

Teachers' Job Satisfaction as Determinant of Students' Learning Outcomes in Osun State Secondary Schools

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Abstract

This study examined teachers' job satisfaction as a determinant of students' learning outcomes in secondary schools in Osun State. A descriptive survey research design with a quantitative approach was adopted. A multistage sampling procedure was used to select 30 secondary schools, involving 60 teachers and academic performance data from 600 Senior Secondary School Two (SSS2) students. Teachers' job satisfaction was measured using an adapted Teachers' Job Satisfaction Questionnaire, which yielded a Cronbach's alpha reliability coefficient of 0.86, while students' learning outcomes in English Language and Mathematics were obtained through a pro-forma. Descriptive statistics and binary logistic regression were used to analyse the data at the 0.05 level of significance. The findings revealed that 66.7% of teachers reported a moderate level of job satisfaction, while 18.3% and 15.0% reported low and high levels, respectively. Approximately 44% of the observations reflected positive student learning outcomes, whereas 56% fell below the established benchmark. Binary logistic regression showed that teachers' job satisfaction did not significantly predict students' learning outcomes, Wald $\chi^2(2) = 2.28$, $p = 0.32$, with a Nagelkerke R^2 of 0.054. This study contributes context-specific empirical evidence from Osun State showing that teachers' job satisfaction, when examined independently, has limited explanatory power for students' learning outcomes, thereby reinforcing the need for a multidimensional approach to understanding student achievement. The study concludes that improving student achievement requires a broader approach that combines teacher welfare with instructional quality, school leadership, pedagogical competence, learning resources, and other school- and student-related factors.

Keywords: Teachers' Job Satisfaction, Students' Learning Outcomes, Secondary Schools, Academic Performance, Binary Logistic Regression.

Introduction

Students' learning outcomes constitute one of the central indicators of educational effectiveness because they reflect the extent to which learners acquire the knowledge, skills, attitudes, and competencies expected from formal schooling. Learning outcomes may be demonstrated through students' achievement in specific subject areas, grades, assessment

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scores, and other measurable indicators of academic development.¹ Although learning outcomes encompass multiple cognitive, affective, and behavioural dimensions, academic performance remains one of the most frequently used indicators in school-based research because it provides observable evidence of students' attainment of instructional objectives. Accordingly, improving students' learning outcomes remains an important concern for educational institutions and policymakers, particularly at the secondary school level, where students are expected to develop increasingly complex academic competencies.

Students' learning outcomes, however, do not develop in isolation. They emerge from interactions among student-related, teacher-related, instructional, organisational, and environmental factors. Previous scholarship has demonstrated that academic achievement may be influenced by instructional quality, teacher competence, teacher self-efficacy, school climate, educational leadership, availability of instructional resources, student motivation, and the quality of classroom interactions.² Within this complex educational system, teachers remain particularly important because they translate curricula and educational policies into classroom practices, organise instructional activities, manage learning environments, assess students' progress, and interact directly with learners. Consequently, conditions that affect teachers' professional functioning may also have implications for the quality of instruction and students' educational experiences.

Among the teacher-related factors receiving sustained attention in educational and organisational research is job satisfaction. Job satisfaction generally describes the affective and evaluative orientation individuals develop toward their work and the extent to which their expectations and professional needs are fulfilled by their employment.³ It is a multidimensional construct involving employees' perceptions of remuneration, promotion opportunities, supervision, professional recognition, workload, work environment, relationships with colleagues, communication, and the nature of the work itself.⁴ Within educational institutions, teachers' job satisfaction therefore reflects both intrinsic satisfaction

¹ K. Premalatha, "Course and Program Outcomes Assessment Methods in Outcome-Based Education: A Review," *Journal of Education* 199, no. 3 (2019): 111–27, <https://doi.org/10.1177/0022057419854351>; I. Mašková and D. Kučera, "Performance, Achievement, and Success in Psychological Research: Towards a More Transparent Use of the Still Ambiguous Terminology," *Psychological Reports* 125, no. 2 (2021): 1218–61, <https://doi.org/10.1177/0033294121996000>.

² M. Zee and H. M. Y. Koomen, "Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being," *Review of Educational Research* 86, no. 4 (2016): 981–1015, <https://doi.org/10.3102/0034654315626801>; Y. F. Zakariya, "Effects of School Climate and Teacher Self-Efficacy on Job Satisfaction of Mostly STEM Teachers: A Structural Multigroup Invariance Approach," *International Journal of STEM Education* 7, no. 1 (2020), <https://doi.org/10.1186/s40594-020-00209-4>; J. Hattie, *Visible Learning: The Sequel* (2023), <https://doi.org/10.4324/9781003380542>.

