

Assessing factors affecting teachers' job satisfaction and performance in a high school in a community setting

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ABSTRACT

Teachers' job satisfaction and performance remain central to the success of any educational system. In community-based high schools, often characterised by limited resources, diverse student needs, and strong socio-cultural influences, the factors that shape teachers' motivation and productivity can be significantly different from those in urban or well-resourced schools. Understanding these factors is essential for improving teaching quality, fostering retention, and enhancing student outcomes. This is a cross-sectional survey study that examined potential factors that affect job satisfaction and performance among teachers in a community setting in Iba New Site, Ojo Local Government, Lagos State, Nigeria. Structured questionnaire was used to obtain information from 60 teachers working in a selected high school in the community. The study assessed both monetary and non-monetary factors affecting participants in a high school environment. In respect to monetary factor, it was observed that majority of the participants were not satisfied or happy with their monthly salary, thereby negatively impacting on their commitment, job satisfaction and performance. Regarding non-monetary factors, certain factors such as job flexibility, teamwork, support from managers/management, training and development, promotion, job recognition and reward were examined. The findings from this study showed that job flexibility enhanced job satisfaction and performance of participants with over 43% of the participant reporting satisfaction ("good") at the high school. Over 43% of the participants received very good support from their colleagues (teamwork), which enhanced their job satisfaction and performance. Sixty percent (60%) of the participants reported very good in terms of the level of support received from their managers/management. This is interesting as good leadership has been reported to significantly contribute to improving job satisfaction and performance among teachers in general. The study shows that majority of the participants reported "good" in terms of support provided by the management for continuing professional development (CPD) and training, and participants agreed that such training provided motivation for work, consequently enhancing job satisfaction and performance. It was observed in the study that 40% of the participants were satisfied with promotional exercise at the school and that the promotion exercise motivated them to perform their job better. Lastly, 40% of the participants reported that they were properly recognized and rewarded for job well done. Overall, this study showed that both monetary and non-monetary factors negatively and positively impacted on job satisfaction and performance of the participants in the selected high school. It is suggested that the management of the school should investigate these factors and come up with ways to address specific factors that would promote job satisfaction and performance as these could go a long way in enhancing quality of education at the school.

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Introduction

Globally, education is seen as the catalyst for national building, development and growth especially in a technologically driven age; helping in holistic development (mental, social, psychological, emotional, physical and cultural) of man, allowing and promoting an adequate and effective functioning in an environment (George & Jones, 2005; Hossain & Saleh, 2016). The truth is that no country can reach its potential without a sound educational system and no educational system can fulfil its mandate when the quality of its teaching staff is poor or when the teachers are not happy with their jobs (Akanke, 2014; Talabi, 2016; Chang, 2017). A nation or

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institution that desires the best performance from its teachers must pay attention to the job satisfaction or welfare of its teachers as this goes a long way in affecting the quality of education of the students (Akunne et al., 2023; Olujinmi & Adeyanju, 2023). Across Africa but more so in Nigeria, despite huge money spent on educational programmes and emergence of various policies, academic performance of students has not been encouraging (Abiodun-Oyebanji & Sanni, 2016; Okemakinde, 2025; Raji et al., 2018; Chinenye, 2025). This challenge has been partly linked to lack of job satisfaction among teachers and reports have linked poor conditions of service, poor pay/treatment and other non-monetary factors to poor performance of teachers in both public and private schools especially in poor settings such as Iba New Site (Ojo (Dabo & Augustine, 2016; Talabi, 2016; Chinenye, 2025).

Job satisfaction is vital to both short- and long-term development plans in an educational sector in any country or community (Mustapha, 2013). It has been shown that an individual with a high level of job satisfaction shows positive attitude or disposition towards a job (Haider et al., 2016). On the other hand, an individual who is not satisfied with a job demonstrates a negative attitude (George & Jones, 2005). It is therefore crucial to ask questions such as: what is the level of job satisfaction among teachers in a selected school in Iba New Site in Ojo Local Government of Lagos State? What are the possible factors that uniquely affect job satisfaction and thus performance of teachers in the same setting? Surprisingly, such study has not been conducted before in this community.

