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# Psychosocial Work Conditions, Burnout and Quality of Life among Secondary School Teachers in Kosofe Local Government Area, Lagos State, Nigeria

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**Abstract:** *This study examined occupational stress, burnout, job satisfaction, social support, and quality of life among secondary school teachers in Kosofe Local Government Area, Lagos State, Nigeria. A quantitative descriptive cross-sectional design was adopted. The study population comprised teachers in public secondary schools within Ikosi-Isheri Local Council Development Area, and a sample size of 357 was determined using Slovin's formula. A total of 333 completed questionnaires were retrieved, yielding a response rate of 93.28%. Data were collected using a structured questionnaire adapted from validated instruments, including the Maslach Burnout Inventory, WHOQOL-BREF, Perceived Stress Scale, Job Satisfaction Scale, and Multidimensional Scale of Perceived Social Support. Data were analyzed using descriptive statistics in SPSS version 25. Findings showed that teachers experienced high levels of burnout, especially in frustration, excessive workload, emotional exhaustion, and feeling overextended. Occupational stress was moderate to high, with time pressure and avoidance coping emerging as major stressors. Job satisfaction was mixed: respondents reported satisfaction with supervisor competence, career advancement opportunities, and sense of accomplishment, but dissatisfaction with pay and working conditions. Despite the high levels of stress and burnout, teachers reported a relatively good quality of life, particularly in health and living conditions. Social support was also high, especially from friends and family, suggesting that interpersonal support may buffer the adverse effects of workplace stress. The study concludes that while teachers maintain a relatively stable quality of life, they do so under considerable psychosocial strain. It recommends improved remuneration, better working conditions, stress management interventions, enhanced staffing, and stronger institutional support systems.*

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**Keywords:** Occupational stress, Burnout, Job satisfaction, Social support, Quality of Life, Teachers

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## INTRODUCTION

Teachers are at the core of educational achievement and the broader social development agenda in any country. Beyond the transmission of knowledge, they form values, develop skills, manage classrooms,

provide for the socio-emotional needs of learners, and do much to develop future citizens. Because of this strategic role, the psychosocial conditions in which teachers work are of major importance, not only for their professional effectiveness, but also for their overall well-being.

Quality of life is a wide and multidimensional concept. According to the World Health Organization (2020), it is an individual's perception of his or her position in life in the context of the culture and value systems in which the individual lives and in relation to his or her goals, expectations, standards and concerns. In occupational settings, quality of life offers an important lens through which to understand the way workers assess their physical health, psychological state, social relationships and environmental conditions. For teachers, quality of life is particularly important because the profession imposes high demands of emotional, cognitive and social nature on individuals. The quality of life of a teacher can affect motivation, commitment, effectiveness in the classroom and relationships with students and colleagues. Thus, studying the quality of life of teachers is not only a welfare issue, but also a quality of education issue.

Teaching is commonly known to be a challenging profession. Teachers are expected to prepare lesson plans, conduct instruction effectively, manage student behavior, evaluate learners, provide additional academic and emotional support, attend meetings, communicate with parents, supervise extracurricular activities and complete multiple administrative tasks, often within limited time and resource constraints (Amri et al., 2021). These job demands expose to teachers' considerable occupational stress. Schools have also become more complex institutions, facing pressure to respond to social, cultural, political, and developmental factors, which adds further pressure to teacher responsibilities (Baeriswyl et al., 2021). In secondary schools in particular, teachers often work with adolescents whose developmental, behavioural and academic needs can be challenging and this adds to the emotional strain and pressure on them professionally (Marić et al., 2020).

Occupational stress has always been found to be a major issue in the teaching profession. Psychosocial risks at work result from the interaction between the work environment, the organization, the work demands, the workers' capacities, the social norms, and the worker's perception and may impact health, job performance, and satisfaction. In teaching, such risks are excessive workload, time pressure, role ambiguity, lack of recognition, classroom discipline problems, bureaucracy, and insufficient support (Bermejo-Toro et al., 2015). These conditions can cause long-term strain that has an impact on the physical and psychological health of teachers. According to Saini et al. (2023), the psychosocial risks are related to stress, burnout, health problems, low job satisfaction, and limited social support. Similarly, Madigan and Kim (2021) contended that job stress is one of the contributing factors to decreased performance, sickness, low enthusiasm and low all-round well-being, which in turn may lead to a weakening of educational outcomes.

