

Research Article

Enhancing Teacher Resilience and Job Satisfaction in Contemporary Schools: Leadership Strategies for Reducing Burnout and Turnover

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Abstract

Teacher resilience and job satisfaction are increasingly recognised as fundamental to educational quality, teacher retention, and sustainable school improvement, particularly in contexts characterised by increasing workload, policy reforms, and rapid technological change. This study investigated the influence of school leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intentions among teachers in public secondary schools in North-Central Nigeria. A descriptive cross-sectional survey design with correlational and predictive components was adopted. Using a multistage sampling procedure, 540 teachers were selected from public secondary schools across the region. Data were collected using five validated instruments: the School Leadership Strategies Questionnaire (SLSQ), Teacher Resilience Scale (TRS), Teacher Job Satisfaction Inventory (TJSI), Burnout Assessment Scale (BAS), and Turnover Intention Scale (TIS). The instruments yielded Cronbach's alpha coefficients ranging from .82 to .91. Data were analysed using descriptive statistics, Pearson Product – Moment Correlation, and Multiple Regression Analysis at the .05 level of significance. The findings revealed that supportive leadership practices, particularly professional development, mentoring, recognition, participatory decision-making, and emotional support, were significantly associated with higher teacher resilience ($r = .732, p < .001$) and job satisfaction ($r = .687, p < .001$). Burnout significantly predicted turnover intention ($\beta = .621, p < .001$), while mentoring and coaching emerged as the strongest predictors of resilience and teacher recognition as the strongest predictor of job satisfaction. The study concludes that supportive school leadership constitutes a vital organisational resource for enhancing teachers' psychological well-being, reducing burnout, and promoting workforce sustainability. It recommends strengthening

leadership preparation programmes, institutionalising teacher wellness initiatives, and embedding mentoring and recognition practices within school management to improve teacher retention and educational effectiveness in Nigeria.

Keywords: School Leadership Strategies; Teacher Resilience; Job Satisfaction; Burnout; Turnover Intention; North-Central Nigeria

INTRODUCTION

The effectiveness of any educational system depends fundamentally on the quality, commitment, and well-being of its teachers. While curriculum reforms, technological innovation, and improved educational policies have transformed teaching and learning across the world, these developments have simultaneously increased the professional demands placed upon teachers. Contemporary teachers are expected to deliver high-quality instruction, integrate digital technologies into classroom practice, implement learner-centered pedagogies, address learners' diverse academic and socio-emotional needs, participate in continuous professional development, and respond effectively to rapidly evolving educational policies. These expanding responsibilities have heightened concerns regarding teacher resilience, job satisfaction, occupational burnout, and workforce retention, making teacher well-being a central issue in educational research and policy.

The growing complexity of teachers' professional responsibilities has shifted scholarly attention beyond instructional competence to the organisational conditions that enable teachers to remain motivated, psychologically healthy, and professionally committed throughout their careers. International organisations, including UNESCO (2024) and the OECD (2024), have emphasised that improving educational quality requires not only investment in curriculum and infrastructure but also the creation of supportive school environments in which teachers can flourish professionally. Consequently, school leadership is increasingly recognised as one of the most influential organisational factors shaping teachers' experiences, attitudes, and effectiveness. Rather than functioning solely as administrators, contemporary school leaders are expected to serve as instructional leaders, mentors, innovators, and advocates for teacher well-being.

Educational leadership has therefore undergone a significant transformation over the past decade. Traditional leadership models that focused primarily on supervision and administrative control have gradually given way to collaborative, transformational, distributed, and instructional leadership approaches that emphasise professional support, shared decision-making, continuous learning and organisational trust. Contemporary evidence suggests that principals who cultivate positive organisational cultures through mentoring, recognition, emotional support, participatory governance, and meaningful professional development are more likely to foster resilient, motivated, and satisfied teachers capable of sustaining high-quality classroom practice despite increasing workplace demands. These leadership practices have become particularly important

in developing countries where educational reforms often occur alongside limited resources, increasing teacher workloads, and persistent institutional challenges.

Teacher resilience has emerged as a particularly significant construct within this discourse. Resilience extends beyond the ability to withstand occupational stress; it encompasses teachers' capacity to adapt positively to professional challenges, sustain commitment, maintain instructional effectiveness, and continue contributing meaningfully to students' learning despite adversity. Contemporary scholars increasingly conceptualise resilience as a dynamic interaction between personal attributes and organisational support rather than as an individual characteristic alone. From this perspective, supportive leadership practices, collegial relationships, professional autonomy, and opportunities for career development function as organisational resources that strengthen teachers' capacity to cope with workplace pressures and maintain professional engagement over time.

Similarly, job satisfaction has become one of the most widely studied indicators of educational effectiveness because of its close association with teacher motivation, instructional quality, organisational commitment, student achievement, and teacher retention. Teachers who experience supportive leadership, professional recognition, constructive feedback, opportunities for advancement, and positive workplace relationships are generally more satisfied with their professional roles and demonstrate stronger commitment to organisational goals. Conversely, inadequate leadership support, excessive administrative demands, limited professional autonomy, and poor organisational climate frequently contribute to emotional exhaustion, reduced morale, diminished instructional effectiveness, and increased intentions to leave the teaching profession. These outcomes pose significant challenges for educational systems, particularly in developing countries where shortages of experienced teachers continue to undermine educational quality.

Despite growing international interest in educational leadership and teacher well-being, empirical evidence increasingly suggests that leadership effectiveness extends far beyond administrative efficiency to encompass teachers' psychological health, professional fulfilment, and long-term career commitment. Recent systematic reviews and meta-analyses demonstrate that supportive school leadership, organisational trust, professional autonomy, mentoring, and collaborative workplace cultures consistently predict higher levels of teacher resilience, well-being, and job satisfaction while reducing burnout and turnover intentions. Contemporary scholarship also highlights that these organisational resources are particularly effective when interpreted through the Job Demands – Resources (JD – R) framework, which explains how supportive work environments buffer the adverse effects of increasing professional demands.

Teacher resilience has consequently evolved from being viewed as an individual psychological attribute to being understood as a dynamic organisational process shaped by interactions between personal capabilities and workplace conditions. Recent evidence indicates that resilience develops through sustained access to professional learning opportunities, mentoring relationships, supportive leadership, collaborative professional communities, and organisational recognition rather than through individual coping mechanisms alone. Likewise, teacher job

satisfaction has been linked not only to remuneration and working conditions but also to principals' leadership behaviours, opportunities for professional growth, perceived organisational justice, and positive school climate. These findings reinforce the argument that educational leaders play a decisive role in creating conditions that enable teachers to remain motivated, resilient, and professionally engaged throughout their careers.

The increasing prevalence of teacher burnout has intensified scholarly interest in leadership practices that promote workforce sustainability. Burnout, characterised by emotional exhaustion, depersonalisation, and diminished professional accomplishment, has become one of the most significant threats to educational effectiveness globally. Studies consistently report that chronic occupational stress contributes to declining instructional quality, absenteeism, reduced organisational commitment, lower job satisfaction, and increased turnover intentions. Emerging evidence further demonstrates that schools characterised by transformational, instructional, and distributed leadership are better positioned to mitigate these adverse outcomes by strengthening organisational resilience, fostering collegial support, and promoting teachers' psychological well-being.

