

## INFLUENCE OF SCHOOL ENVIRONMENT CONSTRUCTS ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS MAIDUGURI, BORNO STATE, NIGERIA

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### **Abstract**

This study investigates how school environment constructs influence the teachers' job Satisfaction in public senior secondary schools in Maiduguri, Borno State, Nigeria. A survey research design was adopted. Data was collected from sixty-three (63) senior secondary school teachers. The measurement model in SEM was used to assess reliability and validity. Cronbach's alpha values ranged from 0.812 to 0.901, while composite reliability values exceeded 0.85. The Average Variance Extracted (AVE) values were all above 0.70, indicating that the constructs were measured consistently and demonstrated strong convergent validity. Findings revealed that Professional Development had the strongest direct influence on Job Satisfaction ( $\beta = 0.466$ ), followed by Organizational Support ( $\beta = 0.443$ ) and Work Environment ( $\beta = 0.235$ ). Leadership Style had a weak negative direct effect ( $\beta = -0.144$ ), but a strong positive influence on Professional Development ( $\beta = 0.913$ ), showing an indirect influence on Job Satisfaction. The R-squared value for Job Satisfaction was 0.919 suggesting that 91.9% of its variation was explained by the model. Model fit indices were acceptable, with SRMR = 0.062 and NFI = 0.911. Overall, the study concludes that teacher development, supportive leadership and conducive work conditions are critical drivers of job satisfaction in public schools. Based on these results, the study recommends that improving teacher development, leadership practices and support systems can significantly enhance job satisfaction in public schools.

**Keywords:** School environment, school environment construct, environment, job satisfaction

### **Introduction**

Teachers are one of the most important parts of any school system. When they are satisfied with their jobs, they are more likely to teach effectively, remain in the profession and contribute to student success. Recent research has examined a range of school environment factors that influence teachers' job satisfaction across different contexts in Nigeria. Ibrahim et al. (2025) identified conditions such as regular promotions, timely salary payments and improved work settings as important contributors to teacher satisfaction in Osun State. In Taraba State, Nwosu et al. (2024) reported that principal support, including access to training and fair performance reviews, was associated with more positive job experiences. Fareo and Kamkwis (2018) also noted that teacher participation in decision-making and greater autonomy were linked to favourable job attitudes in Adamawa State.

Leadership style has been widely explored as another important factor. Angwaomaodoko (2023) documented the role of democratic leadership practices in enhancing teacher motivation in Lagos schools. Adebayo and Salami (2022) found that transformational leadership in Ogun State was associated with improved teacher morale. In contrast, Gbarage (2022) highlighted challenges in Rivers State, where ineffective leadership and delayed incentives were linked to lower levels of satisfaction. Professional development opportunities have similarly been

emphasized in the literature. Olatunji and Ojo (2021) reported that regular workshops and training programmes in Ekiti State strengthened teachers' confidence and commitment. Nwosu et al. (2024) also underscored the importance of performance reviews and staff development initiatives in shaping teachers' job attitudes. Fareo and Kamkwis (2018) further identified opportunities for growth and involvement in school processes as relevant contributors to satisfaction.

Studies have also addressed the influence of the work environment and organizational support. Bello and Yusuf (2019) found that clean, safe and well-resourced school environments in Kwara State were associated with stronger job commitment. Eze and Okonkwo (2020) reported that access to teaching resources and recognition of effort contributed to higher satisfaction among teachers in Enugu State. Ibrahim et al. (2025) similarly noted the relevance of supportive leadership, timely salaries and promotions in shaping positive job experiences. Overall, the literature indicates that leadership style, professional development, organizational support and work environment are important determinants of teacher job satisfaction. However, most existing studies have examined these factors independently. There is limited empirical evidence on how these constructs operate together within a single analytical framework, particularly in the context of public secondary schools in Maiduguri. This study therefore investigates the combined influence of these school environment constructs using structural equation modeling.