³ A. A. Davidescu et al., "Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees—Implications for Sustainable Human Resource Management," *Sustainability* 12, no. 15 (2020): 6086, <https://doi.org/10.3390/su12156086>; M. Paais and J. R. Pattiruhu, "Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance," *Journal of Asian Finance Economics and Business* 7, no. 8 (2020): 577–88, <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>; A. Pinheiro and A. Palma-Moreira, "Job Satisfaction, Perceived Performance and Work Regime: What Is the Relationship between These Variables?," *Administrative Sciences* 15, no. 5 (2025): 175, <https://doi.org/10.3390/admsci15050175>.

⁴ Z. M. Thant and Y. Chang, "Determinants of Public Employee Job Satisfaction in Myanmar: Focus on Herzberg's Two Factor Theory," *Public Organization Review* 21, no. 1 (2020): 157–75, <https://doi.org/10.1007/s11115-020-00481-6>.

derived from teaching and extrinsic satisfaction associated with the organisational conditions in which teaching occurs.

Teachers' job satisfaction is particularly important because teaching requires sustained emotional, cognitive, and professional engagement. Teachers who experience favourable working conditions and greater professional satisfaction are generally more likely to remain committed to teaching, maintain positive relationships within the school, and engage actively in instructional responsibilities. Conversely, excessive workload, limited professional development opportunities, insufficient recognition, poor working conditions, weak administrative support, and inadequate welfare may contribute to dissatisfaction and reduce teachers' enthusiasm for their professional responsibilities.⁵ Evidence further suggests that teachers' self-efficacy, positive relationships, professional development opportunities, working conditions, and organisational support are closely associated with their job satisfaction and well-being. Ortan et al. (2021),⁶ for example, found that self-efficacy, positive student behaviour, promotion opportunities, and working conditions were important contributors to teacher job satisfaction and well-being.

The relationship between teachers' job satisfaction and student outcomes can also be understood from the perspective of Systems Theory. Drawing on the work of Ashby (1956)⁷ and von Bertalanffy (1968),⁸ Systems Theory conceptualises organisations as open and interconnected systems in which different components interact continuously with one another and with their environment. Applied to education, the school may be viewed as a system composed of teachers, students, administrators, policies, instructional resources, organisational conditions, teaching processes, and educational outcomes. Within such a system, teachers' job satisfaction represents one of the conditions associated with the functioning of the teaching component, while students' learning outcomes represent an important educational output. The theoretical perspective therefore does not assume that student achievement is produced by teacher satisfaction alone; rather, it suggests that changes in one component may interact with other components and influence the functioning of the system as a whole. This perspective is especially appropriate for the present study because it permits teachers' job satisfaction to be examined as one potential predictor of student outcomes while recognising the influence of other organisational and instructional factors.⁹

The possibility that teachers' job satisfaction contributes to student achievement has received increasing empirical attention. One proposed mechanism is instructional quality.

⁵ Z. Sahito and P. Vaisanen, "A Literature Review on Teachers' Job Satisfaction in Developing Countries: Recommendations and Solutions for the Enhancement of the Job," *Review of Education* 8, no. 1 (2019): 3–34, <https://doi.org/10.1002/rev3.3159>; A. Toropova et al., "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics," *Educational Review* 73, no. 1 (2021): 71–97, <https://doi.org/10.1080/00131911.2019.1705247>.

⁶ F. Ortan et al., "Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System," *International Journal of Environmental Research and Public Health* 18, no. 23 (2021): 12763, <https://doi.org/10.3390/ijerph182312763>.

⁷ W. R. Ashby, *An Introduction to Cybernetics* (1956), <https://doi.org/10.5962/bhl.title.5851>.

⁸ L. von Bertalanffy, *General System Theory: Foundations, Development, Applications* (George Braziller, 1968).

⁹ Tony Patrick George et al., "Comparative Assessment of Job Satisfaction Levels among Teachers in Public and Private Secondary Schools in Sierra Leone," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 5, no. 1 (2025): 1–14, <https://doi.org/10.38073/adabuna.v5i1.3199>.

Teachers who are satisfied with their work may be more willing to devote effort to lesson preparation, classroom interaction, instructional innovation, and student support. Harrison et al. (2023),¹⁰ using large-scale Teaching and Learning International Survey data from Eastern and Western educational contexts, found that teachers' job satisfaction was positively associated with instructional quality and that teacher–student relationships partially mediated this association. Their findings indicate that the influence of teacher satisfaction on educational outcomes may operate through what teachers actually do in classrooms rather than through a simple direct relationship with students' achievement.

School climate and interpersonal relationships provide another potential pathway. Supportive school environments can strengthen both teachers' satisfaction and their relationships with students. Heinla and Kuurme (2024),¹¹ for instance, reported that school culture, school climate, and teachers' job satisfaction were closely connected with the quality of teacher–student relationships. Such evidence reinforces the view that teacher satisfaction is embedded within a wider organisational environment and may affect students through classroom relationships and instructional experiences. School leadership is similarly important because school leaders influence teachers' working conditions, participation in decision-making, recognition, professional support, and opportunities for development. Consequently, leadership can affect both teachers' satisfaction and broader educational outcomes.

Nevertheless, evidence concerning the direct relationship between teachers' job satisfaction and students' academic achievement remains inconsistent. Hoque et al. (2023),¹² in a review of 32 empirical studies conducted between 2010 and 2021, identified substantial variation across educational contexts. Their review documented settings in which high teacher satisfaction coexisted with high student achievement, settings in which high teacher satisfaction occurred alongside relatively low achievement, and contexts in which low teacher satisfaction was associated with both high and low levels of student performance. Such variation indicates that the relationship cannot be regarded as universal or linear and that contextual characteristics are likely to influence how teachers' professional experiences translate into student outcomes.

Large-scale empirical research also suggests that different dimensions of job satisfaction may relate differently to student outcomes. Research using linked teacher and student data has shown that satisfaction with the working environment may be associated with student achievement, whereas other dimensions of job satisfaction may primarily relate to disciplinary climate or teachers' occupational outcomes. This distinction is important because it suggests that overall job satisfaction may not independently explain substantial differences in student achievement. Students' performance is simultaneously shaped by

¹⁰ Mark G. Harrison et al., "Satisfied Teachers Are Good Teachers: The Association between Teacher Job Satisfaction and Instructional Quality," *British Educational Research Journal* 49, no. 3 (2023): 476–98, <https://doi.org/10.1002/berj.3851>.

¹¹ Eda Heinla and Tiit Kuurme, "The Impact of School Culture, School Climate, and Teachers' Job Satisfaction on the Teacher-Student Relationship: A Case Study in Four Estonian Schools," *Research Papers in Education* 39, no. 3 (2024): 439–65, <https://doi.org/10.1080/02671522.2022.2150883>.

¹² Kazi Enamul Hoque et al., "The Factors Associated with Teachers' Job Satisfaction and Their Impacts on Students' Achievement: A Review (2010–2021)," *Humanities and Social Sciences Communications* 10, no. 1 (2023): 177, <https://doi.org/10.1057/s41599-023-01645-7>.

instructional competence, teacher self-efficacy, school leadership, classroom environment, educational resources, socioeconomic circumstances, parental support, student motivation, and numerous other factors. Thus, even where teachers' job satisfaction is educationally important, its direct statistical contribution to learning outcomes may be modest.

Recent studies in African contexts similarly demonstrate mixed patterns. In public secondary schools in Kasese District, Uganda, Kule et al. (2025)¹³ reported a statistically significant positive relationship between teachers' job satisfaction and students' academic performance, indicating that teacher satisfaction could predict academic achievement within that particular setting. In Nigeria, however, emerging evidence indicates that the relationship may be more complex. A recent study of public secondary schools in Edo State found that principals' managerial skills, teachers' job satisfaction, and school effectiveness jointly predicted students' learning outcomes, but teachers' job satisfaction did not make a statistically significant unique contribution when the other predictors were considered simultaneously. Evidence from other Nigerian secondary-school contexts has nevertheless reported relationships between aspects of teacher satisfaction and students' academic performance, illustrating the continuing lack of uniformity in the available findings.

This inconsistency is particularly important in the Nigerian secondary school context. Teachers often work under varying conditions of remuneration, workload, administrative support, infrastructure, opportunities for advancement, and availability of instructional resources. These conditions may affect their professional satisfaction, but the extent to which such satisfaction subsequently translates into measurable differences in students' academic achievement remains unclear. Much of the existing evidence is also geographically context-specific, with studies conducted in different states or local government areas. Educational conditions, institutional structures, school resources, and teacher experiences may differ substantially across settings, meaning that findings obtained elsewhere cannot automatically be generalised to secondary schools in Osun State.

The problem addressed by the present study therefore concerns not merely whether teachers are satisfied with their jobs, but whether differences in teachers' job satisfaction meaningfully predict students' learning outcomes within the specific context of secondary schools in Osun State. Although job satisfaction is frequently assumed to enhance teachers' effectiveness and consequently student achievement, the empirical literature does not provide a consistently significant direct relationship. Furthermore, evidence specifically examining this relationship in Osun State remains limited. Without context-specific empirical evidence, educational administrators may assume that improving teacher satisfaction alone will automatically produce corresponding improvements in students' performance, despite the possibility that student outcomes are shaped more strongly by other instructional, organisational, and learner-related factors.