Within the Nigerian educational system, these concerns have become increasingly pronounced owing to rapid policy reforms, expanding enrolments, technological transitions, resource constraints, and persistent teacher shortages. Public secondary school teachers are expected to implement competency-based curricula, integrate digital technologies into classroom instruction, improve learners' academic performance, and respond effectively to diverse educational needs despite operating within environments that often provide inadequate professional and psychosocial support. These challenges have heightened concerns regarding occupational stress, declining morale, and the retention of experienced teachers. Although educational reforms have largely focused on curriculum innovation, infrastructure development, and teacher recruitment, comparatively limited attention has been devoted to strengthening organisational conditions that sustain teachers' professional well-being and long-term effectiveness.

Recent Nigerian scholarship increasingly acknowledges that sustainable educational improvement depends not only on teachers' instructional competence but also on institutional support systems that promote professional growth, innovation, and well-being. For example, Edinoh et al. (2025) demonstrated that effective technology integration is strongly influenced by supportive institutional leadership and organisational capacity. Similarly, Edinoh, et al (2026) reported that technology-enhanced learning environments are more successfully implemented where school leaders promote continuous professional development, collaborative learning cultures, and teacher empowerment. In addition, Edinoh et al. (2026) found that teacher educators perceived leadership support and sustained professional learning as essential prerequisites for successful technology integration in teacher education. Collectively, these studies suggest that educational innovation is most sustainable when organisational leadership simultaneously strengthens teachers' professional competence, confidence, and workplace support systems. These findings provide an important foundation for extending leadership research beyond technology integration to teachers' resilience, job satisfaction, burnout, and workforce sustainability.

Although previous international and Nigerian studies have examined individual dimensions of school leadership, teacher resilience, burnout, or job satisfaction independently, relatively few investigations have examined how specific leadership strategies simultaneously influence teacher resilience, job satisfaction, burnout, and turnover intentions within a unified analytical framework in North-Central Nigeria. Existing studies also tend to concentrate on instructional effectiveness, leadership styles, or teacher performance while giving comparatively less attention to teachers' psychological well-being as a strategic outcome of educational leadership. Furthermore, empirical evidence identifying the relative contribution of specific leadership practices – including mentoring and coaching, professional development support, teacher recognition, emotional support, and participatory decision-making to teacher resilience and job satisfaction remains limited within the Nigerian context. Addressing these gaps is essential for informing evidence-based leadership policies capable of improving teacher retention, strengthening workforce sustainability, and enhancing educational quality in contemporary secondary schools.

The growing recognition of teacher well-being as a prerequisite for educational effectiveness has important implications for educational leadership research and practice. Increasingly, scholars argue that sustainable school improvement cannot be achieved solely through curriculum reforms, technological advancement, or accountability measures without equal attention to the organisational conditions under which teachers work. School leaders therefore occupy a strategic position in creating supportive environments that encourage professional learning, collaborative practice, psychological safety, and organisational commitment. Leadership strategies such as participatory decision-making, mentoring and coaching, teacher recognition, emotional support, and continuous professional development have become indispensable mechanisms for strengthening teachers' resilience, enhancing job satisfaction, and mitigating occupational stress. Consequently, understanding how these leadership practices influence teachers' professional and psychological outcomes has become a priority for educational policymakers and researchers seeking sustainable solutions to teacher attrition and declining workforce morale.

The Nigerian education sector continues to experience significant challenges relating to teacher retention, professional motivation, and educational quality. Although governments at the federal and state levels have introduced reforms aimed at improving access to education, curriculum implementation, teacher recruitment, and digital transformation, many schools continue to experience conditions that undermine teachers' professional well-being. Increasing administrative responsibilities, inadequate instructional resources, expanding class sizes, evolving curriculum expectations, and growing societal demands have intensified workplace pressures on teachers. Within such contexts, the effectiveness of school leadership extends beyond instructional supervision to include the creation of organisational environments that promote resilience, job satisfaction, professional fulfilment, and long-term career commitment.

North-Central Nigeria presents a particularly important context for investigating these issues because the region reflects many of the opportunities and challenges characterising contemporary Nigerian secondary education. Schools across the region operate within diverse socio-economic, cultural, and institutional environments, requiring principals to adopt leadership practices

capable of responding to varying organisational needs while maintaining educational quality. Despite these realities, empirical studies that comprehensively examine the combined influence of leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intentions within the region remain scarce. Most existing studies have examined these constructs independently, focused on leadership styles rather than specific leadership practices, or concentrated primarily on instructional effectiveness without adequately considering teachers' psychological well-being as a critical indicator of organisational success.

Furthermore, previous Nigerian studies have largely relied on descriptive analyses or simple correlational approaches, providing limited evidence regarding the relative predictive contributions of specific leadership practices to teacher resilience and job satisfaction. Consequently, educational leaders and policymakers possess insufficient empirical evidence to determine which leadership strategies should receive greater attention in leadership preparation programmes and school improvement initiatives. Addressing this gap is particularly important given the increasing emphasis on teacher retention, workforce sustainability, and educational quality within Nigeria's educational reform agenda.

This study therefore investigated the influence of school leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intentions among teachers in public secondary schools in North-Central Nigeria. Specifically, the study examined the leadership strategies commonly employed by school leaders, assessed teachers' levels of resilience, job satisfaction, and burnout, determined the relationships among the study variables, and evaluated the predictive influence of specific leadership practices on teacher resilience and job satisfaction. By integrating the Job Demands – Resources Theory with contemporary perspectives on educational leadership and teacher well-being, the study contributes to the growing body of knowledge on sustainable educational leadership within developing-country contexts. The findings are expected to provide empirical evidence capable of informing leadership preparation programmes, educational policy formulation, teacher retention initiatives, and school improvement strategies aimed at fostering healthier, more resilient, and professionally fulfilled teaching workforces in Nigeria and comparable educational settings.

LITERATURE REVIEW

Concept of School Leadership Strategies

School leadership has evolved considerably over the past three decades from a predominantly administrative function to a multifaceted professional responsibility that influences teaching quality, organisational effectiveness, teacher well-being, and student achievement. Contemporary educational systems increasingly recognise that effective school leaders do more than oversee institutional operations; they establish organisational cultures that promote professional learning, collaboration, innovation, and continuous school improvement. Consequently, leadership is now regarded as one of the most influential school-based factors affecting educational quality and workforce sustainability.

Leadership strategies refer to the deliberate actions, behaviours, and organisational practices adopted by school leaders to influence teachers, facilitate instructional improvement, and achieve institutional goals. Unlike leadership styles, which describe relatively stable patterns of leadership behaviour, leadership strategies comprise practical interventions implemented to improve organisational performance and staff effectiveness. These strategies include participatory decision-making, instructional supervision, mentoring and coaching, professional development, emotional support, recognition and reward systems, collaborative problem-solving, and effective communication. Their effectiveness depends largely on how well they respond to teachers' professional needs and the broader organisational context within which schools operate.