One of the most serious consequences of occupational stress is burnout that occurs over time. Burnout is a state of emotional exhaustion, frustration, depersonalization, and diminished sense of personal accomplishment that is a product of chronic stress at work. It has become a major issue in educational research because of the implications for the mental health of teachers, their job retention and performance. The teaching profession has been found to be particularly susceptible to burnout, as a result of the mismatch between job demands and resources (Iancu et al., 2018). This is consistent with the broader evidence that burnout ensues when workers are exposed to sustained high demands without

adequate support, recognition or control over their work (Maslach & Leiter, 2016). Research from different countries has confirmed that teacher burnout is a worldwide problem. For example, studies in Botswana, Brazil, Nigeria, Morocco and Tunisia have all found significant levels of work-related burnout among teachers, although estimates of prevalence are variable across settings (Amri et al., 2021; Gil-Monte et al., 2011; Ozoemena et al., 2021). In Nigeria, Ozoemena et al. (2021) found high incidence of psychological distress and burnout in teachers and thus, it can be inferred that many educators are working under significant psychosocial pressure.

Job satisfaction is another important element of occupational well-being of teachers. It is an indicator of how positive individuals feel about their work in terms of, for example, supervision, remuneration, opportunities for advancement, work environment and feelings of accomplishment. Evidence has been obtained that job satisfaction is closely related to both quality of life and burnout. Yu et al. (2008) found that job satisfaction, life satisfaction and health status are significant determinants of quality of life. On the other hand, low job satisfaction has been linked to discomfort, low self-esteem, sadness and increased occupational stress which may contribute to burnout (Helms-Lorenz & Maulana, 2016). Teachers may still find intrinsic satisfaction with teaching though they may not be satisfied with extrinsic conditions such as salary, poor infrastructure, and poor welfare support. This duality is important in understanding the well-being of teachers, especially in public education systems where professional commitment often coexists with structural dissatisfaction.

Social support is also a critical protective factor in occupational well-being. The literature points out that there is a positive relationship between the psychological well-being of teachers and perceived social support, interpersonal adjustment, and supportive work relationships (Lorente et al., 2008; Martinez, 2020). Support from family, friends, colleagues and supervisors can limit the impact of stress and bolster the ability to cope with it. Studies have revealed that social support is positively linked to quality of life and emotional health among workers including teachers (Muhammad et al., 2022). In addition, perceived support may increase resilience, decrease isolation and help teachers to better cope with high job demands. When social support is weak, there is a tendency to increase the risk of psychological strain and decreased quality of life.

The study is especially relevant in Lagos State where teachers operate in a highly urbanized, fast-paced and often-demanding environment. Although studies have been done on psychosocial risks among teachers, burnout, and quality of life among teachers in various settings, there is still a paucity of context-specific studies focusing on teachers in secondary schools in Kosofe Local Government Area. This is important because teacher well-being is not only subject to universal occupational pressures but also the local organizational culture, school environment, realities of workload, and available support systems. Previous research by Nigerian scholars and scholars abroad have determined that working conditions, stress, burnout, job dissatisfaction and lack of support can have a negative impact on the well-being and quality of life of teachers (Allodi & Fischbein, 2012; Ozoemena et al., 2021; Asante et al., 2019). However, the pattern of these factors may vary from one setting to another and local evidence is required to inform policy and intervention.

The new focus of this study is therefore more fitting as it reflects the multidimensional profile disclosed by the findings: teachers can be under the influence of occupational stress and burnout, being characterized by mixed job satisfaction, being differentially supported socially, and still report a

moderate or relatively stable quality of life. Rather than only looking at quality of life as an outcome of psychosocial risk, the current topic offers a wider and more coherent framework for understanding the psychosocial work conditions and well-being of teachers. This approach is significant because it recognises that teachers experiences are complex and cannot be reduced to one or the other.