This issue creates both an empirical and practical research gap. Empirically, existing studies provide conflicting findings regarding the magnitude and significance of the relationship between teachers' job satisfaction and students' achievement. Contextually, comparatively limited evidence is available concerning secondary schools in Osun State.

¹³ Ashirafu Masudi Kule et al., "Teachers' Job Satisfaction and Its Influence on Students' Academic Performance in Public Secondary Schools: Practical Evidence from Kasese District, Uganda," *F1000Research* 14 (September 2025): 849, <https://doi.org/10.12688/f1000research.168607.1>.

Methodologically, there remains a need to determine whether different levels of teachers' job satisfaction significantly distinguish the probability of positive student learning outcomes when job satisfaction is examined as the primary predictor. Addressing this gap can provide a more realistic understanding of the role of teachers' job satisfaction within the broader system of factors affecting student achievement.

Against this background, the present study examines teachers' job satisfaction as a determinant of students' learning outcomes in secondary schools in Osun State. Specifically, the study seeks to determine the level of teachers' job satisfaction, determine the level of students' learning outcomes, and examine whether teachers' job satisfaction significantly predicts students' learning outcomes. Accordingly, the study addresses two descriptive questions: (1) What is the level of teachers' job satisfaction in secondary schools in Osun State? and (2) What is the level of students' learning outcomes in secondary schools in Osun State? The inferential component of the study tests the null hypothesis that teachers' job satisfaction is not a significant determinant of students' learning outcomes in secondary schools in Osun State.

Research Method

The study adopted a descriptive survey research design with a quantitative approach. This design was considered appropriate because the study sought to describe the existing levels of teachers' job satisfaction and students' learning outcomes and to examine whether teachers' job satisfaction significantly predicted students' learning outcomes without manipulating any of the study variables. The population comprised English Language and Mathematics teachers and Senior Secondary School Two (SSS2) students in secondary schools in Osun State.

A multistage sampling procedure was used to select the participants. First, three Local Government Areas were selected from Osun East Senatorial District. Second, ten public and private senior secondary schools were selected from each of the three Local Government Areas, resulting in a total of 30 schools. From each selected school, two teachers were selected, giving a total of 60 teachers. In addition, 20 SSS2 students were randomly selected from each school, producing a total of 600 students whose academic records were used to determine learning outcomes. Thus, the study involved 60 teachers and academic performance data from 600 students. For the inferential analysis, the analytical unit was the teacher, resulting in an N of 60.

Data were collected using two instruments. The first instrument was an adapted version of the Teachers' Job Satisfaction Questionnaire developed by Lester (1984),¹⁴ which was used to measure teachers' job satisfaction. The instrument was designated the Teachers' Job Satisfaction Questionnaire (TJSQ). It assessed teachers' perceptions of their work and professional experiences. The adapted instrument demonstrated satisfactory internal consistency, with a Cronbach's alpha reliability coefficient of 0.86 based on the pilot test. The second instrument was a pro-forma designed to obtain students' learning outcome data in English Language and Mathematics from the selected schools.

¹⁴ Paula E. Lester, "Teacher Job Satisfaction Questionnaire," June 11, 2012, <https://doi.org/10.1037/t11206-000>.

Teachers' job satisfaction was treated as the main predictor variable and was classified into three categories: low, moderate, and high satisfaction. Students' learning outcome served as the dependent variable. For the purpose of binary logistic regression, the learning outcome variable was coded into two categories, represented as 0 and 1. In the analysis, a value of 1 represented a positive learning outcome, whereas a value of 0 represented an outcome below the established benchmark. The learning outcome data derived from the selected students were linked to the corresponding teacher-level observations used in the inferential analysis.

The data were analysed using both descriptive and inferential statistics. Descriptive statistics, including frequency, percentage, mean, standard deviation, minimum, maximum, and range, were used to answer the research questions concerning the level of teachers' job satisfaction and students' learning outcomes. Binary logistic regression was used to test the hypothesis and determine whether teachers' job satisfaction significantly predicted students' learning outcomes. Moderate job satisfaction was treated as the reference category in the regression model, while the low and high satisfaction categories were compared against it. The decision criterion for hypothesis testing was set at the 0.05 level of significance.

The regression analysis reported the regression coefficient (B), standard error, Wald statistic, significance value, and odds ratio [Exp(B)] for each category of teachers' job satisfaction. Model explanatory power was also assessed using the Cox and Snell R^2 and Nagelkerke R^2 statistics. These statistics were used to estimate the proportion of variation in students' learning outcomes associated with teachers' job satisfaction within the fitted model.

