

Teachers' Wellbeing as a Predictor of Effective Pedagogical Skills in Public Senior Secondary Schools in Oyo State

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ABSTRACT

Teachers play a central role in determining the quality of teaching and learning in secondary schools, and their pedagogical effectiveness is increasingly influenced by their level of wellbeing. This paper examines teachers' wellbeing as a predictor of effective pedagogical skills in senior secondary schools in Oyo State, Nigeria. Anchored on theoretical frameworks Shulman's Pedagogical Content Knowledge Theory, Bronfenbrenner's Ecological Systems Theory, and Seligman's PERMA Model of Wellbeing. The paper conceptualizes teachers' wellbeing as a multidimensional construct comprising emotional, cognitive, and physical dimensions, while pedagogical skills are examined in terms of classroom management, content delivery, and student engagement. Drawing extensively from existing literature and empirical studies, the paper establishes that teachers' wellbeing significantly influences their instructional practices and professional effectiveness. Evidence from global and Nigerian studies reveals that teachers who experience high levels of wellbeing demonstrate stronger classroom control, clearer and more innovative content delivery, and higher levels of student engagement, whereas poor wellbeing is associated with stress, burnout, rigid teaching methods, and reduced instructional quality. The paper further highlights contextual challenges affecting teachers' wellbeing in Oyo State, including workload pressure, limited resources, and inadequate welfare provisions. It concludes that improving teachers' wellbeing is not merely a welfare concern but a strategic imperative for enhancing pedagogical effectiveness and educational quality. The paper therefore recommends policy-driven and school-based interventions aimed at promoting teachers' wellbeing as a sustainable pathway to improving teaching and learning outcomes in secondary schools.

Keyword: Teachers' wellbeing, Pedagogical effectiveness, Work-related stress, Classroom Management, Secondary schools.

INTRODUCTION

Education is universally acknowledged as the cornerstone of societal development, economic growth, and human capital formation. At the heart of every functional educational system lies the teacher, whose pedagogical competence determines the extent to which educational goals are achieved. Teachers are not merely transmitters of knowledge but facilitators of learning, mentors, and agents of social transformation. In secondary schools, where learners are prepared intellectually, socially, and morally for higher education and responsible citizenship, the effectiveness of teachers' pedagogical skills becomes particularly critical. Pedagogical skills enable teachers to organize learning experiences, manage classrooms, deliver subject content meaningfully, and actively engage students in the learning process. Without these skills, even well-designed curricula and policies fail to translate into meaningful learning outcomes (Shulman, 1986).

In recent years, however, the teaching profession has become increasingly complex and demanding. Teachers are expected to respond to rapid curriculum changes, integrate digital technologies, manage increasingly diverse classrooms, and meet rising accountability standards. These expectations have intensified the emotional, cognitive, and physical demands placed on teachers, often without commensurate improvements in working conditions or welfare provisions. Consequently, teachers' wellbeing has emerged as a critical issue in contemporary educational discourse. Teachers' wellbeing refers to the extent to which teachers experience positive emotional states, mental clarity, physical health, and professional fulfillment that enable them to function effectively in their roles. Research increasingly shows that teachers' wellbeing is not peripheral but central to instructional quality and school effectiveness (Ertürk, 2021).

Globally, empirical evidence demonstrates that teachers who enjoy high levels of wellbeing are more motivated, resilient, creative, and reflective in their instructional practices. Such teachers are better able to manage classrooms, adopt innovative teaching strategies, and sustain positive relationships with students. Conversely, teachers experiencing stress, burnout, emotional exhaustion, or physical fatigue often struggle to demonstrate effective pedagogical skills. These challenges may manifest as poor classroom control, rigid teacher-centred instruction, limited student engagement, and reduced instructional innovation (Hossain, 2025). Studies across different educational contexts have consistently linked low teacher wellbeing to declining instructional quality and weaker student outcomes (Nwoko, 2024).

Pedagogical skills are widely recognized as the foundation of effective teaching. They encompass a broad range of professional competencies, including instructional planning, classroom management, content delivery, assessment, communication, and student engagement. Pedagogical skills are dynamic rather than static; they evolve through experience, reflection, and continuous professional development. Effective pedagogy requires not only technical knowledge but also emotional intelligence, adaptability, and reflective capacity. Scholars argue that pedagogical skills represent a synthesis of knowledge, practice, creativity, and professional values that enable teachers to respond effectively to the complexities of classroom life (Karpov, 2023).

Among the core dimensions of pedagogical skills are classroom management, content delivery, and student engagement. Classroom management involves creating and sustaining a safe, orderly, and inclusive learning environment that promotes participation and discipline. Content delivery refers to how teachers present subject matter in ways that are clear, engaging, and responsive to learners' needs. