

**An Evaluation of Welfare and Demographic Characteristics Influencing Teachers' Job Satisfaction in Ibadan
South West Local Government Area, Oyo State, Nigeria**

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Abstract

The quality of secondary school education is bound up with the welfare and motivation of the teachers who deliver it. In Nigeria, rising teacher attrition and declining instructional quality have been attributed to unmet welfare needs and to demographic inequities in the way teachers are managed, yet empirical work examining welfare provision and demographic characteristics together as predictors of job satisfaction has remained scarce. This study investigated the extent to which welfare factors, namely remuneration, promotion, in-service training and working conditions, and demographic variables, namely age, gender, marital status, level of education and designation, predicted the job satisfaction of public secondary school teachers in Ibadan South West Local Government Area of Oyo State, Nigeria. A non-experimental survey design was adopted. A total of 200 teachers were sampled from 20 government secondary schools using a multistage sampling procedure. A researcher-developed instrument Welfare and Demographic Factors of Secondary School Teachers as Precursor to Job Satisfaction was used for data collection that yielded Cronbach's alpha coefficient of .84. The data were analyzed using descriptive statistics, Pearson product-moment correlation, multiple regression at 0.05 level of significance. The analysis of data involved descriptive statistics, Pearson product-moment correlation and multiple regression at the 95% confidence interval: Welfare factors explained 35.6 percent of variance in job satisfaction ($R^2 = .356$; adjusted $R^2 = .343$; $F[4,194] = 26.812$; $p < .001$) and promotion ($\beta = .301$; $p < 0.001$), working conditions ($\beta = .276$; $p < .001$); inservice training ($\beta = .175$; $p < 0.012$)) were significant welfare predictors while remuneration was not ($p > .05$; $\beta = 0.049$). Conversely, demographic factors accounted for 12.3 percent of the variance in job satisfaction ($R^2 = .123$; adjusted $R^2 = .100$; $F[5,193] = 5.423$; $p < .001$) with gender ($\beta = .166$; $p < .05$); designation ($\beta = .211$, $p < 0.05$), whereas age, marital status and educational level were not.

Keywords: Teacher welfare, job satisfaction, promotion, in-service training, working conditions, demographic characteristics, secondary school teachers, Nigeria.

INTRODUCTION

Education has long been treated as the foundation of societal development, and its transformative function depends on the quality and motivation of the classroom teachers who serve as its primary agents of

delivery. The Nigerian government has acknowledged that without thorough and high-quality education the nation cannot advance politically, economically, socially or technologically. In Oyo State, education

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was identified as one of four strategic pillars of state policy, and measures including regular salary payment, approved car loans and the recruitment of additional teachers were introduced. Notwithstanding these measures, teachers have continued to be reported among the more dissatisfied professional groups in the country, with rote learning, poor lesson planning and absenteeism cited as symptoms, and with the loss of teachers from the profession acknowledged at federal level.

The concern is not peculiar to Nigeria. Teacher shortage has been described as an international problem, and job satisfaction has been shown to bear directly upon whether teachers remain in post. Wartenberg et al. (2023), synthesising 105 records in a meta-analysis, established that teachers' job satisfaction was negatively related to turnover intentions and absenteeism and positively related to the quality of teacher-student interaction and to student motivation. The relationship therefore runs beyond the welfare of teachers themselves and reaches the learning of the students in their care, which is what makes it a matter of policy rather than of personnel administration alone.

Job satisfaction has been variously defined, but the definitions converge on a common core. It has been described as a pleasurable emotional state arising from the appraisal of one's work, as the attainment or facilitation of one's work values, and as a multidimensional construct encompassing pay, promotion, supervision, benefits, contingent rewards, working conditions, co-workers and communication. What these formulations share is the treatment of satisfaction as a subjective appraisal of work

experience measured against expectation. A teacher's job satisfaction, on this reading, is the fulfilment derived from the career relative to what the teacher expected of it.