Results and Discussion

Result

The results are presented in accordance with the research questions and hypothesis of the study.

Research Question 1: What is the level of teachers' job satisfaction in secondary schools in Osun State?

Table 1. Descriptive Statistics of Teachers' Job Satisfaction

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation
Teachers' Job Satisfaction	60	34.00	26.00	60.00	38.68	5.91

The descriptive statistics show that teachers' job satisfaction scores ranged from 26.00 to 60.00, with a mean score of 38.68 and a standard deviation of 5.91. To provide a clearer interpretation of the distribution of satisfaction levels, the scores were further classified into low, moderate, and high categories.

Table 2. Distribution of Teachers' Job Satisfaction Levels

Level of Job Satisfaction	Frequency	Percentage (%)
Low	11	18.3
Moderate	40	66.7
High	9	15.0
Total	60	100.0

Table 2 shows that the majority of teachers, representing 66.7% of the respondents, reported a moderate level of job satisfaction. A further 18.3% reported low job satisfaction, while only 15.0% reported a high level of satisfaction. These results indicate that teachers' job satisfaction in the sampled secondary schools was predominantly moderate rather than either particularly low or high.

Research Question 2: What is the level of students' learning outcomes in secondary schools in Osun State?

Table 3. Descriptive Statistics of Students' Learning Outcomes

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Students' Learning Outcomes	60	1.00	0.00	1.00	0.44	0.50	0.25

Students' learning outcomes were coded as a binary variable, where 1 represented a positive learning outcome and 0 represented an outcome below the established benchmark. The mean value of 0.44 therefore indicates that approximately 44% of the observations were associated with positive learning outcomes, while approximately 56% fell below the benchmark. The standard deviation of 0.50 and variance of 0.25 are consistent with the dispersion expected for a binary variable with outcomes distributed relatively close to the midpoint.

Hypothesis

H₀₁: Teachers' job satisfaction is not a significant determinant of students' learning outcomes in secondary schools in Osun State.

To test the hypothesis, binary logistic regression was conducted with teachers' job satisfaction as the predictor and students' learning outcomes as the binary dependent variable.

Table 4. Binary Logistic Regression of Teachers' Job Satisfaction and Students' Learning Outcomes

Predictor	B	S.E.	Wald	df	Sig.	Exp(B)
Job Satisfaction Level (overall)	—	—	2.28	2	0.32	—
Low vs. Moderate	-1.20	0.95	1.60	1	0.21	0.30
High vs. Moderate	-0.12	0.74	0.03	1	0.87	0.88
Constant	0.22	0.67	0.11	1	0.74	1.25
Model Summary						
-2 Log Likelihood		Cox & Snell R²		Nagelkerke R²		
80.608		0.041		0.054		

The overall contribution of teachers' job satisfaction to the prediction of students' learning outcomes was not statistically significant, Wald $\chi^2(2) = 2.28$, $p = 0.32$. Thus, differences among the low, moderate, and high job satisfaction categories did not

significantly distinguish the likelihood of positive student learning outcomes in the fitted model.

Using the moderate satisfaction category as the reference group, teachers with low job satisfaction had a negative regression coefficient ($B = -1.20$, $p = 0.21$) and an odds ratio of 0.30. This indicates lower estimated odds of a positive learning outcome relative to the moderate satisfaction group; however, the difference was not statistically significant. Similarly, the high-satisfaction group did not differ significantly from the moderate group ($B = -0.12$, $p = 0.87$, $\text{Exp}(B) = 0.88$).

The Cox and Snell R^2 value of 0.041 and Nagelkerke R^2 value of 0.054 indicate that teachers' job satisfaction accounted for only a small proportion of the variation in students' learning outcomes. Therefore, the null hypothesis was not rejected, indicating that teachers' job satisfaction was not a statistically significant predictor of students' learning outcomes in the sampled secondary schools.

Discussion

The first finding of the study revealed that teachers' job satisfaction in secondary schools in Osun State was predominantly moderate, with 66.7% of respondents falling within this category. This suggests that most teachers were neither highly dissatisfied nor fully satisfied with their professional experiences. Such a pattern is consistent with the multidimensional nature of job satisfaction, which is influenced by the interaction of working conditions, workload, promotion opportunities, recognition, leadership support, professional development, collegial relationships, and teachers' own psychological resources. Toropova et al. (2021)¹⁵ identified school working conditions and teacher characteristics as important correlates of job satisfaction, while Ortan et al. (2021)¹⁶ showed that self-efficacy, positive student behaviour, promotion opportunities, and working conditions significantly contribute to teacher job satisfaction and well-being. Similarly, Dreer (2024)¹⁷ emphasized the importance of positive workplace emotions and teacher well-being in strengthening job satisfaction and professional retention.