In general, previous studies conducted in Nigeria and elsewhere have highlighted some of the factors that affect job satisfaction and performance of teachers (Mustapha, 2013; Abiodun-Oyebanji & Sanni 2016; Chinenye, 2025), but the findings of such studies cannot be generalized to every community. Therefore, it is important to examine specific factors that affect job satisfaction and performance of teachers in the selected school in Iba New Site. From my knowledge, this study is the first study to assess possible factors that affect job satisfaction and performance of teachers in this community.

Performance of teachers primarily rely on the characteristics of teachers and include knowledge base, sense of responsibility and inquisitiveness as well as the characteristics of students which include opportunity to learn and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment, climate, organization and management (Lund, 2003; Chang 2017; Akunne et al., 2023).

Leigh and Mead (2005) report that the quality of teaching has been negatively affected globally and that the skills of teachers have dropped due to poor preparation on the part of teachers and unattractive remuneration by the government and other stakeholders. This has led to (1) very few growth opportunities for teachers (2) inadequate remuneration scheme for teachers. Leigh and Mead (2005) in their suggestion for lifting performance of teachers emphasized the need for periodic performance appraisal just as it is in the corporate setting. Teachers will have to be periodically evaluated, and the compensation structure will have to be based on performance. However, performance cannot be examined in isolation, factors that contribute to poor performance such as lack of job satisfaction should be examined together with performance, hence the relevance of the current study that looks at factors that affect teachers job satisfaction and performance.

Hakanen and others (2006) used the Job Demands–Resources Model proposed that there are two parallel processes involved in work-related well-being of teachers, namely an energetical process (like job demands, burnout, ill health) and a motivational process (like job resources, job satisfaction, engagement, organizational commitment). The results confirmed the existence of both processes, although the energetical process seemed to be more prominent. More specifically, (i) burnout mediated the effect of high job demands on ill health (ii) work engagement mediated the effects of job resources on organizational commitment and (iii) burnout mediated the effects of lacking resources on poor engagement. The educational sector continues to lose skilled teachers to other sectors such as information technology (IT), business and hospitality industries. This trend has negatively affected the quality of teaching in private and public schools. This problem is prompted and exacerbated by poor welfare package for teachers. This and other factors have impacted on the job satisfaction of teachers and consequently their performance. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017), achieving Universal Basic Education is negatively affected by the gap in the availability of teachers in Africa. This gap is wider in sub-Saharan African (SSA) where there is a need for a 67% increase in the number of teachers by 2030.

In Iba New Site in Ojo Local Government, Lagos State where the current study was conducted, there are no previous studies that documented specific factors that affect teachers job satisfaction and consequently their performance. To fill that knowledge gap, this study is designed to examine both intrinsic and extrinsic factors that affect job satisfaction and performance of teachers. It is also designed to examine whether there is any potential relationship between job satisfaction and performance among these groups of teachers in this community.

The findings from the study will add to the pool of knowledge in the field and provide new insights into the specific factors that affect teachers' job satisfaction and performance in the selected school in this community. The outcomes will also provide source of data for future studies and serve as useful tool for the management of the school studied to re-examine their conditions of service and develop programmes that could enhance teachers' job satisfaction and performance which will in turn improve the quality of teaching and learning at the school. The primary aim of this study is to assess specific factors that affect teachers' job satisfaction and performance in selected educational institution in Iba New Site, Ojo Local Government, Lagos State, Nigeria.

Research and Methodology

Research Approach

This was a quantitative study using survey design executed with the aid of questionnaires. Quantitative researchers attempt to operate under the assumption of objectivity, assuming that there is a reality to be observed and that rational observers who observe the same phenomenon should basically agree on its existence and its characteristics. This approach remains as neutral or value-free as it can be and attempts to avoid human bias whenever possible. In a sense, quantitative researchers attempt to study the phenomena that are of interest "from a distance." Standardized questionnaires and other quantitative measuring tools are often used to measure carefully what is observed. In experiments, researchers frequently use random assignments to place participants into different groups to eliminate the possibility of human bias while constructing the comparison groups. In judging results, statistical criteria are used to form many conclusions (Denzin & Lincoln, 2000). Questionnaires were used to gather information from teachers in the selected school in Iba New Site, Ojo Local Government, Lagos State. The data collected were analysed and inference made based on the data.

Instrument (Questionnaire)

Questionnaires were used to obtain primary data from the teachers that are employees in the selected school in Iba New Site in Ojo Local Government, Lagos State, Nigeria. Secondary information was obtained from previously published studies in journals, books and other documents. Laptop was used to design questionnaires and store data. Access to the internet was available as this was vital in sending questionnaire to the participants via email. The questionnaire was designed in English language and there was no need to translate it into local language (Yoruba) since the medium of communication at the school is English language. The questionnaire was divided into four sections: Section A consists of socio-demographic profiles, section B involves job satisfaction, section C involves level of satisfaction while section D involves teachers' view on job satisfaction.

Study Population and Sampling

The school was purposively selected for the study, and 60 teachers completed the questionnaire from the selected high school. The study population involved teachers in a private high school, located in Iba New Site. The population consist of male and female teachers representing different educational, socio-cultural and economic background. Questionnaires were used to collect information from the teachers. Teachers were randomly allocated numbers to reduce bias and asked to independently complete the questionnaire and returned fully completed questionnaire via email to the researcher.

Setting of study

The setting for this study is a high school, Iba, New Site, Ojo Local Government, Lagos State, Nigeria. This is one of the best high schools in Iba with over 500 students and over 100 qualified teachers. The school was established in 2000 and has government approval to operate. Students who finished from this school enter various universities in Nigeria.

Data Collection

Questionnaires that were designed for this study were sent to each teacher by email. Teachers were asked to voluntarily complete the questionnaire as honestly as possible and return it to the researcher by email. Information gathered through the questionnaire was analysed and used for the study.

Data Analysis

Data collected through questionnaires were analysed using SPSS and presented as mean and standard deviation and significance set at $P < 0.05$. Results of analysed data were presented in tables, graphs and charts.

Ethical Considerations

Ethical values such as respect for the participants, privacy of the participants, benevolence (doing no harm to the participants) and responsibility were observed while conducting this study. Permission to conduct the study was obtained from the principal of the selected school before commencing the study. Each participant voluntarily agreed to participate in the study and signed an informed consent before participating in the study. The names of participating teachers were not used but numbers were randomly allocated to each participant. Letter was sent to the principal of the target school to request permission to collect data from the teachers working in the school on factors affecting job satisfaction and performance of teachers. The principal gave permission before commencement of study.

Validity and Reliability

To enhance validity and reliability of data obtained from the teachers using questionnaire, the questionnaire used in the study were reviewed by an expert in the field and combined with conducting pilot study on 10 teachers working at the selected school.

Findings and Discussion

Socio-demographic profiles

There were 60 teachers who participated in the study and completed the questionnaire: 21 males and 39 females. The average age of the participants is 35 years. Of the 60 teachers who took part in this study, 29 of them have National Certificate of Education (NCE) qualification while 31 of them have university degrees.

Monetary Factor and Teachers Job Satisfaction and Performance

When comparing the level of job satisfaction/performance with participants' salary, 50% of teachers who marked excellent were happy with salary while 50% were generally not happy with salary (Figure.1). The study shows that salary can positively affect job satisfaction and that job satisfaction bears positive relationship with participants' performance.

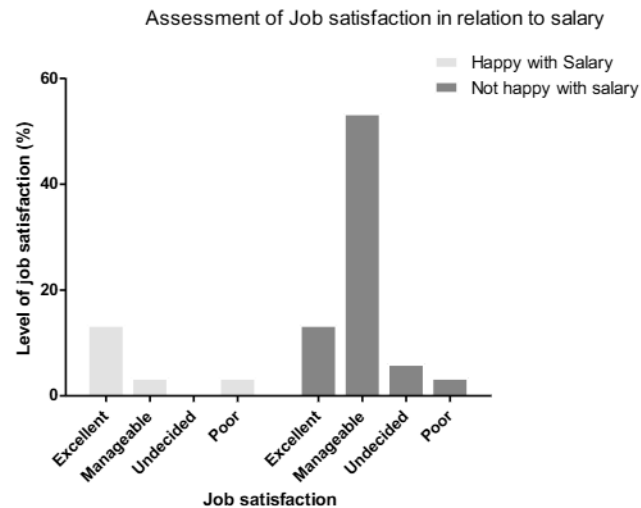


Figure 1: Assessment of Job Satisfaction in Relation to Salary

Non-monetary factors and Teachers Satisfaction and Performance

Flexibility

For flexibility, 3.3% of participants reported poor, 16.7% reported average, 43.3% reported good, 26.7% reported very good while 10% reported excellent. Overall, 43.3% (good) were satisfied with job flexibility (Figure 2). The analysis of the results of this study shows that majority of participants could be allowed to work remotely, flexible arrival and departure time which boosts participants' morale and reduce stress, builds trust and commitment to work, thereby increasing job satisfaction and productivity.

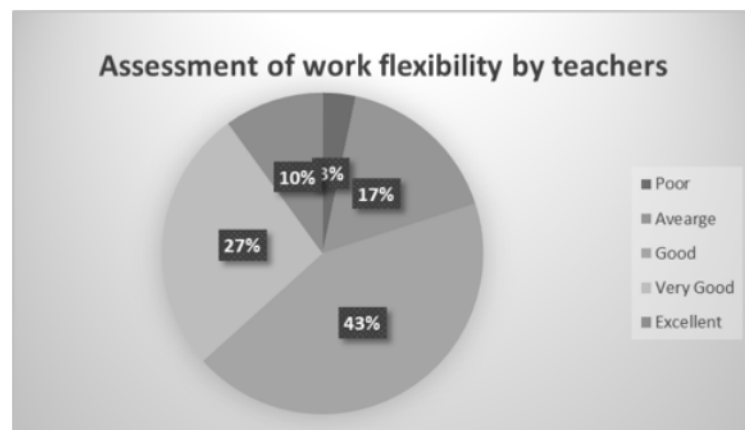


Figure 2: Assessment of the Effect of Work Flexibility on Teachers Job Satisfaction and Performance

Teamwork/support from colleagues

Participants reported 10% for average, 10% for good, 43.3% for very good and 36% for excellent. Majority of participants (43.3%, very good) were satisfied with the support received from their colleagues (Figure 3). Partly, this current study analysed the effect of teamwork on teachers' job satisfaction and performance in a high school in a community setting since teamwork is a crucial factor for achieving organizational goals. The study shows that majority of the participants value teamwork and skills acquisition from team members, especially experienced team members. It is therefore critical that teachers in secondary educational institutions understand the importance of teamwork and the factors that contribute to a positive teamwork environment. The findings from the study also support the hypothesis that teamwork does positively influence teachers' job satisfaction and performance.

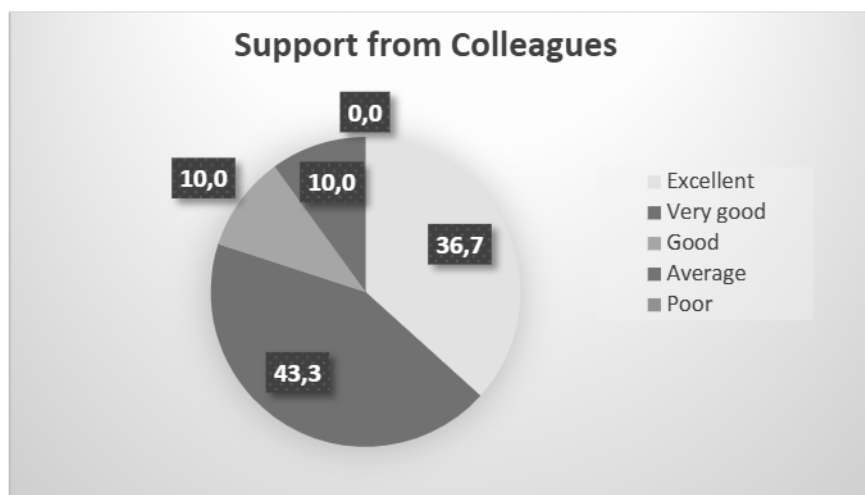


Figure 3: Assessment of the Effect of Support from Colleagues on Teachers Job Satisfaction and Performance