Across many public senior secondary schools, teachers often work under conditions that can affect how satisfied they feel about their jobs. Challenges such as poor leadership, limited support from school management, few opportunities for professional development and difficult work environments continue to reduce morale and increase teacher turnover. These persistent issues raise concerns about teacher motivation, performance and retention. Despite the importance of these factors, limited empirical evidence exists on how these school environment constructs collectively influence teachers' job satisfaction, particularly in Maiduguri. This gap makes it difficult for policymakers and school administrators to design effective interventions that address teachers' needs. Teachers faced challenges in many public secondary schools across Nigeria that negatively affect their job satisfaction (Onikoyi, 2022; Adeyemi & Olatunji, 2021). These challenges include poor leadership, limited support from school management, few opportunities for professional development and difficult working conditions (Tintoré *et al.*, 2022; Bello & Yusuf, 2019; Nwosu *et al.*, 2024). If these issues are not addressed, they can lead to low motivation, poor performance and high turnover among teachers (Fareo & Kamkwis, 2018).

### **Statement of the Problem**

Teachers in many public senior secondary schools across Nigeria continue to work under conditions that undermine their job satisfaction. Studies have documented persistent challenges such as poor leadership practices, limited managerial support, inadequate opportunities for professional development and difficult working environments (Onikoyi, 2022; Adeyemi & Olatunji, 2021; Tintoré *et al.*, 2022; Bello & Yusuf, 2019; Nwosu *et al.*, 2024). These conditions contribute to declining morale, reduced motivation, poor performance and increasing teacher turnover (Fareo & Kamkwis, 2018). In Maiduguri, similar concerns have been raised regarding the quality of leadership, the availability of developmental opportunities and the level of organizational support provided to teachers. However, despite the recognition of these issues, there is limited empirical evidence on how these school environment constructs **collectively** influence teachers' job satisfaction within this context. Most existing studies

examine these factors independently, making it difficult to understand their combined effects. This lack of integrated evidence creates a gap for policymakers and school administrators, who require a clearer understanding of how leadership style, work environment, professional development and organizational support interact to shape teachers' job satisfaction. Addressing this gap is essential for designing effective interventions that can improve teacher motivation, retention and overall school performance in public senior secondary schools in Maiduguri.

### **Research Objectives**

The objectives of the study are to:

1. Examine the influence of leadership style on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.
2. Assess how working environment influences teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.
3. Investigate the influence of professional development opportunities on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.
4. Determine the influence of organizational support on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.
5. Explore the influence of professional development program and the leadership styles of the principals on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.

### **Hypotheses**

H<sub>01</sub>: Leadership style has no significant influence on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.

H<sub>02</sub>: Working environment has no significant influence on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.

H<sub>03</sub>: Teachers' professional development opportunities have no significant influence on job satisfaction in public senior secondary schools in Maiduguri, Borno State.

H<sub>04</sub>: Organizational support has no significant influence on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State.

H<sub>05</sub>: Teachers' professional development does not mediate the relationship between leadership style and job satisfaction in public senior secondary schools in Maiduguri, Borno State.

### **Methodology**

This study adopted a survey research design to investigate the influence of leadership style, work environment, professional development and organizational support on teachers' job satisfaction in public senior secondary schools in Maiduguri, Borno State. The population of the study comprised three thousand, nine hundred and eighty-seven (3,987) teachers in public senior secondary schools in Borno State, while a sample of three hundred and sixty-three (363) teachers was determined using Taro Yamane's (1968) formula for sample size calculation. Data were collected using a structured questionnaire adapted from previously validated instruments. Specifically, items on leadership style were adapted from Adebayo and Salami (2022) and Angwaomaodoko (2023); work environment items were adapted from Bello and Yusuf (2019); professional development items were adapted from Olatunji and Ojo (2021) and Nwosu et al. (2024); organizational support items were adapted from Eze and Okonkwo (2020); while job satisfaction items were adapted from Ibrahim et al. (2025). All items were modified to suit the

Nigerian school context. The instrument measured the five key constructs of the study: leadership style, work environment, professional development, organizational support and job satisfaction.