The moderate level observed in the present study may therefore reflect a balance between supportive and constraining conditions within the school environment. Teachers may experience some degree of professional fulfilment while simultaneously facing challenges such as administrative workload, resource limitations, insufficient recognition, or limited opportunities for career development. This interpretation is supported by Zakariya (2020), who demonstrated that school climate and teacher self-efficacy are closely related to job satisfaction, and by Hanum (2024),¹⁸ who reported that teacher training, school leadership, and curriculum innovation contribute to both teacher satisfaction and student

¹⁵ Toropova et al., "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics."

¹⁶ Ortan et al., "Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System."

¹⁷ Benjamin Dreer, "Teachers' Well-Being and Job Satisfaction: The Important Role of Positive Emotions in the Workplace," *Educational Studies* 50, no. 1 (2024): 61–77, <https://doi.org/10.1080/03055698.2021.1940872>.

¹⁸ Gilang Kartika Hanum, "The Impact of Teacher Training, School Leadership, and Curriculum Innovation on Student Performance and Teacher Job Satisfaction in Secondary Schools," *The Eastasouth Journal of Learning and Educations* 2, no. 03 (2024): 161–72, <https://doi.org/10.58812/esle.v2i03.369>.

performance. These findings suggest that teacher job satisfaction should be understood as an outcome of the broader school environment rather than as an isolated individual attitude.

The result also has important managerial implications. Although the majority of respondents were moderately satisfied, 18.3% reported low job satisfaction, which indicates that a meaningful proportion of teachers may still experience unfavourable professional conditions. Persistent dissatisfaction may weaken motivation, increase emotional exhaustion, and reduce teachers' willingness to remain in the profession. Research on teacher well-being has consistently shown that poor job satisfaction is associated with burnout, reduced engagement, and greater turnover intentions, whereas supportive working conditions can promote stronger commitment and retention.¹⁹ Accordingly, moderate job satisfaction should not necessarily be interpreted as an entirely satisfactory organisational condition.

The second finding indicated that only about 44% of the observations represented positive student learning outcomes, while approximately 56% fell below the established benchmark. This suggests that the level of student learning outcomes in the sampled schools was relatively weak. However, such outcomes cannot be explained adequately by one teacher-related factor alone. Students' academic performance is shaped by the interaction of instructional quality, teacher competence, school leadership, learning resources, school climate, student motivation, classroom relationships, family support, and other contextual conditions. Recent evidence from secondary school contexts further demonstrates that teachers' pedagogical competence and school quality factors are significantly associated with student learning outcomes. Likewise, studies on school leadership and teacher commitment indicate that student achievement often emerges through indirect and interacting pathways rather than through the isolated effect of a single variable.

This interpretation is consistent with the Systems Theory perspective underlying the study. From a systems perspective, students' learning outcomes represent the product of multiple interacting inputs and processes within the school environment. Teachers' professional attitudes, leadership practices, instructional resources, classroom processes, student characteristics, and organisational conditions all operate as interconnected components. Therefore, a relatively low level of student learning outcomes should not be attributed solely to teachers' job satisfaction, even when teacher satisfaction is educationally important.

The central finding of the study is that teachers' job satisfaction did not significantly predict students' learning outcomes. The overall regression model was statistically insignificant, and neither the low nor high satisfaction categories differed significantly from the moderate satisfaction group. In addition, the Nagelkerke R^2 value of 0.054 indicates that teachers' job satisfaction explained only a small proportion of the variation in students' learning outcomes. This finding is important because it challenges the assumption that higher teacher satisfaction automatically translates into higher student achievement.

The finding is consistent with the wider literature showing that the relationship between teacher job satisfaction and student achievement is not uniform across educational

¹⁹ Azeez Waheed Adesina and Adebola Oladiji Alaba, "Lecturers' Retention as a Determinant of Goal Achievement in Private Colleges of Education in South-West, Nigeria," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 5, no. 1 (2025): 80–96, <https://doi.org/10.38073/adabuna.v5i1.4337>.

contexts. Hoque et al. (2023),²⁰ in their review of empirical studies conducted between 2010 and 2021, identified markedly different patterns across countries. In some contexts, high teacher satisfaction coexisted with high student achievement, while in others high satisfaction was accompanied by relatively low achievement. They also documented settings in which low teacher satisfaction occurred alongside either strong or weak student performance. This variability suggests that teacher job satisfaction should not be treated as a universally consistent predictor of student outcomes.