Support from managers/management

In respect of support from managers, participants noted 3.3% for average, 23.3% good, 60% very good and 13.3% excellent. Majority of participants (60%, very good) were satisfied with the support they received from their managers/management (Figure 4). The analysis of the results shows that support from management is a significant predictor of job satisfaction and performance for teachers. The findings also emphasise the need to maintain open communication and good relationship between teachers and school management which would allow teachers to interact and collaborate with the support of school management. The results support the hypothesis that non-monetary factors such as support from school management do positively influence teachers' job satisfaction and performance.

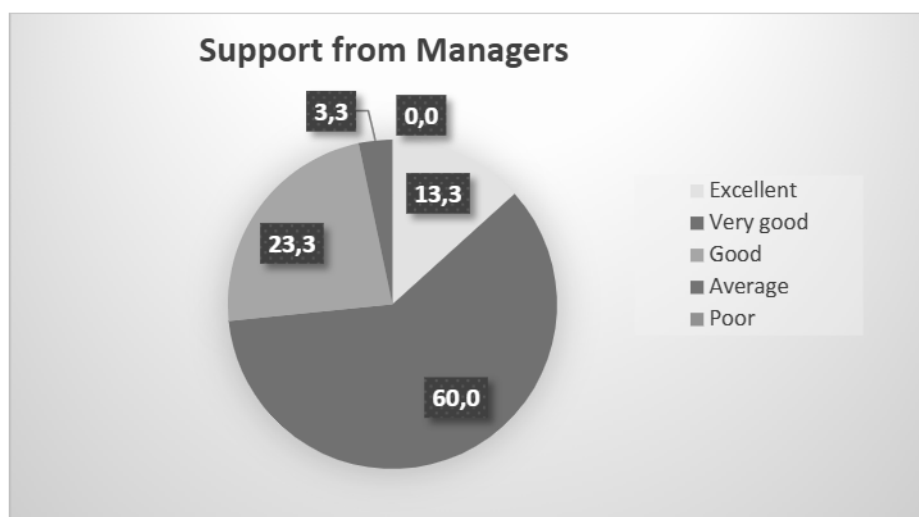


Figure 4: Assessment of the Effect of Support from Managers on Teachers Job Satisfaction and Performance

Training and Development

Most participants (30%, good) were satisfied with training provided by employer which positively affected their job satisfaction and performance. Other participants reported the following: poor (13.3%), average (20%), very good (23.3) and excellent (13.3) (Figure 5). The analysis of the results of this study indicates that training has an effect on job satisfaction and performance, therefore it is

important for the school management to continue to improve effective training so as to improve teachers' skills, thereby improving job satisfaction and performance. The findings support the study's hypothesis that training and development positively influences teachers' job satisfaction and performance.



Figure 5: Assessment of the Effect of Training on Teachers Job Satisfaction and Performance

Promotion

Most participants (40%, very good) were satisfied with promotion at workplace which enhanced their job satisfaction and performance. Other participants observed the following: poor (3.3%), average (20%), good (26.7%), excellent (10%) (Figure 6). The analysis of the findings showed that promotion led to greater job satisfaction and that teachers value promotion in and of itself. It shows that promotion has significant and positive impact on job satisfaction, teachers' morale and productivity. The findings support the hypothesis that non-monetary factors such as promotion do positively influence job satisfaction and performance.