The data obtained was analyzed using Structural Equation Modeling (SEM) to examine the relationships among the variables and to identify both direct and indirect effects. As part of the SEM measurement model, reliability and validity of the constructs were assessed using Cronbach’s alpha, composite reliability (CR) and Average Variance Extracted (AVE). Although reliability is often established through pilot testing, SEM allows reliability estimation directly from the main study data, and this approach was adopted in the present study. In SEM, a Cronbach’s alpha value of 0.70 or higher indicates acceptable internal consistency, while composite reliability values of 0.70 and above show that the items adequately measure their respective constructs. An AVE value of 0.50 or higher demonstrates convergent validity, indicating that each construct explains at least half of the variance in its indicators.

## Results

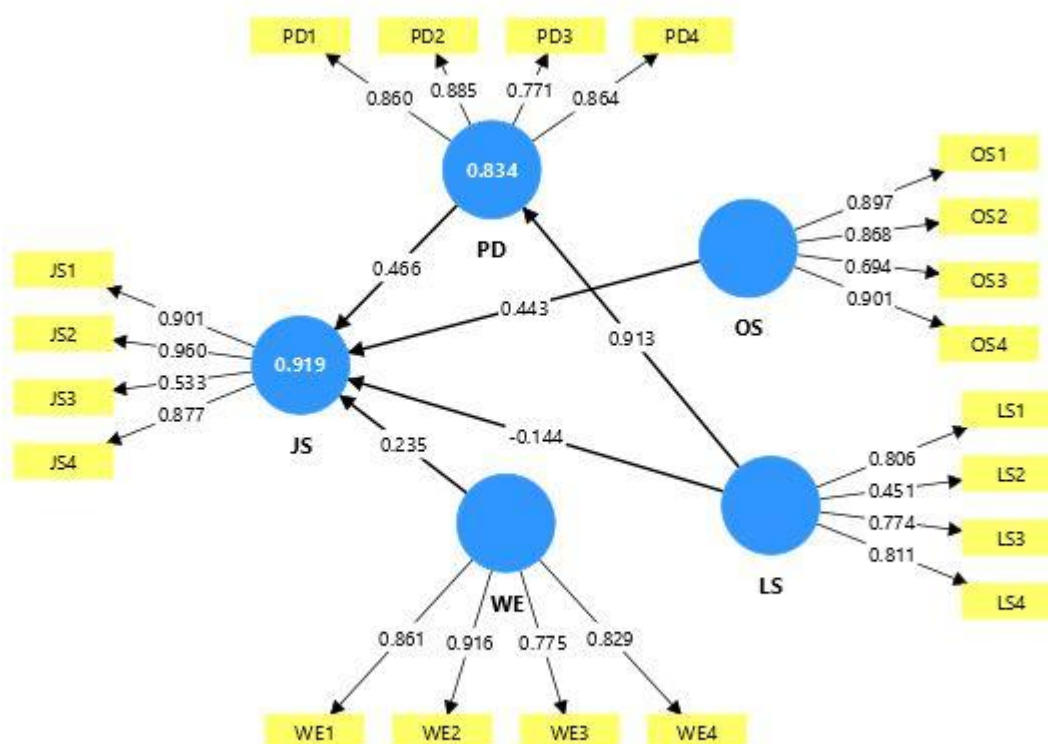
This section presents the findings from the data collected to examine how school environment factors such as Leadership Style, Work Environment, Professional Development and Organizational Support influence Teachers’ Job Satisfaction in public secondary schools. The analysis was carried out using SEM and the results were organized into tables showing path coefficients, latent variable correlations, reliability measures and model fit indicators.

**Table 1: Outer Loadings**

Latent Variable	JS	LS	OS	PD	WE
J1	0.901				
J2	0.96				
J3	0.533				
J4	0.877				
LS1		0.806			
LS2		0.451			
LS3		0.774			
LS4		0.811			
OS1			0.897		
OS2			0.868		
OS3			0.694		
OS4			0.901		
PD1				0.860	
PD2				0.885	
PD3				0.771	
PD4				0.854	
WE1					0.861
WE2					0.916
WE3					0.775
WE4					0.829

The SEM analysis shows that Leadership Style has a small negative influence on teachers’ job satisfaction (−0.144), meaning that the leadership approaches used may not be helping teachers feel more satisfied. However, Leadership Style has influence on Professional Development

(0.913), suggesting that good leadership plays a major role in providing training and growth opportunities. Professional Development, in turn, has a strong positive influence on job satisfaction (0.466), showing that when teachers have access to workshops and career growth, they feel much happier in their jobs. Organizational Support also has a strong positive influence (0.443), meaning that when teachers feel backed by school management through recognition, resources, and encouragement they are more satisfied. The Work Environment also has influence (0.235) school setting is not as powerful as support or development. Therefore, the strongest influence comes from leadership’s ability to improve professional development, which then boosts job satisfaction. This supports the mediation hypothesis and shows that helping teachers grow and feel supported is key to keeping them satisfied.



**Figure 1: Path diagram**

Professional Development has the strongest positive influence on teachers’ job satisfaction, with a path coefficient of 0.919. It also positively influences Organizational Support (0.443) and Leadership Style (0.235). Job Satisfaction slightly increases Organizational Support (0.143) but has a weak influence effect on Leadership Style (−0.144). Work Environment contributes moderately to Leadership Style (0.176). Therefore, the results show that helping teachers grow through development opportunities is the most effective way to improve their job satisfaction, while other factors like support, leadership and environment play smaller but supportive roles.

**Table 2: Path Coefficients from the SEM Model**

S/N	Path Relation	Coefficients
1	Leadership Style→Job Satisfaction	-0.144
2	Leadership Style →Professional Development	0.913
3	Organizational Support→ Job Satisfaction	0.443
4	Professional Development → Job Satisfaction	0.466
5	Work Environment→ Job Satisfaction	0.235

The strongest relationship is between Leadership Style and Professional Development (0.913), showing that good leadership greatly improves teachers’ access to training and growth opportunities. Professional Development also has a strong positive effect on Job Satisfaction (0.466), indicating that when teachers are supported in their growth, they feel more fulfilled in their jobs. Organizational Support contributes positively to job satisfaction (0.443), suggesting that recognition, resources and administrative backing play an important role. The Work Environment has a positive effect (0.235) which shows that a safe and friendly school setting helps. Leadership Style has a weak negative direct effect on Job Satisfaction (-0.144), which may mean that leadership influences satisfaction more indirectly especially through its impact on professional development. Therefore, the results highlight that helping teachers grow and feel supported is the most effective way to improve their job satisfaction.

**Table 3: Latent Variable Correlation**

S/N	Latent Variable	JS	LS	OS	PD	WE
1	JS	1.000	0.830	0.908	0.897	0.926
2	LS	0.830	1.000	0.774	0.913	0.873
3	PD	0.908	0.774	1.000	0.787	0.888
4	WE	0.897	0.913	0.787	1.000	0.907
5	OS	0.926	0.873	0.888	0.907	1.000

r-square (JS=0.919, PD=0.834)

The results show that all five variables; Leadership Style, Work Environment, Professional Development, Organizational Support and Job Satisfaction are strongly related to each other. The highest correlations with Job Satisfaction were observed with Organizational Support (0.926) and Professional Development (0.908) suggesting that when teachers feel supported and have opportunities to grow, they are more likely to be satisfied. Work Environment (0.897) and Leadership Style (0.830) also show strong positive relationships with Job Satisfaction. The R-squared value for Job Satisfaction is 0.919, which means that about 92% of the variation in teachers’ job satisfaction were explained by the other variables in the model. Similarly, Professional Development has an R-squared of 0.834, showing that 83% of its variation is explained by factors like leadership and support. Therefore, these results confirm that the model is strong and that improving leadership, support and development opportunities can significantly boost teacher satisfaction.