Recent educational leadership scholarship has increasingly shifted from hierarchical leadership models towards relational and collaborative approaches that prioritise shared responsibility, professional trust, and organisational learning. Transformational leadership, instructional leadership, distributed leadership, servant leadership, and adaptive leadership have emerged as complementary perspectives that collectively emphasise teacher empowerment, organisational support, and continuous professional growth. Although these approaches differ conceptually, they share the common assumption that sustainable educational improvement depends upon leaders' ability to develop teachers' professional capacity while simultaneously fostering positive organisational climates.

Among these contemporary approaches, instructional leadership remains particularly influential because it positions school leaders as active facilitators of teaching and learning. Instructional leaders promote curriculum implementation, monitor classroom practice, coordinate professional learning communities, provide constructive feedback, and ensure that instructional decisions align with school improvement goals. Hallinger (2011) argues that instructional leadership directly influences teacher effectiveness by strengthening instructional quality, promoting collaborative learning, and sustaining professional accountability. Similarly, recent meta-analytic evidence demonstrates that instructional leadership contributes significantly to teacher commitment, instructional quality, and student learning outcomes through its influence on school climate and teacher motivation.

Transformational leadership has also received substantial empirical support within contemporary educational research. Transformational leaders inspire teachers through shared vision, intellectual stimulation, individualised consideration, and motivational support. Rather than relying primarily on positional authority, transformational leaders encourage innovation, professional autonomy, and collective responsibility. Recent studies have shown that transformational leadership positively predicts teacher resilience, organisational commitment, psychological well-being, and job satisfaction while reducing occupational stress and emotional exhaustion. These findings suggest that transformational leadership strengthens organisational resilience by cultivating supportive professional relationships and fostering teachers' confidence in responding to educational change.

Distributed leadership further expands the understanding of effective school leadership by emphasising collective participation in leadership processes. Instead of concentrating decision-making authority exclusively in school principals, distributed leadership encourages teachers, departmental heads, and other stakeholders to contribute actively to organisational governance and instructional improvement. Such collaborative leadership practices enhance teachers' sense of ownership, professional autonomy, and organisational commitment while promoting innovation and shared accountability. Schools characterised by distributed leadership frequently demonstrate stronger professional learning communities, greater organisational trust, and more effective responses to institutional challenges.

Beyond these established leadership perspectives, contemporary educational research increasingly highlights the importance of supportive leadership strategies specifically designed to enhance teacher well-being. Professional development opportunities, mentoring and coaching, emotional support, recognition and appreciation, participatory decision-making, and constructive feedback have emerged as critical organisational resources that enable teachers to adapt successfully to changing educational environments. These leadership strategies are particularly valuable within educational systems experiencing rapid technological advancements, curriculum reforms, increased accountability demands, and growing expectations regarding inclusive and learner-centred education.

Professional development represents one of the most widely investigated leadership strategies because continuous learning has become indispensable for maintaining instructional quality within rapidly changing educational environments. Effective school leaders facilitate structured professional learning through workshops, mentoring programmes, peer collaboration, classroom observation, coaching, and reflective practice. Such initiatives improve teachers' instructional competence while simultaneously strengthening professional confidence, adaptability, and organisational commitment. Recent studies further indicate that teachers who perceive strong leadership support for professional learning report significantly higher levels of resilience, job satisfaction, instructional innovation, and organisational engagement.

Similarly, mentoring and coaching have become central components of contemporary leadership practice because they provide teachers with personalised professional guidance, emotional encouragement, and opportunities for reflective learning. Effective mentoring relationships facilitate professional socialisation, strengthen problem-solving skills, promote instructional improvement, and assist teachers in managing occupational challenges. These benefits are particularly significant for early-career teachers, who often encounter greater levels of workplace uncertainty and psychological stress during their transition into professional practice. Increasingly, educational researchers recognise mentoring not merely as an induction strategy but as a long-term organisational investment in teacher development and workforce sustainability.

Recognition and appreciation constitute another important leadership strategy influencing teachers' professional experiences. Teachers who perceive that their efforts are acknowledged and valued by school leaders generally report stronger organisational commitment, higher

motivation, greater professional satisfaction, and increased willingness to contribute beyond formal job expectations. Recognition satisfies teachers' psychological needs for competence, belonging, and professional identity, thereby strengthening both individual well-being and organisational effectiveness. Contemporary organisational psychology similarly identifies employee recognition as a significant predictor of engagement, productivity, and retention across professional settings, including education.

Within the Nigerian educational context, the significance of supportive leadership has become increasingly evident as schools respond to curriculum reforms, digital transformation initiatives, and growing societal expectations regarding educational quality. Recent Nigerian studies have consistently demonstrated that institutional leadership influences teachers' instructional effectiveness, technology adoption, professional learning, and organisational commitment. Edinoh et al. (2025) observed that successful technology integration in schools depends not only on teachers' digital competence but also on supportive leadership that encourages innovation, continuous professional development, and collaborative learning. Likewise, Edinoh et al. (2026) found that technology-enhanced learning environments flourish where educational leaders provide sustained institutional support, mentoring opportunities, and adequate professional resources. These findings reinforce the broader argument that leadership strategies function as essential organisational resources that shape teachers' professional performance, resilience, and workplace well-being.

Overall, contemporary scholarship demonstrates that effective school leadership extends beyond administrative efficiency to encompass strategic organisational practices that promote teacher development, psychological well-being, instructional quality, and workforce sustainability. Leadership strategies that combine professional support, mentoring, recognition, participatory governance, and continuous learning create organisational environments in which teachers are more likely to remain resilient, satisfied, motivated, and committed to their profession. These perspectives provide the conceptual foundation for examining how specific leadership strategies influence teacher resilience, job satisfaction, burnout, and turnover intentions among public secondary school teachers in North-Central Nigeria.

Teacher Resilience in Contemporary Schools

Teacher resilience has become one of the most extensively researched constructs in contemporary educational leadership because of its strong association with teacher effectiveness, professional commitment, psychological well-being, and workforce sustainability. Increasing educational reforms, technological innovation, accountability pressures, curriculum changes, and growing societal expectations have significantly altered teachers' professional responsibilities, making resilience an indispensable attribute for sustaining high-quality teaching. Consequently, educational researchers increasingly recognise that resilient teachers are better equipped to adapt to change, maintain instructional effectiveness, and remain committed to their profession despite persistent workplace challenges.

The concept of teacher resilience has evolved considerably over the past two decades. Early studies largely conceptualised resilience as an inherent personal characteristic that enabled

individuals to cope with adversity. Contemporary scholarship, however, regards resilience as a dynamic, developmental, and context-dependent process resulting from continuous interactions between individual capacities and organisational support systems. Mansfield et al. (2016) argue that teacher resilience is not merely the ability to recover from stressful experiences but rather the capacity to sustain professional commitment, maintain instructional quality, and continue personal growth despite occupational challenges. More recent studies have reinforced this perspective by demonstrating that resilience develops through supportive leadership, collaborative professional relationships, opportunities for continuous learning, organisational trust, and positive school climates rather than through individual determination alone.