Recent cross-national evidence supports this interpretation. Eryilmaz and Strietholt (2025),²¹ using TIMSS data across multiple countries, found that school leadership support was positively associated with teacher job satisfaction, but its relationship with student achievement was not uniformly positive. Their findings demonstrate that variables that improve teachers' professional experience do not necessarily produce direct or equivalent gains in students' academic outcomes. This supports the conclusion of the present study that the relationship between teacher satisfaction and student achievement may be more complex than a simple direct-effect model suggests.

The present result also aligns closely with recent evidence from Nigeria. Imasuen and Aibinuomo (2026)²² found that principals' managerial skills, teachers' job satisfaction, and school effectiveness jointly predicted students' learning outcomes in public secondary schools in Edo State. However, teachers' job satisfaction did not make a significant unique contribution when the other predictors were considered simultaneously.²³ This is particularly relevant because it suggests that job satisfaction may contribute to a broader organisational environment without independently explaining substantial differences in student achievement.

At the same time, the present finding differs from studies reporting a significant positive relationship. Kule et al. (2025),²⁴ for example, found a statistically significant positive correlation between teachers' job satisfaction and students' academic performance in public secondary schools in Kasese District, Uganda. Onikoyi (2024)²⁵ also reported significant relationships between aspects of teachers' job satisfaction, particularly working conditions and human relations, and students' academic performance in Nigerian secondary schools. Evidence from Kwara State likewise suggests that teacher satisfaction and related

²⁰ Hoque et al., "The Factors Associated with Teachers' Job Satisfaction and Their Impacts on Students' Achievement."

²¹ Nurullah Eryilmaz and Rolf Strietholt, "School Leadership Matters: Evidence from TIMSS on Teacher Job Satisfaction and Students' Academic Outcomes," *International Journal of Educational Research Open* 9 (December 2025): 100520, <https://doi.org/10.1016/j.ijedro.2025.100520>.

²² K. Imasuen and M. P. Aibinuomo, "School Effectiveness, Principals' Managerial Skills, and Teachers' Job Satisfaction as Predictors of Students' Learning Outcomes in Public Secondary Schools in Edo State.," *Benin Journal of Educational Studies* 32, no. 1 (2026): 19–28.

²³ Qun Zhang et al., "Teacher Burnout and Turnover Intention in Higher Education: The Mediating Role of Job Satisfaction and the Moderating Role of Proactive Personality," *Frontiers in Psychology* 13 (December 2022), <https://doi.org/10.3389/fpsyg.2022.1076277>; João Lopes and Célia Oliveira, "Teacher and School Determinants of Teacher Job Satisfaction: A Multilevel Analysis," *School Effectiveness and School Improvement* 31, no. 4 (2020): 641–59, <https://doi.org/10.1080/09243453.2020.1764593>.

²⁴ Kule et al., "Teachers' Job Satisfaction and Its Influence on Students' Academic Performance in Public Secondary Schools."

²⁵ Olawale Abayomi Onikoyi, "Teachers' Job Satisfaction and Its Perceived Influence on Secondary School Student's Academic Performance," *Indonesian Journal of Multidisciplinary Research* 4, no. 1 (2024): 9–16, <https://doi.org/10.17509/ijomr.v4i1.59254>.

motivational conditions can be associated with students' academic performance. These contrasting findings reinforce the importance of contextual factors and indicate that the strength and direction of the relationship may vary according to educational setting, measurement approach, school conditions, and the presence of other mediating variables.

One possible explanation for the non-significant direct effect in the present study is that teacher job satisfaction may influence student outcomes indirectly through instructional processes. Harrison et al. (2023)²⁶ found that teacher job satisfaction was positively associated with instructional quality and that teacher–student relationships partially mediated this association. Their findings suggest that job satisfaction may enhance student outcomes primarily when it translates into clearer instruction, stronger cognitive activation, and more positive teacher–student interaction. In other words, satisfaction itself may not be the immediate driver of student achievement; rather, its educational value may depend on whether it is converted into effective classroom practice.

A similar mechanism is suggested by Heinla and Kuurme (2024),²⁷ who showed that school culture, school climate, and teachers' job satisfaction were associated with the quality of teacher–student relationships. This finding is important because positive teacher–student relationships may represent an intermediate process through which teacher satisfaction contributes to student engagement and learning. Maricuțoiu et al. (2023),²⁸ through meta-analytic evidence on teacher well-being and students' school experiences, likewise indicate that teacher well-being is related to several aspects of student experience, but these effects are not always expressed as strong direct effects on academic performance. Such evidence helps explain why teachers' job satisfaction may be important educationally even when its direct statistical association with achievement is weak.