Against this background, this study seeks to assess psychosocial work conditions, burnout, and quality of life among secondary school teachers in Kosofe Local Government Area, Lagos State, Nigeria. The specific objectives are:

1. To assess the level of burnout among secondary school teachers in Kosofe Local Government Area, Lagos State.
2. To examine the level of occupational stress among secondary school teachers in Kosofe Local Government Area, Lagos State.
3. To assess the level of job satisfaction among secondary school teachers in Kosofe Local Government Area, Lagos State.
4. To evaluate the level of social support among secondary school teachers in Kosofe Local Government Area, Lagos State.
5. To determine the quality of life among secondary school teachers in Kosofe Local Government Area, Lagos State

## **METHODS AND MATERIALS**

The study used a quantitative approach in research with descriptive cross sectional method in order to analyze occupational stress, burnout, job satisfaction, social support and quality of life among teachers. This design was deemed appropriate because it allows data to be collected from a defined population at a single point in time, hence providing a clear snapshot of the existing conditions and variables relationships. The population of the study was the teachers that work in public secondary schools in Ikosi-Isheri Local Council Development Area (LCDA), Lagos State, which include Isheri Grammar School, Ikosi High School, Omole Grammar School, and Ojodu Grammar School. Only teachers from public secondary schools were included in the study whereas teachers from private schools, non-teaching staff were excluded so that the findings are specific to the target and relate to the study objectives.

The size of the sample was calculated using the formula for populations less than 10,000 of Araoye (2003) using Slovin's formula. With an estimated population of 3500 teachers and margin of error 0.05, the sample size calculated was 357 respondents. This sample size was deemed to be sufficient to ensure representativeness and increase the reliability of the findings. A multi-stage sampling technique was used in selecting respondents. Initially simple random sampling technique was used to select Ikosi-Isheri LCDA from the local council development areas within Kosofe Local Government Area. This was followed by stratified sampling to classify public secondary schools in the selected LCDA. Ten public secondary schools were selected in which proportionate sampling technique was used to allocate respondents among schools depending on their population sizes. Finally, simple random sampling was used within each school to select individual teachers in order to reduce selection bias and enhance the generalizability of the results.

Data was collected using a structured questionnaire that was modified using validated instruments, after a thorough review of relevant literature. The questionnaire comprised of six sections. Section A

captured socio-demographic characteristics such as gender, age, designation and school. Section B measured burnout with the Maslach Burnout Inventory (MBI), which is a 5-item scale of emotional exhaustion, depersonalization, and personal accomplishment on a Likert scale. Section C measured quality of life using the World Health Organization Quality of Life Scale (WHOQOL-BREF), which evaluates such domains as physical well-being, social relationships, and personal development. Section D measured perceived stress using the Perceived Stress Scale of Cohen and Williamson (1988). Section E was used to measure job satisfaction using the Job Satisfaction Scale developed by Weiss et al. (1967), and Section F was used to measure perceived social support using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988). These instruments have been chosen because they have been widely used and established psychometric properties for a variety of populations.

The validity of the research instrument was ensured through face and content validation by experts in the field of education, who reviewed the instrument for clarity, relevance and alignment with the study objectives. Their suggestions and corrections were taken into account in the final version of the questionnaire. Reliability of the instrument was determined with previously reported Cronbach alpha coefficients for each scale, which indicated acceptable internal consistency. The Cronbach alpha of the Maslach Burnout Inventory was 0.69 (Onisile et al., 2022), the WHOQOL-BREF showed 0.78, the Cronbach alpha of the Job Satisfaction Scale was 0.70, and Multidimensional Scale of Perceived Social Support (MSPSS) showed a higher reliability coefficient of 0.86. These values indicate that the instruments are reliable for use within the Nigerian context. Data collection was done through direct administration of questionnaires to participants in their schools and data collection was done immediately after the questionnaires were completed to achieve high response rate. The collected data were carefully screened for accuracy, completeness, consistency and then analyzed. Statistical analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 25 and the descriptive statistics including frequencies, means, and standard deviations were used to summarize and interpret the data.

## RESULTS

Three hundred and fifty seven (357) participants were targeted for the study, but 333 responded to the questionnaire, making a retrieval rate of 93.28%.

**Table 1: Demographic Characteristics of the Teachers**

Variables	Frequency	Percentage
Gender:		
Male	159	47.7
Female	174	52.3
<b>Total</b>	<b>333</b>	<b>100.0</b>
Age:		
20-29 years	132	39.6
30-39years	111	33.3
40-49years	40	12.0
50-59 years	<b>50</b>	<b>15.1</b>
<b>Total</b>	<b>333</b>	<b>100.0</b>

Highest Qualifications:

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OND/NCE	165	49.5
HND/BSc	91	27.3
Master	77	23.2
Ph.D	0	0.0
Others	<b>0</b>	<b>0.0</b>
<b>Total</b>	<b>333</b>	<b>100.0</b>

The demographic characteristics of the teachers in Table 1 indicate a fairly balanced gender distribution, with females slightly higher (52.3%) than males (47.7%). The majority of respondents are relatively young, as 39.6% fall within the 20–29 years age group, followed by 33.3% aged 30–39 years, suggesting a predominantly early- to mid-career workforce, while fewer teachers are in the older age brackets (12.0% aged 40–49 and 15.1% aged 50–59). In terms of educational qualifications, nearly half of the respondents hold OND/NCE certificates (49.5%), with smaller proportions possessing HND/BSc (27.3%) and Master's degrees (23.2%), and none holding Ph.D or other qualifications. Overall, the data suggest a youthful teaching population with moderate academic qualifications and a slight female predominance.