Within the framework of the Job Demands – Resources (JD – R) Theory, teacher resilience is strengthened when organisational resources exceed or effectively buffer workplace demands. Educational environments characterised by supportive leadership, mentoring, adequate instructional resources, constructive feedback, and collaborative professional cultures provide teachers with psychological and professional resources that minimise occupational stress and enhance adaptive coping. Conversely, schools characterised by excessive workloads, poor communication, limited professional autonomy, inadequate recognition, and weak administrative support often expose teachers to chronic stress that undermines resilience and increases vulnerability to burnout and turnover intentions.

Recent empirical evidence consistently demonstrates that school leadership plays a decisive role in developing teacher resilience. Bellibaş and Karaferye (2025), in a comprehensive meta-synthesis of qualitative studies, concluded that supportive school leadership significantly strengthens teachers' psychological well-being by promoting trust, emotional safety, professional collaboration, and organisational belonging. Similarly, Collie (2021) reported that teachers working in schools characterised by supportive leadership experienced lower emotional exhaustion and demonstrated greater adaptability during periods of educational disruption. These findings reinforce the argument that resilience is fundamentally influenced by organisational conditions rather than individual characteristics alone.

Professional development has emerged as one of the strongest organisational predictors of teacher resilience. Continuous opportunities for learning enable teachers to update their instructional knowledge, strengthen pedagogical competence, improve technological proficiency, and respond confidently to changing educational demands. Teachers who participate regularly in meaningful professional development generally report greater professional confidence, higher self-efficacy, stronger instructional competence, and increased resilience. Contemporary studies further indicate that leadership support for professional learning encourages reflective practice, collaborative problem-solving, and continuous improvement, all of which contribute significantly to teachers' capacity to manage occupational challenges effectively.

Mentoring and coaching constitute equally important determinants of resilience because they provide teachers with sustained professional guidance, emotional encouragement, and opportunities for reflective learning. Effective mentoring relationships facilitate knowledge

sharing, strengthen instructional confidence, improve classroom management, and reduce professional isolation. These benefits are particularly evident among early-career teachers, who often experience greater uncertainty during their transition into professional practice. Research increasingly demonstrates that schools with structured mentoring programmes experience improved teacher retention, stronger organisational commitment, and higher levels of professional resilience than schools lacking comparable support systems.

Teacher resilience is also strengthened by positive organisational relationships characterised by trust, collaboration, respect, and shared leadership. Collaborative school cultures encourage teachers to exchange ideas, solve instructional challenges collectively, and provide mutual emotional support. Such environments reduce feelings of professional isolation while promoting psychological safety and organisational belonging. Recent studies indicate that teachers who perceive high levels of collegial support exhibit greater resilience, stronger organisational commitment, and higher job satisfaction than those working in fragmented organisational cultures.

Recognition and appreciation further contribute to teacher resilience by reinforcing teachers' professional identity and sense of purpose. Educational leaders who acknowledge teachers' achievements, celebrate professional success, and provide constructive feedback create organisational climates in which teachers feel valued and respected. Such recognition satisfies fundamental psychological needs associated with competence, autonomy, and relatedness, thereby enhancing motivation and resilience. Conversely, persistent neglect, inadequate feedback, and limited professional recognition frequently contribute to emotional exhaustion, declining morale, and diminished commitment to teaching.

Within the Nigerian educational system, the importance of teacher resilience has become increasingly evident as schools respond to curriculum reforms, digital transformation, expanding enrolments, and increasing accountability expectations. Teachers are frequently required to implement educational innovations despite shortages of instructional resources, overcrowded classrooms, and growing administrative responsibilities. These contextual realities heighten the importance of supportive leadership capable of providing professional guidance, emotional support, and organisational stability. Recent Nigerian studies similarly suggest that supportive institutional leadership positively influences teachers' adaptability, professional motivation, instructional effectiveness, and willingness to embrace educational innovation.

The growing integration of digital technologies into teaching has introduced additional dimensions to teacher resilience. Contemporary educational environments require teachers to acquire new technological competencies while simultaneously adapting instructional practices to meet the expectations of digitally connected learners. Edinoh et al. (2025) observed that teachers' successful integration of educational technologies depends substantially on institutional leadership that promotes continuous professional development, collaborative learning, and innovation. Likewise, Edinoh et al. (2026) found that technology-enhanced learning environments flourish where educational leaders provide sustained mentoring, adequate professional support, and opportunities for capacity building. Although these studies primarily

examined technology integration, they collectively reinforce the broader proposition that supportive leadership strengthens teachers' confidence, adaptability, and resilience during periods of educational change.

Despite increasing scholarly attention, important gaps remain within the existing literature. Most international studies have focused on resilience as an individual psychological construct, whereas Nigerian studies have predominantly examined teacher effectiveness, motivation, or instructional performance without comprehensively investigating how specific leadership strategies influence resilience alongside job satisfaction, burnout, and turnover intentions. Furthermore, empirical evidence comparing the relative contributions of mentoring, professional development, teacher recognition, emotional support, and participatory decision-making to teacher resilience within Nigerian secondary schools remains limited. Addressing these gaps is essential for developing evidence-based leadership policies capable of strengthening teacher well-being and promoting sustainable educational improvement.

Overall, the reviewed literature demonstrates that teacher resilience is a multidimensional organisational outcome shaped by supportive leadership, professional learning, collaborative workplace relationships, mentoring, recognition, and positive school climates. Rather than representing an innate personal attribute, resilience develops through organisational practices that enable teachers to adapt successfully to changing educational demands while maintaining professional commitment and instructional effectiveness. These perspectives provide a strong conceptual basis for examining the influence of school leadership strategies on teacher resilience among public secondary school teachers in North-Central Nigeria.

Teacher Job Satisfaction and Organisational Well-being

Edinoh et al. (2024) further argued that the quality of any nation's educational system is largely dependent on the competence, commitment, and well-being of its teachers. Consequently, retaining qualified and motivated teachers' remains essential for achieving educational goals and sustaining national development. In recent years, however, the teaching profession has faced unprecedented challenges that have significantly affected teacher well-being, job satisfaction, and retention.

Teacher job satisfaction remains one of the most important indicators of educational effectiveness because it directly influences teachers' motivation, instructional quality, organisational commitment, professional performance, and retention. As educational systems continue to undergo rapid transformation through curriculum reforms, technological advancements, accountability measures, and increasing societal expectations, sustaining teachers' satisfaction has become a strategic priority for educational leaders and policymakers. Recent literature consistently demonstrates that teachers who derive satisfaction from their work are more committed to organisational goals, demonstrate greater instructional effectiveness, embrace educational innovation more readily, and are less likely to experience burnout or leave the profession.

Job satisfaction refers to teachers' overall affective evaluation of their professional experiences, encompassing their perceptions of leadership support, working conditions, professional autonomy, interpersonal relationships, career advancement opportunities, recognition, remuneration, and organisational climate. Contemporary scholars argue that teacher job satisfaction extends beyond financial compensation to include psychological fulfilment, professional identity, and the extent to which teachers perceive their work as meaningful and valued. Consequently, educational organisations that prioritise supportive leadership, collaborative professional cultures, and teacher well-being generally experience higher levels of staff satisfaction and organisational effectiveness.