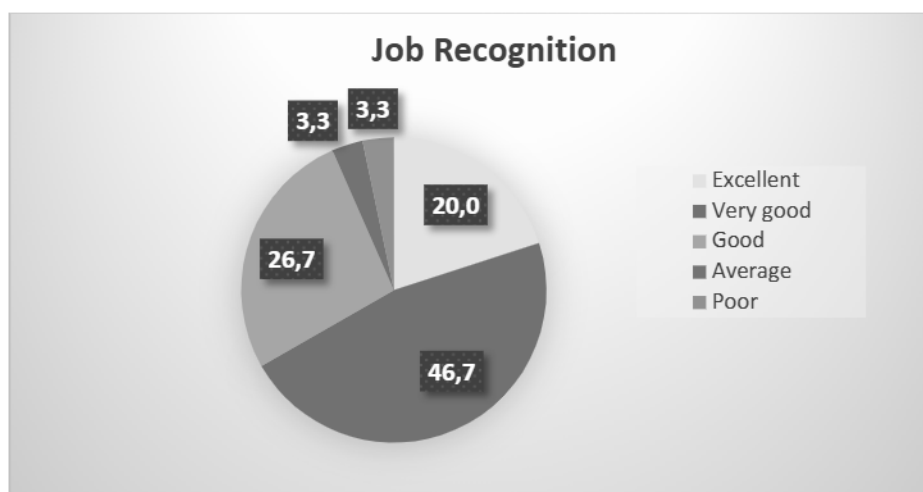


Figure 6: Assessment of the Effect of Job Recognition on Teachers Job Satisfaction and Performance

Job Recognition

Most of the participants (46.7%, very good) were satisfied with employer showing recognition for their job/service which boosted job satisfaction and performance of participants. Other participants reported the following: poor (3.3%), average (3.3%), good (26.7%), excellent (10%) (Figure 7). The analysis of the results shows that motivation and job satisfaction are significantly correlated. It shows that reward and recognition have positive impact on teachers' satisfaction and productivity. The outcome of this study may have implications for school managers and policy makers to consider. The findings of the study support the hypothesis of the study that non-monetary factors such recognition do have positive influence on teachers' job satisfaction and performance.

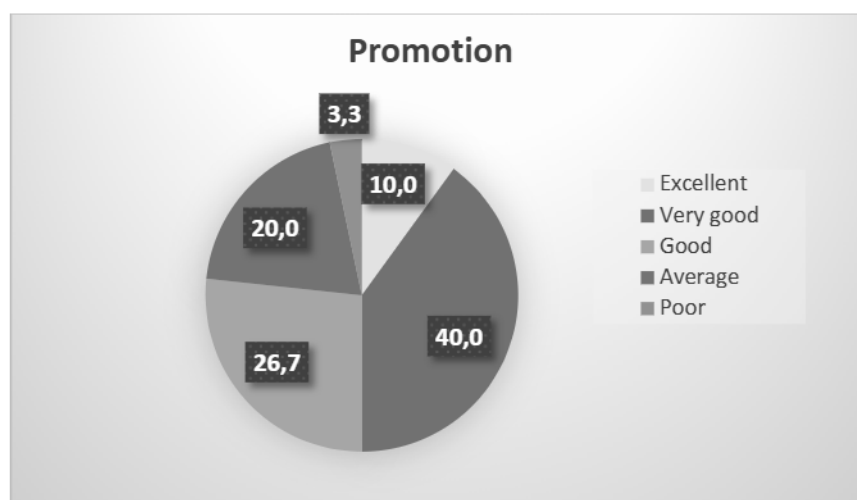


Figure 7: Assessment of the Effect of Promotion on Teachers Job Satisfaction and Performance