**Table 2: Descriptive Analysis of Teacher Burnout**

Burnout	N	Mean	SD
1 I feel emotionally drained from my work	333	3.76	.478
2 I feel burned out from my work	333	3.74	.533
3 I feel I'm working too hard on my job	333	3.83	1.141
4 I feel frustrated by my job	333	3.86	.353
5 I feel like I'm at the end of my rope	333	3.50	1.251

**Reference point = 2.5; Source: fieldwork, 2025.**

The results in Table 2 indicate a high level of burnout among teachers, as all mean scores exceed the reference point of 2.5. Teachers reported strong feelings of frustration ( $M = 3.86$ ,  $SD = 0.353$ ) and working too hard ( $M = 3.83$ ,  $SD = 1.141$ ), suggesting significant job strain and workload pressure. Similarly, respondents expressed emotional exhaustion ( $M = 3.76$ ,  $SD = 0.478$ ) and general burnout ( $M = 3.74$ ,  $SD = 0.533$ ), indicating that burnout is both emotionally and physically experienced. Although the feeling of being “at the end of my rope” had the lowest mean ( $M = 3.50$ ,  $SD = 1.251$ ), it still remains above the benchmark, reflecting notable distress among teachers. Overall, the findings suggest that burnout is prevalent among teachers, with frustration and excessive workload being the most prominent contributors.

**Table 3: Descriptive Analysis of Teachers' Quality of Life**

Quality of Life	N	Mean	SD
1. Are you satisfied with your health?	333	3.79	.482
2. Are you satisfied with yourself?	333	3.37	.886
3. Are you satisfied with your sex life?	333	3.65	.639
4. Are you satisfied with your sleep?	333	3.60	.655
5. Are you satisfied with conditions of your living space?	333	3.93	.893

**Reference point = 2.5; Source: fieldwork, 2025.**

The results in Table 3 indicated that teachers generally have a good quality of life, as all mean scores are above the reference point of 2.5. The highest satisfaction was reported for living conditions (Mean = 3.93, SD = .893) and health (Mean = 3.79, SD = .482), while satisfaction with sleep (Mean = 3.60, SD = .655) and sex life (Mean = 3.65, SD = .639) was also relatively high. However, self-satisfaction recorded the lowest mean (Mean = 3.37, SD = .886), suggesting comparatively lower personal well-being in that domain. Overall, the findings reflect moderate to high satisfaction across key aspects of teachers' quality of life.

**Table 4: Descriptive Analysis of Job Satisfaction**

	<b>Job Satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1.	Are you satisfied with competence of your supervisor in decision making?	333	3.91	.291
2.	Do you have any chance of advancing your job?	333	4.83	.428
3.	Are you satisfied with your pay?	333	1.82	.409
4.	Are you satisfied with your working condition?	333	2.04	.401
5.	Do you feel accomplished from the job?	333	3.54	.376

**Reference point = 2.5; Source: fieldwork, 2025**

The results in Table 4 indicated mixed levels of job satisfaction among respondents. Teachers reported high satisfaction with opportunities for career advancement (Mean = 4.83) and supervisor competence (Mean = 3.91), as well as a moderate sense of accomplishment (Mean = 3.54), all above the reference point of 2.5. However, they expressed dissatisfaction with their pay (Mean = 1.82) and working conditions (Mean = 2.04), both falling below the benchmark. Overall, while intrinsic and supervisory factors are favorable, extrinsic conditions such as salary and work environment remain major sources of dissatisfaction.