Contemporary theories of organisational behaviour emphasise that job satisfaction results from the interaction between individual expectations and workplace experiences. Within educational settings, school leadership significantly shapes these experiences by influencing organisational climate, communication patterns, professional relationships, resource allocation, and opportunities for career development. Leaders who promote transparency, fairness, collaboration, and professional respect create organisational environments that enhance teachers' intrinsic motivation and strengthen their commitment to teaching. Conversely, authoritarian leadership, ineffective communication, limited participation in decision-making, and inadequate professional support frequently diminish teachers' morale and job satisfaction.

Increasing empirical evidence confirms that supportive school leadership is among the strongest organisational predictors of teacher job satisfaction. Recent international studies indicate that transformational and instructional leadership positively influence teachers' professional fulfilment by encouraging collaboration, recognising professional achievements, promoting autonomy, and supporting continuous learning. Bellibaş and Karaferye (2025) concluded that school leaders who prioritise teachers' psychological well-being create organisational cultures characterised by trust, respect, and professional engagement, thereby significantly improving teachers' job satisfaction. Similarly, OECD (2024) reports indicate that teachers working within supportive school environments consistently demonstrate higher professional satisfaction, stronger organisational commitment, and greater willingness to remain in the profession.

Professional development constitutes another important determinant of teacher job satisfaction. Opportunities for continuous learning enable teachers to improve instructional competence, acquire new pedagogical knowledge, strengthen technological proficiency, and adapt effectively to changing educational demands. Teachers who perceive strong institutional support for professional development often report greater confidence in their professional abilities, higher levels of instructional efficacy, and stronger organisational commitment. Continuous learning also signals organisational investment in teachers' career progression, thereby reinforcing professional identity and long-term job satisfaction.

Teacher recognition and appreciation have likewise emerged as significant organisational factors influencing workplace satisfaction. Recognition extends beyond financial incentives to include verbal appreciation, public acknowledgement of professional achievements, constructive feedback, opportunities for leadership responsibilities, and equitable performance evaluation.

Educational leaders who consistently recognise teachers' contributions strengthen teachers' perceptions of organisational justice and professional value. Recent studies demonstrate that recognition enhances intrinsic motivation, organisational commitment, and workplace engagement while simultaneously reducing emotional exhaustion and turnover intentions. Within schools, recognition contributes to positive organisational climates in which teachers feel respected, valued, and motivated to sustain high levels of professional performance.

Participatory decision-making further enhances teacher job satisfaction by promoting professional autonomy, organisational trust, and shared responsibility. Teachers who actively participate in decisions relating to curriculum implementation, instructional improvement, school policies, and professional development perceive themselves as valued organisational partners rather than passive recipients of administrative directives. Such participation strengthens organisational commitment, encourages innovation, and promotes collaborative problem-solving. Distributed leadership models similarly suggest that involving teachers in governance increases organisational effectiveness because decisions benefit from diverse professional perspectives while fostering collective ownership of institutional goals.

The quality of interpersonal relationships within schools also contributes substantially to teachers' job satisfaction. Positive relationships with principals, colleagues, learners, and parents create supportive organisational climates characterised by mutual respect, collaboration, and effective communication. Collegial support enables teachers to exchange professional knowledge, solve instructional challenges collectively, and manage workplace stress more effectively. Schools characterised by collaborative cultures therefore tend to experience higher teacher morale, stronger professional commitment, and lower staff turnover than schools marked by conflict or organisational fragmentation.

Within the Nigerian educational context, sustaining teacher job satisfaction has become increasingly challenging owing to expanding enrolments, resource constraints, policy reforms, technological transitions, and growing public expectations regarding educational quality. Public secondary school teachers frequently encounter heavy workloads, administrative responsibilities, inadequate instructional resources, overcrowded classrooms, and limited opportunities for professional advancement. These workplace conditions have heightened concerns regarding declining morale, occupational stress, and teacher retention. Consequently, educational leadership has become increasingly important in creating organisational environments that encourage professional motivation and long-term commitment.

Recent Nigerian studies reinforce the importance of supportive leadership in promoting teacher satisfaction. Research indicates that principals who encourage collaborative decision-making, provide professional support, recognise teachers' contributions, and facilitate continuous professional development significantly enhance teachers' organisational commitment and workplace satisfaction. Furthermore, studies by Edinoh et al. (2025) and Edinoh et al. (2026) demonstrate that successful implementation of educational innovation depends substantially upon institutional leadership that promotes professional learning, teacher empowerment, and collaborative organisational cultures. Although these investigations focused primarily on

technology integration, their findings underscore the broader principle that supportive leadership strengthens teachers' professional confidence, workplace engagement, and job satisfaction.

Despite increasing scholarly interest, several gaps remain evident within the existing literature. Many previous studies have examined job satisfaction independently of resilience, burnout, or turnover intentions, thereby providing only a partial understanding of teachers' professional well-being. Moreover, relatively few Nigerian studies have simultaneously examined how specific leadership strategies including mentoring and coaching, teacher recognition, emotional support, participatory decision-making, and professional development – collectively influence teacher job satisfaction within public secondary schools. Existing evidence also provides limited understanding of the relative predictive strength of these leadership practices, particularly within North-Central Nigeria. Addressing these gaps is necessary for developing leadership interventions capable of improving teacher well-being, organisational effectiveness, and workforce sustainability.

In summary, the literature demonstrates that teacher job satisfaction is a multidimensional organisational outcome influenced by leadership practices, professional learning opportunities, recognition, collaborative workplace relationships, participatory governance, and supportive organisational climates. Contemporary evidence consistently suggests that educational leaders who prioritise teachers' professional growth and psychological well-being cultivate organisational environments characterised by higher morale, stronger commitment, reduced burnout, and improved educational effectiveness. These perspectives provide an important conceptual foundation for examining the influence of school leadership strategies on teachers' job satisfaction in public secondary schools in North-Central Nigeria.

Burnout and Turnover Intention among Teachers

Onyeukwu et al. (2026) affirmed that teacher burnout represents one of the most significant threats to teacher well-being and retention in contemporary educational settings. Burnout is commonly described as a state of chronic physical, emotional, and psychological exhaustion resulting from prolonged exposure to occupational stressors. Teacher burnout and turnover intention have emerged as major concerns in contemporary education because of their implications for instructional quality, teacher retention, organisational effectiveness, and educational sustainability. Increasing professional demands, curriculum reforms, technological innovations, accountability measures, and changing societal expectations have substantially intensified teachers' workloads, making occupational stress an increasingly common experience across educational systems. Although moderate levels of work-related pressure may enhance productivity, prolonged exposure to excessive occupational demands without adequate organisational support often culminates in burnout, reduced job satisfaction, diminished organisational commitment, and eventual intentions to leave the profession. Consequently, educational researchers increasingly recognise burnout and turnover intention as critical indicators of teachers' professional well-being and institutional effectiveness.

Burnout is generally conceptualised as a prolonged psychological response to chronic occupational stress characterised by emotional exhaustion, depersonalisation, and reduced

personal accomplishment. Emotional exhaustion reflects feelings of physical and emotional depletion resulting from persistent workplace demands, while depersonalisation manifests as detached or negative attitudes towards learners, colleagues, and professional responsibilities. Reduced personal accomplishment refers to declining perceptions of competence, effectiveness, and professional achievement. Contemporary research increasingly views burnout as an organisational phenomenon influenced by workplace conditions rather than solely as an individual psychological weakness.