Discussion

Job satisfaction and performance are vital issues among teachers, school managers, school boards, government agencies and policymakers. It is believed that the success of any educational institution hugely depends on the level of job satisfaction and performance of its teachers (Oluremi, 2015). It is in the light of this that the current study was designed and executed to identify specific factors that affect teachers' job satisfaction and performance in a selected high school in a community setting. The identified factors that affect teachers' job satisfaction as observed in this study is discussed: It should be noted that people generally work to earn an income to provide for themselves and family. It has been stated by Gkolia (2014) that teachers need adequate financial resources to meet personal and family needs. According to Haider et al (2016), salary is seen as economic reward for employees (teachers inclusive) and it is believed to improve employee confidence, job satisfaction, performance and commitment especially if the salary is paid regularly. Equitable and consistent remuneration of teachers has been documented to boost teachers' motivation and performance while lack of appropriate financial remuneration can lead to teachers displaying negative attitudes at work or leaving the job (Tschannnen-Moran & Gareis, 2015). In the current study, majority (60%) of participants were not satisfied or happy with their salary, subsequently not satisfied with their job in relation to the job, impacting negatively on their job performance. According to Mustapha (2013) "pay is a factor that assumes an exceptionally persuasive part in deciding employees' fulfillment and job satisfaction". According to Obineli (2013), majority of Nigerian teachers are not happy with their salary, hence dissatisfied with their job and the teaching profession. In another study, Agu (2011) reports that participants (teachers) were not happy with their salary/remunerations. Also, in a research report, Dabo & Augustine (2016) documented that poor remuneration is one of the reasons why Nigerian teachers are not committed to their work.

Report shows that work flexibility offers a balance between employees (including teachers) professional and personal development and growth, leading to job satisfaction and better job performance and has been known to improve overall organization performance. Is it possible that work flexibility would enhance job satisfaction and performance of teachers in the high school studied? This is partly why this current study was designed to examine various factors that affect job satisfaction and performance. The finding from the current study shows that work flexibility enhanced job satisfaction and performance with 43% of the participants reporting "good" on how it positively impacted their level of job satisfaction and performance. It also highlights the positive impact of work flexibility on personal time, space management, level of comfort, level of organizational performance, professional and personal development and motivation. This is like another report elsewhere (Davidescu et al., 2020). The current percentage of work flexibility reported in this study could be improved to a point where majority of the participants could report "very good" or "excellent" by further discussion and mutual agreement between teachers and school management and other stake stakeholders. In a study conducted in Lagos, Nigeria by Abiodun-Oyebanji and Sanni (2016), work flexibility was one of the factors that positively or negatively impacted teachers job satisfaction and performance, highlighting the importance of work flexibility among secondary/high school teachers.

Sorensen and Mckim (2014) reported that there is a positive relationship between work flexibility and job satisfaction/performance and that institutions that encourage work flexibility can sustain a higher level of commitment and job satisfaction. The findings from this current study is also in agreement with that of Anwar et al (2012).

Both in business and educational environment, teamwork is key to gaining competitive advantage and can enhance the output of an employee via collaboration; it is a medium of improving man-power utilization and possibly increasing the performance of each employee and increasing quality and productivity of an organization (Jones et al., 2007). The current study shows that 43% (very good) of the participants received support from colleagues within the same high school, which in turn enhanced job satisfaction and performance. However, 36.7% of the participants reported excellent. It has been observed that teamwork enhanced skills, knowledge, abilities and subsequently job satisfaction and performance of members within the team (Froebel and Marchington, 2005). In a study

conducted in Anambra State of Nigeria, teamwork was reported to have positive impact on job satisfaction and performance (Onyekwelu et al, 2018).

Leadership is one of the factors that affect job satisfaction and performance among teachers at high schools (Chang, 2017) and has been documented to promote and maintain harmony among employees which in turn helps employees to focus on their job instead of settling conflict. It has been documented that commitment, expertise, trust, fairness and self-efficacy of leaders help in enhancing job satisfaction and performance of employees (Chinenye, 2025; Raji et al., 2018). In this current study, 60% of the participants reported “very good” in terms of support received from school managers/supervisors while over 13% of the participants reported “excellent”. Previous studies in the field reported that good leadership enhanced job satisfaction and performance (Nelson and Quick, 2013; Danishman et al., 2015; Hossain and Saleh, 2016).