Teacher welfare, understood as the overall wellbeing of educators, has commonly been operationalised through remuneration, promotion, in-service training and physical working conditions. The evidence linking these to satisfaction is substantial but uneven across components. On working conditions, Toropova et al. (2021), analysing TIMSS data from Sweden, found a substantial association between school working conditions and teacher job satisfaction, with workload, teacher cooperation and perceptions of student discipline the factors most closely related to it. Williams et al. (2024), working in an urban emergent school district, reported a comparable relationship between perceived working conditions and satisfaction. On promotion, Kosteaş (2011), using eleven waves of national longitudinal data, found that receiving a promotion within the preceding two years raised job satisfaction even after controlling for current wage, wage rank within the peer group and wage growth, and that workers who merely believed a promotion possible within the next two years also reported higher satisfaction. On professional development, Darling-Hammond et al. (2017) set out the features that distinguish effective in-service provision from ineffective provision, and the OECD (2019), reporting TALIS 2018 across 48 education systems, documented the association between participation in professional development and teachers' appraisal of their work.

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The evidence on remuneration is less settled than the policy discourse assumes. Inadequate pay has been widely identified as the leading cause of teacher dissatisfaction in Nigeria, on the argument that money beyond the meeting of physiological needs operates as an attractant, a retainer and a driver of performance. Yet studies elsewhere have found staff wages to bear no significant relationship to satisfaction once other conditions of work are taken into account, and the meta-analytic evidence assembled by Wartenberg et al. (2023) locates the strongest correlates of teacher satisfaction in the relational and organisational features of the job rather than in its financial return. Whether remuneration predicts satisfaction independently of promotion, training and working conditions is therefore an empirical question rather than a settled one, and it is among the questions this study was designed to address.

The relationship between demographic variables and teacher satisfaction has proved more contested still. On gender, findings have pointed in opposing directions across settings, with some studies reporting higher satisfaction among male teachers, others among female teachers, and others no difference at all; Liu et al. (2021), examining gender differences in satisfaction and work-life balance in a large professional sample, attribute much of this inconsistency to differences in domestic load and

Objectives of the study

The study set out to describe the demographic characteristics of the respondents; to assess the extent to which demographic factors predicted job satisfaction; to examine the relationship between teachers' welfare packages and job satisfaction; to determine the extent to which welfare factors predicted job satisfaction; and to identify the relative contribution of each welfare component to job satisfaction.

career progression rather than to gender as such. On designation, Topchyan and Woehler (2021), studying 238 teachers, found that those holding full-time status reported significantly higher job satisfaction and engagement than those in substitute positions, while length of teaching experience had no significant effect on either. On age and experience the picture is similarly mixed, and Toropova et al. (2021) found teacher characteristics generally to account for far less variance in satisfaction than school working conditions did. On educational level, some studies have found no relationship with satisfaction, while others have reported that more highly educated teachers were more likely to leave the profession, implying an inverse relationship between qualification and retention.

Two gaps followed from this literature. First, welfare and demographic factors have generally been examined separately, so that their relative explanatory weight has not been established within a single sample. Second, the Nigerian secondary school context has attracted policy attention out of proportion to the empirical work conducted in it. This study therefore examined welfare and demographic factors together as precursors of job satisfaction among public secondary school teachers in Ibadan South West Local Government Area.

Research questions

Three questions guided the enquiry. What were the demographic characteristics of the respondents in respect of age, gender, marital status, designation and level of education? To what extent did teachers' demographic factors predict their job satisfaction? And to what extent did teachers' welfare factors predict their job satisfaction?

METHODOLOGY

This study employed a non-experimental research design of the descriptive survey type. The target population comprised all teachers in the 29 public secondary schools of Ibadan South West Local Government Area, Oyo State. Ibadan was selected because it is the state capital and carries the highest concentration of public secondary school teachers in the state, and a purposive sampling technique was used to select Ibadan South West on account of its larger teacher establishment. Twenty schools were then selected by simple random sampling, and ten teachers were randomly selected from each, giving a total sample of 200 respondents. Complete data were obtained from 199 of these, and the regression analyses reported below were conducted on that number.

Data were collected with an instrument developed by the researchers and titled Welfare and Demographic Factors of Secondary School Teachers as Precursor of Job Satisfaction. The instrument was organised in three sections. The first collected demographic information covering age, gender, marital status, educational level and designation. The second addressed the teachers' welfare package across remuneration, promotion, in-service training and working conditions, with responses captured on a four-point Likert scale. The third addressed job satisfaction, with responses captured on a five-point Likert scale.