**Table 5: Descriptive Analysis of Stress Level**

	<b>Stress</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1.	I feel fatigued even after I wake up from adequate sleep	333	3.13	0.518
2.	Not enough time to do all that I intend to do	333	3.89	0.822
3.	Increase muscular aches in the neck, shoulders and head	333	2.42	1.242
4.	I find out that I don't have interest for any hobbies aside work	333	2.52	.904
5.	I deny or ignore problems hoping it will go away	333	3.30	0.665

**Reference point = 2.5; Source: fieldwork, 2025.**

The results indicate a generally moderate to high level of stress among respondents, as most mean scores exceed the reference point of 2.5. Notably, the highest stress indicator is lack of time to complete tasks (Mean = 3.89), followed by denial or avoidance of problems (Mean = 3.30) and persistent fatigue despite adequate sleep (Mean = 3.13). However, loss of interest in hobbies (Mean = 2.52) is only slightly above the threshold, while muscular aches (Mean = 2.42) fall below it, suggesting lower

physical stress symptoms. Overall, the findings reflect that time pressure and psychological coping challenges are the most prominent stressors among respondents.

**Table 6: Descriptive Analysis of Social Support**

	<b>Social Support</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1	There is a special person who is around when I am in need	333	4.16	.418
2	My family is always willing to help me make decisions	333	4.04	.622
3	I can count on my friend when things go wrong	333	3.83	.442
4	I have a special friend who is a real source of comfort to me	333	3.00	.353
5	I have friends with whom I share my sorrows and joy with	333	4.50	.451

**Reference point = 2.5; Source: fieldwork, 2025**

The results in Table 6 indicated a generally high level of perceived social support among respondents, as all mean scores exceed the reference point of 2.5. The highest support is observed in sharing emotions with friends ( $M = 4.50$ ), followed by having someone available in times of need ( $M = 4.16$ ) and family support in decision-making ( $M = 4.04$ ). Support from friends during difficulties is also relatively high ( $M = 3.83$ ), while having a special comforting friend shows the lowest, though still positive, mean ( $M = 3.00$ ). Overall, the findings suggest strong social support systems among respondents.

## DISCUSSION OF FINDINGS

The findings of this study offer important information about the psychosocial experiences of teachers, especially in relation to burnout, stress, job satisfaction, quality of life and social support. The demographic picture showed that the workforce was relatively young and not overly qualified, with a slight predominance of females. This is consistent with trends in developing countries where teaching is typically dominated by early-career professionals and females, and this has been linked to greater vulnerability to occupational stress, due to the lack of experience and capacity for coping (Kyriacou, 2001; Jamaludin & You, 2019). The comparatively small percentage of highly qualified teachers (zero Ph.D holders) may also imply a lack of opportunities for professional growth, which may indirectly lead to job-related dissatisfaction and job burnout.

The study showed a high level of burnout among teachers with high signs of emotional exhaustion, frustration and excessive work load. This is supportive of the Job Demands - Resources (JD-R) model, which states that high job demands, such as workload and time pressure, combined with a lack of resources, result in burnout (Bakker & Demerouti, 2007; Demerouti et al., 2001). The findings are in line with earlier research suggesting that teachers often suffer from burnout as a result of role overload, emotional demands, and insufficient support systems (Onuka & Akinyemi, 2017; Ozoemena et al., 2021). Similarly, research findings conducted in Morocco and Brazil indicated high prevalence of burnout among teachers, especially in settings of low institutional support and high work pressure (Amri et al., 2021; Gil-Monte et al., 2011). The high mean scores for frustration and working too hard

in this study further supports the argument that too much workload is still a major driver of teacher burnout (Friesen & Sarros, 1989; Baeriswyl et al., 2021).

Despite the high levels of burnout, the findings found that teachers had a relatively good quality of life. This apparently paradoxical outcome suggests that it may be factors outside the workplace, such as personal resilience, social relationships and living conditions, that may buffer the negative effects of occupational stress. This is in line with the results of Adebayo and Nwankwo (2019) who also reported that teachers are able to achieve moderate quality of life despite the challenges associated with work through adaptive coping mechanisms. Additionally, research by Adeniji and Omoteso (2017) found that while stress has a negative effect on quality of life, the existence of coping strategies and support systems can mitigate the effects of stress. However, the comparatively low self-satisfaction in this study may be due to the psychological stress of being exposed to burnout over a long period of time, as supported by Eze et al. (2018), who found that burnout leads to a significant reduction in personal well-being among teachers.