The Job Demands – Resources (JD – R) Theory provides one of the most influential explanations of teacher burnout. According to the theory, burnout occurs when workplace demands consistently exceed the organisational resources available to employees. Within educational settings, excessive teaching loads, administrative responsibilities, inadequate instructional resources, classroom management challenges, role ambiguity, technological adaptation, and limited leadership support constitute significant job demands that increase teachers' vulnerability to stress. Conversely, organisational resources such as supportive leadership, mentoring, professional development, collaborative relationships, emotional support, recognition, and participatory decision-making buffer these demands, thereby reducing burnout and strengthening professional engagement. This theoretical perspective has received substantial empirical support within contemporary educational leadership research.

Recent international studies consistently demonstrate that supportive school leadership significantly reduces teachers' experiences of burnout. Educational leaders who maintain open communication, provide constructive feedback, recognise teachers' contributions, encourage collaboration, and facilitate professional learning create organisational environments that minimise occupational stress and strengthen psychological well-being. Bellibaş and Karaferye (2025) concluded that leadership practices promoting trust, emotional support, and organisational justice substantially reduce emotional exhaustion while enhancing teachers' sense of professional belonging. Likewise, Collie (2021) reported that supportive school leadership protected teachers from emotional exhaustion during periods of unprecedented educational disruption, highlighting the protective role of organisational support during times of change.

Professional development and mentoring have similarly been identified as important protective factors against teacher burnout. Continuous learning opportunities strengthen teachers' instructional competence, technological confidence, and problem-solving abilities, thereby reducing anxiety associated with changing educational expectations. Structured mentoring programmes also provide emotional encouragement, professional guidance, and opportunities for reflective practice that enable teachers to manage occupational challenges more effectively. Teachers who receive sustained mentoring generally report lower stress levels, stronger professional efficacy, and greater resilience than those working in schools without formal support systems.

Another important organisational factor associated with burnout is workplace recognition. Teachers who perceive that their efforts are acknowledged and appreciated by school leaders are less likely to experience emotional exhaustion because recognition reinforces professional

identity, organisational commitment, and intrinsic motivation. Conversely, inadequate recognition often contributes to frustration, declining morale, and perceptions of organisational injustice. Contemporary organisational psychology similarly identifies employee recognition as a significant predictor of psychological well-being, workplace engagement, and occupational health across both educational and non-educational settings.

Teacher burnout has been consistently associated with turnover intention, defined as an employee's conscious and deliberate willingness to leave the organisation or profession. Turnover intention is widely regarded as the strongest behavioural predictor of actual employee turnover and therefore represents an important organisational indicator of workforce stability. Within educational settings, teachers experiencing persistent emotional exhaustion, declining job satisfaction, limited professional support, and reduced organisational commitment are considerably more likely to consider leaving the profession. Such turnover not only increases recruitment and training costs but also disrupts instructional continuity, weakens institutional memory, and adversely affects students' learning experiences.

Recent empirical evidence demonstrates that supportive school leadership indirectly reduces turnover intention by improving teachers' resilience, job satisfaction, organisational commitment, and workplace well-being. Teachers who perceive high levels of leadership support generally exhibit stronger professional engagement and greater willingness to remain within their schools despite workplace challenges. Conversely, inadequate administrative support, ineffective communication, excessive workload, and limited opportunities for professional growth significantly increase teachers' intentions to seek alternative employment. These findings suggest that leadership practices influence workforce sustainability through multiple psychological and organisational pathways rather than through direct supervision alone.

Within the Nigerian educational system, burnout and teacher attrition have become increasingly significant challenges. Public secondary school teachers frequently operate within environments characterised by overcrowded classrooms, inadequate instructional resources, increasing administrative responsibilities, and continuous policy reforms. The rapid integration of digital technologies following educational reforms has further expanded teachers' professional responsibilities, requiring continuous adaptation to new instructional approaches. Although these developments present opportunities for educational improvement, they also increase occupational demands when not accompanied by adequate institutional support. Consequently, many teachers experience heightened levels of work-related stress, emotional exhaustion, and declining professional motivation.

Emerging Nigerian studies indicate that supportive leadership practices play an important role in mitigating these challenges. Educational leaders who encourage mentoring, provide emotional support, facilitate continuous professional development, and recognise teachers' professional contributions foster healthier organisational climates characterised by lower occupational stress and stronger organisational commitment. Furthermore, recent studies by Edinoh et al. (2025) and Edinoh et al. (2026) demonstrate that institutional support significantly influences teachers' willingness to embrace educational innovation and professional change. Although these

investigations focused on technology integration, their findings reinforce the broader proposition that supportive organisational leadership strengthens teachers' confidence, adaptability, and commitment, thereby reducing conditions that frequently contribute to burnout and turnover intention.

Despite the growing body of international research, several important gaps remain within the Nigerian literature. Existing studies have largely examined burnout, job satisfaction, or organisational commitment independently, with relatively few investigations simultaneously exploring the interrelationships among leadership strategies, resilience, burnout, job satisfaction, and turnover intention. Furthermore, limited empirical evidence exists regarding the specific leadership practices that most effectively reduce burnout and turnover intention among public secondary school teachers in North-Central Nigeria. This limitation constrains the development of evidence-based leadership interventions capable of strengthening teacher well-being and improving workforce sustainability.

Overall, the reviewed literature demonstrates that burnout and turnover intention are multidimensional organisational outcomes influenced by the interaction between workplace demands and organisational resources. Supportive leadership strategies – including mentoring and coaching, professional development, teacher recognition, emotional support, and participatory decision-making – serve as important protective mechanisms that strengthen resilience, enhance job satisfaction, reduce emotional exhaustion, and promote long-term organisational commitment. These perspectives provide the conceptual basis for examining the extent to which school leadership strategies predict burnout and turnover intentions among teachers in public secondary schools in North-Central Nigeria.

School Leadership Strategies and Teacher Well-being: Empirical Evidence

Recent empirical studies consistently demonstrate that school leadership strategies significantly influence teacher well-being, resilience, job satisfaction, and retention. International evidence indicates that supportive leadership practices – including mentoring, professional development, participatory decision-making, recognition, and emotional support – enhance teachers' psychological well-being while reducing burnout and turnover intentions (Bellibaş & Karaferye, 2025; Collie, 2021).

Within Africa, similar findings suggest that transformational and instructional leadership positively predict teacher motivation, organisational commitment, and professional resilience. Teachers working under supportive principals consistently report higher levels of job satisfaction and greater willingness to remain in the profession than those experiencing limited administrative support.

In Nigeria, empirical studies have likewise established positive relationships between effective school leadership and teacher performance, commitment, and organisational effectiveness. However, most existing studies have focused on leadership styles, instructional supervision, or teacher performance, with relatively little attention given to teacher well-being as a multidimensional construct. Furthermore, few studies have simultaneously examined the

influence of leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intention within a single analytical framework.

Recent studies by Edinoh et al. (2025) and Edinoh et al. (2026) further demonstrate that supportive institutional leadership promotes professional learning, teacher empowerment, and successful implementation of educational innovations. These findings suggest that organisational support extends beyond instructional improvement to strengthening teachers' confidence, adaptability, and professional commitment.