Face and content validity were established by submitting the instrument to specialists in measurement and evaluation for assessment. Reliability was established by administering the instrument to fifty teachers in a school not included in the main study; the responses returned a Cronbach's alpha coefficient of 0.84, which was taken as satisfactory. Following the validity and reliability procedures, thirty-eight of the original fifty items were retained for data collection.

Data were analysed with SPSS version 26. Descriptive statistics comprising frequencies, percentages, means and standard deviations were used to describe the respondents' demographic characteristics. Pearson product-moment correlation was used to examine the bivariate relationships among the variables and to screen for multicollinearity, and multiple regression analysis was used to test the predictive power of the welfare and demographic variables on job satisfaction. Two regression models were estimated, the first entering the five demographic variables and the second entering the four welfare variables, each at the 0.05 level of significance.

RESULTS AND DISCUSSION

Demographic characteristics of the respondents

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Demographic characteristics of the respondents

Table 1 presents demographic characteristics for all responding teachers: Age distribution appeared bimodal, with 35.5% falling between ages 31 to 40 years and an equal proportion aged 51-60 years, while only 15.0% fell within the intervening band of 41-50 years (this implies two cohorts of teachers in the study area; a younger one at early-to-mid career stages and another approaching retirement with a small middle group); slightly over half were female (52%), indicating that many respondents had household responsibility, and nearly all (81.5%) were married.

Educational attainment was high. A total of 88.5 per cent of the respondents held a first degree or above, with 58.5 per cent holding a bachelor's degree and 27.5 per cent a master's degree. This indicates a well-qualified workforce and carries consequences for the analysis reported below, since a variable that is near-universal in a sample has little room to discriminate between respondents. In terms of designation, class teachers accounted for 64.5 per cent of the sample, followed by principals (14.5 per cent), vice principals (11.0 per cent) and heads of department (10.0 per cent), so that roughly two teachers in three occupied the base of the school hierarchy

Table 1. Demographic characteristics of respondents (N = 200)

Variable	Category	n	%
Age (years)	20–30	28	14.0
	31–40	71	35.5
	41–50	30	15.0
	51–60	71	35.5
Gender	Male	96	48.0
	Female	104	52.0
Marital status	Single	32	16.0
	Married	163	81.5
	Divorced	2	1.0
	Separated	3	1.5
Level of education	NCE	8	4.0
	HND	15	7.5
	B.Sc./B.Ed.	117	58.5
	M.Sc./M.Ed.	55	27.5
	Ph.D.	5	2.5
Designation	Class teacher	129	64.5

Variable	Category	n	%
	Head of department	20	10.0
	Vice principal	22	11.0
	Principal	29	14.5

Source: Field survey. NCE = Nigeria Certificate in Education; HND = Higher National Diploma.

Demographic factors as predictors of job satisfaction

Table 2 presents the correlation matrix for the demographic variables and job satisfaction. None of the coefficients approached the conventional threshold of .85, which indicated that multicollinearity was not a material concern. Age ($r = .204$, $p < .01$) and designation ($r = .262$, $p < .01$) were positively correlated with job satisfaction, while gender was negatively correlated with it ($r = -.203$, $p < .01$) under a coding in which male was scored 1 and female 2, indicating that female teachers reported lower satisfaction at the bivariate level. Marital status and educational level showed no significant association. The strongest relationship within the predictor set was between age and designation ($r = .719$, $p < .01$), which was expected, since promotion to senior cadre in the Nigerian public service accrues largely with length of service.

Table 2. Correlation matrix of demographic variables and job satisfaction

Variable	Age	Gender	Marital status	Education	Designation	Job sat.
Age	1.000	.111	.496**	.243**	.719**	.204**
Gender	—	1.000	.118	-.127	.146*	-.203**
Marital status	—	—	1.000	.171*	.259**	-.027
Education	—	—	—	1.000	.316**	-.033
Designation	—	—	—	—	1.000	.262**
Mean	2.72	1.52	1.88	3.17	1.76	22.65
SD	1.094	0.501	0.465	0.764	1.132	6.133

Source: Field survey. Gender was coded male = 1, female = 2. ** $p < .01$; * $p < .05$ (two-tailed).