Quality education can only be achieved through competent, happy and productive teachers who undergo continual professional development (CPD) and training. Training and development have been reported as an important factor in the workplace, because of its effect on teachers’ job satisfaction and performance (Okemakinde, 2025; Muhamed and Ali, 2015). There seem to be a dearth of recent studies on the effect of perceived institutional support, job satisfaction and training of teachers especially in a community setting such as Iba New Site, Ojo Local Government, Lagos, Nigeria. The current study which shows that majority of participants (30%, good) received satisfactory support for training and development at the high school was studied while over 23% reported “very good”. The results from the current study therefore provide an insight into the level of support in the selected high school. The result also fills the knowledge gap by introducing organizational support for teachers training, job satisfaction and performance in a community setting which in most cases are abandoned. The findings from the study is similar to previous report that shows that training and development has positive effect on teachers’ job satisfaction and performance (Raji et al., 2018).

Promotion is an important factor that affects teachers’ career, job satisfaction and performance (Blau and DeVaro, 2007). Institutions usually use promotion as a reward for highly motivated employees, creating incentives for employees to perform better in their job. Previous research has noted that promotion positively affected employees (teachers inclusive) job satisfaction and performance (Long, 2005). It was observed in the current study that 40% of the participants are satisfied with the school and such promotion positively influenced their motivation, job satisfaction and performance. According to a research study reported by Razak et al (2018) (promotion positively enhanced job satisfaction which in turn affected performance).

In most organizations today (including educational institutions), recognition and reward form key contingent factors in keeping employees’ self-esteem high and passionate. According to Flynn (1998), recognition and reward boost the morale of employees and create link between performance and motivation of employees. The purpose of recognition and reward is to define a system to pay and communicate this to the employees so that employees can link reward to performance; interestingly this has been linked to job satisfaction of employees (Bull, 2005). In a research study reported by Danish and Usman (2010), it was found that benefits and other compensation on regular basis and specific periods enhanced motivation, job satisfaction and performance. In the current study, 40% of the participants reported that they were recognized and rewarded for their contribution to students’ performance, administrative work and other activities that enhanced the image of the high school. The participants also noted that recognition and rewards enhanced their job satisfaction and performance as they were motivated by such recognition and reward to perform better and that it equally promoted their commitment and engagement. The findings from the current agree with that of Danish and Usman (2010).

Conclusion

This is a cross-sectional study that utilized structured questionnaire to gather information from teachers working in a local high school in Iba New Site, Ojo Local Government, Lagos State, Nigeria on factors that negatively or positively affect their job satisfaction and performance. The study reveals that both monetary (salary) and non-monetary factors such as job flexibility, teamwork, support from management, promotion, training and development as well as job recognition and reward do affect teachers’ job satisfaction and performance. Majority of participants are not happy/satisfied with monthly salary while satisfaction with non-monetary factors varied from good to very good to excellent. Further study that would include additional schools in the community is recommended.

Recommendations

As a result of the outcomes of this study, the following recommendations are made:

- i. Team building should be further encouraged and promoted as this would go a long way in enhancing team members’ skills development, knowledge, cooperation, thereby further enhancing job satisfaction and performance of teachers and to ensure better working relationship between staff.
- ii. Promotion exercise should be regular to further motivate employees to perform better.
- iii. In Nigeria, salary is considered as the most impactor factor for most employees (teachers inclusive), therefore the school management need to investigate the remuneration of teachers.
- iv. The salary of teachers should be paid regularly and reviewed upward.
- v. Staff training and development should be made compulsory, and incentives should be provided to motivate participation as this would provide opportunities for teachers to acquire new skills that would improve their competence on the job.
- vi. Information technology should be improved, especially in this era of globalization as this would also promote flexibility.

- vii. Internet access is also key to self-development, and it should be improved.

Limitations Of The Study

The study only focused on one selected school in Iba New Site, therefore the results from the study cannot be generalised to all the schools in Iba New Site in Ojo Local Government, or to all schools in Lagos State. Also, not all participants completed and returned the questionnaires, therefore it was not possible to obtain 100% response rate. The information of some respondents was not possibly objective. The study was carried out within a short space of time, which may have potentially affected the number of participants that were recruited for the study.

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Author Contributions: The author is the sole author.

Institutional Review Board Statement: Ethical review and approval were obtained from relevant authority before commencement of the study.

Data Availability Statement: The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy.

Conflicts of Interest: The authors declare no conflict of interest.

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