Despite growing scholarly attention, evidence remains limited regarding which specific leadership strategies most strongly predict teacher resilience and job satisfaction within Nigerian public secondary schools. This study addresses this gap by examining the combined influence of mentoring and coaching, professional development, teacher recognition, emotional support, and participatory decision-making on teachers' resilience, job satisfaction, burnout, and turnover intentions in North-Central Nigeria.

THEORETICAL FRAMEWORK

This study is anchored on the **Job Demands–Resources (JD–R) Theory** developed by Demerouti et al. (2001). The theory posits that employees' well-being and performance are determined by the balance between job demands and organisational resources. While excessive job demands such as heavy workloads, administrative responsibilities, and role conflict contribute to stress and burnout, organisational resources including supportive leadership, mentoring, professional development, recognition, and participatory decision-making enhance resilience, job satisfaction, and work engagement.

The JD–R Theory is particularly relevant to this study because the selected leadership strategies represent organisational resources that can mitigate teachers' occupational stress while promoting positive professional outcomes. Teachers who receive adequate institutional support are more likely to remain resilient, experience higher job satisfaction, and demonstrate lower burnout and turnover intentions.

The theory therefore provides a suitable framework for explaining how school leadership strategies influence teachers' psychological well-being and workforce sustainability in public secondary schools in North-Central Nigeria.

Conceptual Framework

The conceptual framework for this study is based on the premise that **school leadership strategies** serve as organisational resources that influence teachers' professional and psychological outcomes. Specifically, mentoring and coaching, professional development, teacher recognition, emotional support, and participatory decision-making constitute the independent variables, while teacher resilience, job satisfaction, burnout, and turnover intention are the dependent variables.

The framework assumes that supportive leadership strategies strengthen teachers' resilience and job satisfaction by creating positive organisational climates characterised by trust, collaboration, professional growth, and psychological support. Conversely, inadequate leadership support increases teachers' susceptibility to burnout, which in turn heightens turnover intentions. Thus, burnout functions as a negative outcome of insufficient organisational resources, whereas resilience and job satisfaction represent positive outcomes of effective school leadership.

Accordingly, the study proposes that strengthening leadership practices within public secondary schools will enhance teacher well-being, reduce occupational stress, improve organisational commitment, and ultimately promote workforce sustainability and educational effectiveness in North-Central Nigeria.

Conceptual Model

School Leadership Strategies

- Mentoring and Coaching
- Professional Development
- Teacher Recognition
- Emotional Support
- Participatory Decision-Making

|



Teacher Well-being Outcomes

• Teacher Resilience (+)	
• Job Satisfaction (+)	
• Burnout (-)	
• Turnover Intention (-)	

METHODOLOGY

Research Design

This study adopted a **descriptive cross-sectional survey design** with correlational and predictive components. The design was appropriate because it enabled the researcher to examine the relationships between school leadership strategies and teachers' resilience, job satisfaction, burnout, and turnover intentions without manipulating the study variables.

Area of the Study

The study was conducted in **public secondary schools in North-Central Nigeria**, comprising the Federal Capital Territory (FCT), Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau States. The region was selected because of its diverse educational contexts and the growing need to strengthen teacher well-being and workforce sustainability.

Population of the Study

The target population comprised **all teachers in public secondary schools in North-Central Nigeria**. These teachers constitute the principal implementers of educational policies and are directly affected by school leadership practices.

Sample and Sampling Technique

A sample of **540 teachers** was selected using a **multistage sampling procedure**. States and schools were selected through stratified and simple random sampling techniques, while proportionate sampling was used to select respondents from participating schools. The sample size was considered adequate for correlations and multiple regression analyses.

Instrumentation

Data were collected using five structured instruments:

- i. School Leadership Strategies Questionnaire (SLSQ)
- ii. Teacher Resilience Scale (TRS)
- iii. Teacher Job Satisfaction Inventory (TJSI)
- iv. Burnout Assessment Scale (BAS)
- v. Turnover Intention Scale (TIS)

All instruments employed a five-point Likert response format ranging from Strongly Disagree (1) to Strongly Agree (5).

Validity and Reliability

The instruments were subjected to expert validation in Educational Management, Measurement and Evaluation, and Educational Psychology to ensure content and face validity. A pilot study was conducted outside the study area, and reliability was established using **Cronbach's alpha**. The coefficients ranged from **.82 to .91**, indicating high internal consistency and suitability for the study.

Procedure for Data Collection

Ethical approval and official permissions were obtained from the relevant educational authorities before data collection. The researcher, assisted by trained research assistants, administered the questionnaires directly to respondents. Participation was voluntary, informed consent was obtained, and confidentiality and anonymity were assured throughout the study.

Method of Data Analysis

Data were analysed using **IBM SPSS Statistics Version 27**. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to answer the research questions. Pearson Product – Moment Correlation was employed to determine relationships among the variables, while Multiple Regression Analysis was used to examine the predictive influence of school leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intentions. All hypotheses were tested at the **0.05 level of significance**.

RESULTS

Research Question 1

What is the level of school leadership strategy in public secondary schools in North-Central Nigeria?

Table 1
Descriptive Statistics of School Leadership Strategies (N = 540)

Leadership Strategy	Mean	SD	Decision
Professional development	4.18	0.67	High
Mentoring and coaching	4.11	0.71	High
Participatory decision-making	3.97	0.75	High
Teacher recognition	3.89	0.79	High
Emotional support	3.84	0.82	High
Grand Mean	4.00	0.75	High

The findings indicate that teachers perceived school leadership strategies as generally **high** (Grand Mean = 4.00, SD = 0.75). Professional development received the highest rating, while emotional support recorded the lowest mean, although still within the high category.

Research Question 2

What are the levels of teacher resilience, job satisfaction, burnout, and turnover intention?

Table 2
Descriptive Statistics of the Dependent Variables

Variable	Mean	SD	Level
Teacher resilience	4.09	0.63	High
Job satisfaction	3.95	0.69	High
Burnout	2.43	0.81	Low
Turnover intention	2.28	0.77	Low

Teachers reported high levels of resilience and job satisfaction, whereas burnout and turnover intention were generally low.

Hypothesis 1

There is no significant relationship between school leadership strategies and teacher resilience.

Table 3

Pearson Correlation between School Leadership Strategies and Teacher Resilience

Variables	r	p	Decision
Leadership strategies × Teacher resilience	.732	<.001	Significant

There was a strong positive and statistically significant relationship between school leadership strategies and teacher resilience ($r = .732, p < .001$). The null hypothesis was therefore rejected.

Hypothesis 2

There is no significant relationship between school leadership strategies and job satisfaction.

Table 4

Pearson Correlation between School Leadership Strategies and Job Satisfaction

Variables	r	p	Decision
Leadership strategies × Job satisfaction	.687	<.001	Significant

School leadership strategies showed a significant positive relationship with teachers' job satisfaction ($r = .687, p < .001$). The null hypothesis was rejected.

Hypothesis 3

School leadership strategies do not significantly predict teacher resilience.