Teacher competence and instructional effectiveness may also account for part of the unexplained variation. Studies on pedagogical competence have shown that lesson preparation, instructional clarity, feedback practices, and supportive school environments can significantly predict academic performance.²⁹ This means that a highly satisfied teacher may not necessarily produce stronger learning outcomes if instructional competence, pedagogical quality, or learning resources are inadequate. Conversely, a teacher with only moderate job satisfaction may still produce strong student outcomes if professional competence, classroom management, and school support are strong.

The low Nagelkerke R^2 value in the present study strongly supports this interpretation. With only 5.4% of the variation in students' learning outcomes explained by teacher job satisfaction, most of the variation remained attributable to other unmeasured

²⁶ Harrison et al., "Satisfied Teachers Are Good Teachers."

²⁷ Heinla and Kuurme, "The Impact of School Culture, School Climate, and Teachers' Job Satisfaction on the Teacher-Student Relationship."

²⁸ L. P. Maricuțoiu et al., "Is Teachers' Well-Being Associated with Students' School Experience? A Meta-Analysis of Cross-Sectional Evidence," *Educational Psychology Review* 35, no. 1 (2023): 1, <https://doi.org/10.1007/s10648-023-09721-9>.

²⁹ Erika A. Patall et al., "A Meta-Analysis of Teachers' Provision of Structure in the Classroom and Students' Academic Competence Beliefs, Engagement, and Achievement," *Educational Psychologist* 59, no. 1 (2024): 42–70, <https://doi.org/10.1080/00461520.2023.2274104>; Johannes König et al., "The Links between Pedagogical Competence, Instructional Quality, and Mathematics Achievement in the Lower Secondary Classroom," *Educational Studies in Mathematics* 107, no. 1 (2021): 189–212, <https://doi.org/10.1007/s10649-020-10021-0>.

factors. These may include teacher competence, school effectiveness, instructional leadership, student motivation, academic stress, learning resources, socioeconomic background, parental involvement, and classroom climate. Recent studies have similarly shown that teacher competence, school factors, and student-related variables can exert significant effects on academic performance. Accordingly, the non-significant effect of job satisfaction should not be interpreted as evidence that teacher satisfaction is unimportant, but rather as evidence that it represents only one component of a more complex educational system.

Overall, the findings support a more holistic understanding of educational effectiveness. Improving teachers' job satisfaction remains important because of its implications for teacher well-being, professional commitment, retention, instructional quality, and workplace functioning. However, improving student learning outcomes is likely to require a broader strategy that simultaneously addresses instructional competence, school leadership, teacher–student relationships, learning resources, school climate, and student support. In this respect, the findings are consistent with Systems Theory, which emphasises that educational outcomes emerge from interactions among multiple interconnected components rather than from the influence of a single variable.

Conclusion

This study examined teachers' job satisfaction as a determinant of students' learning outcomes in secondary schools in Osun State. The findings revealed that teachers' job satisfaction was predominantly moderate, with 66.7% of the respondents falling within this category, while 18.3% and 15.0% reported low and high levels of job satisfaction, respectively. The findings further showed that approximately 44% of the observations reflected positive student learning outcomes, whereas about 56% fell below the established benchmark. The binary logistic regression analysis indicated that teachers' job satisfaction did not significantly predict students' learning outcomes, and neither low nor high job satisfaction differed significantly from the moderate satisfaction category. The low Nagelkerke R^2 value of 0.054 further showed that teachers' job satisfaction explained only a small proportion of the variation in students' learning outcomes.

These results suggest that although job satisfaction remains important for teachers' well-being, professional engagement, and organisational functioning, it may not independently account for substantial differences in students' academic outcomes. Students' learning outcomes are more appropriately understood as the product of interacting teacher, student, instructional, and organisational factors, which is consistent with the Systems Theory perspective adopted in the study.

The findings should, however, be interpreted within the limitations of the study, including the descriptive survey design, the relatively small teacher-level analytical sample of 60 respondents, the use of self-reported data to measure teachers' job satisfaction, and the operationalisation of students' learning outcomes through English Language and Mathematics performance. In addition, other potentially important predictors such as instructional competence, school leadership, school effectiveness, teacher–student relationships, student motivation, learning resources, parental support, and socioeconomic conditions were not included in the regression model.

Therefore, educational authorities and school administrators should continue to improve teachers' working conditions, professional recognition, welfare, and opportunities for professional development, while avoiding the assumption that improving job satisfaction alone will automatically produce better student achievement. Efforts to improve students' learning outcomes should instead combine teacher welfare with improvements in instructional quality, pedagogical competence, school leadership, teaching and learning resources, and supportive classroom environments. Future studies should employ larger samples, broader geographical coverage, and analytical models that incorporate multiple teacher-, school-, and student-level predictors. Longitudinal or multilevel approaches may also provide a clearer understanding of the mechanisms through which teachers' professional experiences are associated with students' learning outcomes.

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