Table 1 provides demographic characteristics for respondents to this survey: the age distribution was bimodal (two peaks) at ages 31-40 years and then 51-60 with only a minority in the middle band of 41-50 suggesting two cohorts within the study area, an early-to-mid career cohort and one approaching retirement; more than half were female (52%) indicating many likely had household responsibility; almost all married (81.5%). This agrees with Topchyan and Woehler (2021), who found that teachers holding full-time status reported significantly higher satisfaction and engagement than those in substitute positions. The result may be attributed to the autonomy, recognition and influence over one's own working conditions that accompany higher rank, which are the motivating factors Herzberg's two-

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factor account distinguishes from merely hygienic ones. It should nonetheless be read alongside the strong association between age and designation in Table 2, since seniority in this system is substantially a function of service.

Age ($\beta = .132$, $p = .229$), marital status ($\beta = -.153$, $p = .056$) and educational level ($\beta = -.087$, $p = .234$) did not predict job satisfaction. The absence of an age effect is consistent with Topchyan and Woehler (2021), who found length of teaching experience to have no significant bearing on satisfaction, and with the bimodal age distribution in Table 1, in which the sample was concentrated at both ends of the career rather than spread across it. The absence of an education effect was to be expected where 88.5 per cent of respondents held a degree or above, since a near-universal attribute cannot discriminate between the satisfied and the dissatisfied; it is also possible that rising qualification raised expectation in step with capability, so that the two effects offset each other. Marital status approached significance and may merit attention in a larger sample.

Table 3. Multiple regression of demographic variables on job satisfaction

Model	B	SE B	β	t	p
(Constant)	21.512	2.635	—	8.163	< .001
Age	0.739	0.612	.132	1.206	.229
Gender	2.039	0.853	.166	2.389	.018*
Marital status	-2.011	1.046	-.153	-1.922	.056
Level of education	-0.698	0.585	-.087	-1.194	.234
Designation	1.143	0.551	.211	2.073	.039*

Source: Field survey. $R = .351$, $R^2 = .123$, adjusted $R^2 = .100$, $F(5, 193) = 5.423$, $p < .001$. * $p < .05$.

Welfare factors as predictors of job satisfaction

Table 4 presents the correlation matrix for the welfare variables and job satisfaction. All four components correlated positively and significantly with satisfaction, but at appreciably different strengths. Working conditions ($r = .467$), promotion ($r = .460$) and in-service training ($r = .430$) each returned a moderate positive correlation at $p < .01$, whereas salary returned a weak one ($r = .269$, $p < .01$). The intercorrelations among the predictors ranged from .249 to .476 and were therefore well below the level at which multicollinearity would distort the estimates.

Table 4. Correlation matrix of welfare variables and job satisfaction

Variable	Salary	Promotion	In-service training	Working conditions
Salary	1.000	.249**	.357**	.304**

Variable	Salary	Promotion	In-service training	Working conditions
Promotion	—	1.000	.358**	.310**
In-service training	—	—	1.000	.476**
Working conditions	—	—	—	1.000
Job satisfaction	.269**	.460**	.430**	.467**

Source: Field survey. ** $p < .01$ (two-tailed).

Table 5 demonstrates that the four welfare variables together explained 35.6% of the variance in job satisfaction, or 34.3% after adjustment ($R = .597$, $R^2 = .356$, adjusted $R^2 = .343$), and that the overall model was significant ($F[4, 194] = 26.812$, $p < .001$). Promotion in the Nigerian public service confers not only additional income but movement in grade, formal recognition and evidence that service has been observed, so that delay or opacity in its award represents a loss of standing as much as of salary.

Working conditions followed closely ($\beta = .276$, $t = 4.103$, $p < .001$), which agrees with Toropova et al. (2021), who identified workload, teacher cooperation and perceptions of student discipline as the conditions most strongly related to teacher satisfaction, and with Williams et al. (2024). In-service training also contributed significantly ($\beta = .175$, $t = 2.533$, $p = .012$). Although this was the smallest of the three significant coefficients, it is a substantial finding in practical terms, since professional development is generally the least costly of the welfare components to provide. Darling-Hammond et al. (2017) observed that the effectiveness of such provision depends on its design rather than on its volume, which implies that the return on training investment in the study area would turn on what was delivered rather than on how much.