Table 5

Multiple Regression Analysis Predicting Teacher Resilience

Predictor	β	t	p
Mentoring and coaching	.401	8.96	<.001

Professional development	.296	6.88	<.001
Teacher recognition	.187	4.74	<.001
Emotional support	.154	3.91	<.001
Participatory decision-making	.119	2.87	.004

Model Summary: $R = .781$, $R^2 = .610$, Adjusted $R^2 = .606$, $F(5,534) = 167.42$, $p < .001$.

The model explained **61.0%** of the variance in teacher resilience. Mentoring and coaching emerged as the strongest predictor.

Hypothesis 4

School leadership strategies do not significantly predict teacher job satisfaction.

Table 6
Multiple Regression Analysis Predicting Job Satisfaction

Predictor	β	t	p
Teacher recognition	.372	8.11	<.001
Professional development	.284	6.52	<.001
Emotional support	.201	4.86	<.001
Mentoring and coaching	.173	4.13	<.001
Participatory decision-making	.108	2.71	.007

Model Summary: $R = .744$, $R^2 = .553$, Adjusted $R^2 = .549$, $F(5,534) = 132.31$, $p < .001$.

School leadership strategies explained **55.3%** of the variance in teachers' job satisfaction. Teacher recognition was the strongest predictor.

Hypothesis 5

Burnout does not significantly predict teachers' turnover intention.

Table 7
Simple Linear Regression of Burnout on Turnover Intention

Predictor	β	t	p
Burnout	.621	18.54	<.001

Model Summary: $R = .621$, $R^2 = .386$, $F(1,538) = 343.73$, $p < .001$.

Burnout significantly predicted teachers' turnover intention, accounting for **38.6%** of the observed variance. Higher burnout levels were associated with stronger intentions to leave the teaching profession.

DISCUSSION

The findings of this study demonstrate that school leadership strategies significantly influence teachers' resilience, job satisfaction, burnout, and turnover intentions in public secondary schools in North-Central Nigeria. Teachers generally perceived leadership practices, particularly professional development, mentoring and coaching, participatory decision-making, teacher recognition, and emotional support, as being highly practised. This finding suggests that supportive leadership creates organisational conditions that promote teachers' professional growth and psychological well-being. It corroborates previous studies which reported that supportive and transformational leadership enhances teacher motivation, organisational commitment, and instructional effectiveness (Collie, 2021; Bellibaş & Karaferye, 2025).

The study further revealed a strong positive relationship between school leadership strategies and teacher resilience. This finding supports the assumptions of the Job Demands – Resources Theory, which posits that organisational resources mitigate occupational stress and strengthen employees' adaptive capacity. Teachers who receive mentoring, continuous professional development, and emotional support are more likely to cope effectively with workplace challenges while maintaining professional commitment. This finding is consistent with recent international studies and aligns with the work of Edinoh et al. (2025), who emphasised that supportive institutional environments enhance teachers' confidence, adaptability, and professional effectiveness.

Similarly, school leadership strategies were found to significantly predict teachers' job satisfaction. Teacher recognition emerged as the strongest predictor, highlighting the importance of acknowledging teachers' professional contributions. This finding reinforces previous research indicating that recognition, organisational justice, and supportive leadership foster positive workplace attitudes, strengthen organisational commitment, and improve educational outcomes. Teachers who perceive that their efforts are valued are more likely to remain motivated, committed, and satisfied with their profession.

Another important finding is that burnout significantly predicted teachers' turnover intention. Teachers experiencing higher levels of emotional exhaustion were more likely to consider leaving the profession, underscoring burnout as a critical challenge to workforce sustainability. This finding agrees with contemporary research linking chronic occupational stress to reduced organisational commitment and increased teacher attrition. It further emphasises that teacher retention depends not only on recruitment but also on creating supportive school environments that reduce occupational stress and enhance professional well-being.

Overall, the findings affirm that supportive school leadership extends beyond administrative functions to become a strategic organisational resource for promoting teacher resilience, improving job satisfaction, reducing burnout, and strengthening teacher retention. The study therefore contributes to the growing body of educational leadership literature by providing empirical evidence from North-Central Nigeria that effective leadership practices are fundamental to sustainable school improvement and teacher well-being. The findings also extend the application of the Job Demands – Resources Theory within the Nigerian educational context by demonstrating how leadership resources influence teachers’ psychological and professional outcomes.

Contribution to Knowledge

This study makes several important contributions to the field of educational leadership and teacher well-being. First, it extends the application of the Job Demands – Resources (JD – R) Theory by demonstrating how specific school leadership strategies – namely mentoring and coaching, professional development, teacher recognition, emotional support, and participatory decision-making – collectively influence teacher resilience, job satisfaction, burnout, and turnover intentions within the Nigerian secondary education context.

Second, unlike many previous Nigerian studies that examined leadership style or teacher performance in isolation, this study integrates multiple indicators of teacher well-being into a single analytical framework, thereby providing a more comprehensive understanding of the organisational mechanisms through which leadership practices influence workforce sustainability.

Third, the study provides empirical evidence from North-Central Nigeria, a context that remains underrepresented in international educational leadership literature. The findings therefore contribute context-specific evidence that enriches global discussions on sustainable school leadership in developing countries.

Finally, the study offers practical evidence to support educational policies that prioritise teacher well-being as a strategic pathway for improving instructional quality, organisational effectiveness, and teacher retention in public secondary schools.

Practical Implications

The findings have important implications for school leaders, teacher educators, and policymakers. School principals should adopt leadership practices that prioritise mentoring, professional development, recognition, emotional support, and collaborative decision-making as integral components of school improvement. Educational authorities should strengthen leadership preparation programmes to include competencies in teacher well-being, organisational psychology, and workforce sustainability. Furthermore, ministries of education should integrate teacher well-being indicators into school quality assurance frameworks and leadership appraisal systems. Such measures will contribute to improved teacher retention, enhanced instructional quality, and sustainable educational development.

CONCLUSION

This study examined the influence of school leadership strategies on teacher resilience, job satisfaction, burnout, and turnover intentions among teachers in public secondary schools in North-Central Nigeria. The findings provide compelling evidence that supportive leadership practices, particularly mentoring and coaching, professional development, teacher recognition, emotional support, and participatory decision-making, significantly enhance teachers' resilience and job satisfaction while reducing burnout and turnover intentions.

The study confirms that school leadership extends beyond administrative and instructional responsibilities to include the promotion of teachers' psychological well-being and professional fulfilment. Teachers who perceive higher levels of organisational support are more resilient, more satisfied with their work, and less likely to experience burnout or consider leaving the profession. These findings reinforce the propositions of the Job Demands – Resources Theory, which emphasises the importance of organisational resources in promoting employee well-being and sustainable performance.

The study contributes to educational leadership literature by providing empirical evidence from North-Central Nigeria on the critical role of supportive leadership in strengthening teacher well-being and workforce sustainability. It underscores the need for educational policymakers and school leaders to prioritise teacher-centered leadership strategies as integral components of school improvement initiatives. Investing in teachers' professional and psychological well-being is not only essential for retaining competent educators but also for improving instructional quality, students learning outcomes, and the overall effectiveness of secondary education in Nigeria.

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