findings shown in table 5, there was a significant effect of institutional variables on the job satisfaction of teachers ($\beta = 0.648, t = 14.512, p <$

Table 5: Simple Regression Analysis Showing the Influence of Institutional Factors on Job Satisfaction among Teachers of Secondary Schools in Ogun Central Senatorial District, Nigeria (N = 294)

Predictor Variable	β	t	R	R ²	Adjusted R ²	F	Sig. (p)	Decision
Institutional Factors	0.648	14.512	0.648	0.420	0.418	210.598	0.000	Reject H ₀₁

Table 6: Simple Regression Analysis Showing the Influence of Occupational Well-Being on Job Satisfaction among Teachers of Secondary Schools in Ogun Central Senatorial District, Nigeria (N = 294)

Predictor Variable	β	t	R	R ²	Adjusted R ²	F	Sig. (p)	Decision
Occupational Well-Being	0.704	16.902	0.704	0.496	0.494	285.678	0.000	Reject H ₀₂

0.05). The calculated correlation coefficient ($R = 0.648$) and coefficient of determination ($R^2 = 0.420$) indicated that 42.0% variance in the job satisfaction of teachers was accounted for by institutional variables. Furthermore, the regression equation proved to be statistically significant ($F = 210.598$, $p < 0.05$). Since the calculated p value is lower than the level of significance ($p = 0.000 < 0.05$), the null hypothesis is rejected. As a result, it can be said that the institutional variables have an important impact on the job satisfaction of teachers in Ogun Central Senatorial District, Nigeria.

Hypothesis Two (H₀₂): Occupational well-being has no significant influence on job satisfaction among teachers of secondary schools in Ogun Central Senatorial District, Nigeria.

From the findings as shown in Table 6, occupational well-being significantly affected job satisfaction among teachers ($p < 0.05$, $\beta = 0.704$, $t = 16.902$). As shown from the regression analysis, the coefficient of correlation (R) was 0.704 while the coefficient of determination (R^2) was 0.496, indicating that occupational well-being contributed 49.6% of variance to teachers' attitude towards job satisfaction. The regression model proved statistically significant ($F = 285.678$, $p < 0.05$). From the p-value of 0.000 which is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, teachers at secondary school in Ogun Central Senatorial District, Nigeria were relatively satisfied with their work as a result of occupational well-being.

5. Discussion of Findings

The findings of the study showed that the secondary school teachers were highly satisfied with their jobs in the Ogun Central Senatorial District, pointing to the fact that while they may encounter challenges in Nigeria, they seem to find satisfaction in their profession. The importance of this finding is that teacher job satisfaction has been linked to instructional effectiveness, organisation commitment and student learning outcomes. Results are consistent with recent research that found supportive school environments and positive work experiences increase teacher professional fulfilment and satisfaction, as reported by Toropova, Myrberg and Johansson (2021), Collie (2023) and Dreer (2024). The finding also extends existing knowledge by finding that the teachers in the public secondary schools of the Nigerian context can achieve high level of job satisfaction when they have

favorable workplace conditions. This result supports the Social Exchange Theory (Blau, 1964) that suggests that employees are expected to respond to organisational support by having positive work attitudes such as job satisfaction. The finding reinforces the value of school leaders and school authorities in maintaining schools with positive working cultures that foster teacher commitment and tenure.

Both null hypotheses were rejected as the study also found that institutional factors and occupational well-being had a significant effect on teachers' job satisfaction. The findings are significant because supportive leadership, positive school climate, professional development, good communication and sufficient instructional resources improve teachers' working lives and emotional stability, psychological well-being, work motivation and positive interpersonal relationships increase teachers' professional commitment and satisfaction. These findings are in line with those reported by Üztemur et al. (2025), Harrison et al. (2025), Zhou, Slemp and Vella-Brodrick (2024) and Dreer (2024) showing organisational support and occupational well-being as being important aspects of teachers' job. The results also support the Social Exchange Theory and the PERMA Well-Being Theory (Seligman, 2011), as they provide evidence of how teachers' positive attitudes toward their profession is reinforced by supportive institutions and positive experiences of well-being. This study, therefore, adds to the existing body of knowledge since it provided empirical evidence to show that the institutional condition and occupational well-being should not be treated as independent factors but as complementary factors which influence the job satisfaction of teachers in Nigerian secondary schools.

Lastly, the study revealed that the job satisfaction of the teachers was significantly predicted by both institutional factors and occupational well-being, suggesting that both institutional changes and teachers' well-being need to be promoted to gain sustainable job satisfaction. It is a finding that complements the previous studies as it revealed the combined predictive effect of institutional factors and occupational well-being among the secondary school teachers in Ogun State which has not been fully explored in the Nigerian educational context. This is consistent with recent international evidence highlighting that positive institutional practices and actions to support occupational well-being are linked to teachers' job

satisfaction (Collie, 2023; Harrison et al., 2025; Üztemur et al., 2025). Education policymakers, school principals and government agencies are recommended to provide more support for instruction, enhance school leadership, extend professional development opportunities, care for teachers' psychological health and establish staff welfare programs in practice based on the findings. This integrated intervention will best contribute to teacher motivation, retention, teaching quality and ultimately learning quality in Secondary schools in Nigeria.

6. Conclusion

The study aimed at effecting the institutional factors and occupational well-being as a predictor of job satisfaction among the secondary school teachers in Ogun Central Senatorial District, Nigeria. The results indicated that supportive institutional conditions and occupational well-being had significant effects on enhancing job satisfaction and that their interaction explained a considerable amount of the variance in job satisfaction. The implications of these findings suggest that enhancing school leadership, optimising the school environment, increasing teachers' professional development and ensuring their well-being is necessary for boosting teacher commitment, retention and effectiveness in teaching and learning in secondary schools in Nigeria. The research also shows that health in the workplace is an essential ingredient to a motivated, productive and engaged teaching workforce. Thus, teacher welfare should be emphasized in educational policy and administration in order to enhance the quality of secondary education in Nigeria, along with institutional support. Future research should be further extended geographically and educationally to get more solid evidence for policy and practice.

7. Recommendations

The followings recommendations were made:

1. Adequate teaching resources should be made available, participative decision making should be encouraged and workload should be distributed fairly and good teachers duly recognised for their work. The Ogun State Ministry of Education, Teaching Service Commission (TESCOM) and school principals should put these measures in place to build a conducive school environment that will boost teachers' job satisfaction and commitment.
2. Comprehensive occupational well-being programmes should be implemented, such as counselling services and stress management programmes and employee wellness programmes. These interventions should be coordinated by the Ogun State Government, Ministry of Education and school administrators to ensure that the teachers' physical, psychological and emotional conditions are improved and their

productivity enhanced while discouraging burnout.

3. Regular workshops, seminars and in-service trainings need to be increased to enhance continuous professional development programmes. The Ministry of Education, TESCOM and the school management should afford them for enhancing teachers' competence, motivation and general satisfaction of their jobs.
4. Encourage good practices of staff in relation to leadership, communication, collaboration and respect to promote a positive school climate. Educational administrators and school principals should encourage these practices to create a more positive school climate for teachers, which could lead to a boost in their morale, organisational commitment and teaching quality.
5. Educational policies and quality assurance systems should include teacher well-being. Educational policy makers and Government policy concerned should include staff well-being indicators in teacher support and evaluation programmes to maintain job satisfaction, teacher retention and promote the standard of secondary education in Nigeria.

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