Salary was not a significant predictor ($\beta = .049$, $t = 0.773$, $p = .441$) notwithstanding its significant zero-order correlation in Table 4, which indicates that the apparent association between pay and satisfaction operated through the other three components rather than independently of them. Two readings are available and the data do not distinguish between them. Teachers in the study area may have normalised inadequate remuneration as a fixed condition of the occupation, so that satisfaction came to be driven by whatever remained variable; alternatively, salary variation within a single public service pay structure is compressed by design, and a variable with little variance cannot explain much. Either reading cautions against treating pay increases as the principal lever for raising teacher satisfaction.

Relative contribution of welfare and demographic factors

A comparison of the two models gave the clearest result of the study. The variance explained by welfare factors (35.6 per cent) was significantly greater than the variance explained by demographic factors (12.3 per cent), such that roughly three times as much of the variance in job satisfaction was explained by what was done to teachers by their employer as compared to who those teachers happened to be.

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CONCLUSION AND RECOMMENDATION

Conclusion

This study investigated welfare and demographic factors as precursors of the job satisfaction of public secondary school teachers in Ibadan South West Local Government Area of Oyo State. Welfare factors proved to be substantial predictors, accounting for 35.6 per cent of the variance in job satisfaction, with promotion, working conditions and in-service training each contributing significantly. Remuneration did not contribute independently once the other three were taken into account, a finding that may indicate either that teachers in the study area had normalised inadequate pay and had come to locate their satisfaction elsewhere, or that pay varies too little within a single public service structure to explain variation in anything.

Demographic factors had a smaller and less consistent effect (12.3 per cent of the variance explained), and while designation and gender significantly predicted satisfaction, age, marital status, and educational qualification did not. The gender effect switched sign between the bivariate and multivariate analyses, which means that the lower satisfaction of female teachers was due to their distribution across designation, rather than to gender itself.

Taken together, the two models indicate that teachers' satisfaction in this setting responded principally to how they were managed rather than to who they were, and that the elements of management most closely implicated were advancement, the physical and organisational conditions of the work, and access to professional development. This is a more tractable conclusion than one resting on pay alone, since each of the three is amenable to administrative action at state and school level.

Recommendations

On the basis of these findings, the following recommendations were made.

- The Oyo State Ministry of Education should establish a monitoring system to ensure that promotions are not unduly delayed and that the criteria governing them are published and applied transparently, since promotion emerged as the strongest single predictor of teacher satisfaction in this study.
- The Ministry and school management should institute mandatory in-service training calendars, with seminars, workshops and mentoring organised on a regular schedule rather than on an occasional basis, and with attention to the design of provision rather than to its volume alone.
- Investment should be directed towards classrooms, libraries, laboratories and staff rooms, towards the reduction of class sizes, and towards the supply of instructional materials, since working conditions were the second strongest predictor and are the component over which school-level management has the most direct control.
- Security personnel, first aid provision and school health services should be extended to all schools in the area, these being components of working conditions that bear on teachers as well as on students.

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- Career progression should be reviewed for gender equity in workload allocation and advancement, since the analysis indicated that the lower satisfaction of female teachers was attributable to their distribution across designation rather than to gender itself, and would therefore be addressed by progression reform rather than by welfare provision alone.
- Salaries should continue to be paid regularly and on time and should be reviewed against comparable government establishments, but the finding that remuneration did not predict satisfaction independently indicates that pay reform alone would be unlikely to raise satisfaction in the absence of action on promotion, conditions and training.

Suggestions for further study

Four directions are suggested. The 64.4 per cent of variance left unexplained by the welfare model and the 87.7 per cent left unexplained by the demographic model should be investigated through the inclusion of further welfare indicators such as housing allowance, medical insurance and study leave. A comparable study should be conducted among private secondary school teachers and replicated in other local government areas to establish whether the present findings generalise. A longitudinal design should be adopted to establish how welfare provision affects satisfaction over time, since the cross-sectional evidence reported here cannot establish direction of causation. Finally, variables such as school culture, leadership style and teacher self-efficacy should be examined as possible moderators or mediators of the relationship between welfare provision and satisfaction, the last of these having been shown by Xiao and Zheng (2025) to correlate substantially with teacher job satisfaction across 39 studies in 18 countries.

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