**Table 4: Discriminant Validity**

Latent Variables	Cronbach's alpha	Composite reliability $\rho_a$	Composite reliability $\rho_c$	Average variance extracted
Work Environment	0.868	0.880	0.910	0.717
Professional Development	0.867	0.869	0.910	0.716

Organizational Support	0.864	0.894	0.908	0.713
Job Satisfaction	0.842	0.900	0.898	0.696
Leadership Style	0.700	0.753	0.811	0.528

Table 4 shows that, all five latent variables show acceptable levels of reliability and validity. The Cronbach’s alpha values range from 0.700 to 0.868, indicating good internal consistency, especially for Work Environment and Professional Development. Composite reliability ( $\rho_c$ ) values are all above 0.80, confirming that the constructs are measured reliably. The Average Variance Extracted (AVE) values for most variables are above the recommended threshold of 0.50, meaning that each construct explains more than half of the variance in its indicators. However, Leadership Style has the lowest AVE (0.528) and Cronbach’s alpha (0.700), suggesting it’s the weakest among the constructs in terms of measurement strength but still acceptable. Therefore, the model demonstrates solid discriminant validity, meaning each construct is distinct and well-measured within the SEM framework.

**Table 5: Covariance Matrix of Latent Constructs in the SEM Model**

Constructs	JS	LS	OS	PD	WE
JS					
LS	0.988				
OS	1.016	0.979			
PD	1.046	1.134	0.904		
WE	1.066	1.085	1.015	1.044	

The covariance values show how much the latent variables change together. Higher values indicate stronger shared variation. Job Satisfaction shares the most variation with Work Environment at 1.066, followed by Professional Development at 1.046 and Organizational Support at 1.016. This means that when these factors improve, Job Satisfaction tends to improve as well. Leadership Style also shows a strong covariance with Job Satisfaction (0.988). Professional Development and Leadership Style have the highest covariance overall (1.134), suggesting that leadership is closely tied to development opportunities. Therefore, the results confirm that the constructs in the SEM model are strongly interrelated and improvements in one area especially Professional Development, Organizational Support or Work Environment are likely to influence others, particularly job satisfaction.

### Conclusion

This study set out to understand how different parts of the school environment shape teachers’ job satisfaction in public senior secondary schools in Maiduguri. The results show that teachers feel more satisfied when they have real opportunities to grow in their profession. Training, workshops, and other forms of development stood out as the strongest factor, giving teachers a sense of progress and confidence in their work. Support from school management also played a major role. Teachers who felt recognized, encouraged and provided with the resources they needed were more positive about their jobs. The work environment contributed as well, though not as strongly as development and support. A safe, organized, and comfortable school setting still matters, but it is not the main driver of satisfaction. Leadership style had a weak direct effect on job satisfaction, but it strongly influenced professional development. This means that leadership affects satisfaction mostly through the opportunities it creates for teachers to learn and advance, rather than through leadership behavior alone. The model used in this study

explained most of the factors that influence how teachers feel about their work, showing that these elements are closely connected. When leadership improves development opportunities and when teachers feel supported and work in a positive environment, their satisfaction increases.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. School principals should adopt more supportive and participatory leadership practices to create a positive school climate.
2. The physical and instructional work environment should be improved by providing adequate facilities, resources and safe learning spaces.
3. Teachers should be given regular opportunities for professional development through workshops, mentoring and in-service training.
4. School management should strengthen organizational support by recognizing teachers' efforts, offering timely incentives and ensuring prompt salary payments.
5. Leadership practices should be linked to teacher development initiatives so that principals actively facilitate access to training and capacity-building programmes.

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