The results on job satisfaction show a dichotomy between the intrinsic and extrinsic factors. Teachers expressed great satisfaction with career advancement opportunities and supervisory competence, but low satisfaction with pay and working conditions. This finding is consistent with Herzberg's two-factor theory, which states that intrinsic factors such as achievement and recognition contribute to satisfaction, while extrinsic factors such as salary and work environment contribute to dissatisfaction (Adigun & Bello, 2021). Similar findings were reported by Olorunsola and Akinleye (2017) who stated that although teachers may get fulfillment in the nature of their work, poor remuneration and unfavorable working conditions are still major sources of dissatisfaction. The dissatisfaction with pay and working conditions in the current study is also consistent with the results of Allodi and Fischbein (2012), which highlighted the role of supportive work environments in improving teacher motivation and well-being. These results suggest that improving extrinsic conditions is critical to improving overall job satisfaction amongst teachers.

The analysis of the level of stress showed that time pressure and psychological coping problems are the main source of stress in respondents. Teachers indicated lack of time to get things done and a tendency to avoid or ignore problems indicating maladaptive coping strategies. This supports the findings of McCarthy et al. (2016) who identified workload and time constraints as major sources of teacher stress. Similarly, Oboegbulem and Ogbonnaya (2016) found that excessive workload and poor time management contribute to a significant amount of stress experienced by teachers in Nigeria. The tendency to use avoidance coping may further compound stress, as it hindered effective resolution of the problem and placed more psychological stress on the individual (Lazarus & Folkman, 1984). However, the rather low levels of physical symptoms of stress e.g. muscular aches indicate that stress is more psychological than physiological in nature in this context.

One of the most important results of this study is the high level of perceived social support of teachers. Respondents indicated high support from friends, family, and significant others, especially in terms of sharing feelings with and getting help from friends and family during difficult times. This finding is in line with other studies that have shown the protective role of social support in promoting well-being and reducing stress (Abiola & Adebayo, 2020; Olaleye & Omole, 2019). Social support has been demonstrated to buffer the adverse impacts of stress and burnout through offering emotional,

informational, and instrumental resources (Ibrahim et al., 2021). Similarly, Eze and Okafor (2018) found that perceived social support is positively associated to life satisfaction among teachers. The high level of social support noted in the present study may account for the relatively good quality of life reported by teachers even though they experienced high levels of burnout and stress.

Furthermore, the interaction between social support, stress and burnout is strongly suggesting the importance of psychosocial resources in the workplace. According to the JD-R model, social support is an important job resource that can reduce the effects of job demands on burnout (Bakker & Demerouti, 2007). The results of this study support this theoretical framework because the teachers who had higher levels of social support networks are apparently better able to deal with stress that is related to work. However, dependence on informal support system may not suffice to solve systemic problems such as poor working conditions and poor remuneration.

In summary, the findings of this study show that although the teachers exhibit high levels of burnout and stress, their quality of life is relatively stable as a result of high levels of social support systems and intrinsic job satisfaction. However, continued dissatisfaction with extrinsic factors such as pay and working conditions indicates the need for structural interventions. These findings strengthen the importance of a holistic perspective of teacher well-being, which includes both organizational reforms and psychosocial support mechanisms.

## **CONCLUSION**

The study concludes by saying that teaching is a psychologically demanding profession that has significant levels of burnout and stress as a result of pressures related to workload and a lack of institutional resources. While teachers show resilience and maintain a relatively stable quality of life, the stability seems to be maintained more by personal and social support systems than favorable workplace conditions. The combination of high levels of burnout and moderate levels of well-being indicate that teachers are coping rather than thriving, and suggest that there is an underlying strain in the profession.

Furthermore, the results show a pronounced imbalance of intrinsic and extrinsic job satisfaction aspects. Although teachers find satisfaction in their jobs, supervisory support, and opportunities for growth, they continue to be dissatisfied with pay and working conditions, which remain a major area of concern. This means that existing educational systems may not be sufficiently supporting the general well-being of teachers. Without deliberate organizational and policy-level interventions, the continued exposure to stress and burnout may have adverse implications on teacher retention, performance and, ultimately, the quality of education delivery.

## **Recommendations**

The following recommendations were made on the basis of the concluded results:

1. Educational authorities should focus more on improving salary structures and working environment to improve teacher motivation and decrease dissatisfaction.
2. Schools should launch regular stress management programs such as counseling, relaxation exercises and mental health support systems.

3. Recruitment of more teachers and redistribution of workload should be considered to avoid excessive job demands and burnout.
4. School management should encourage support leadership, clear communication and participatory decision-making to enhance workplace relationships.
5. Schools should promote collaboration, peer support groups, and team building activities to mutually support interpersonal relationships and coping mechanisms between teachers.

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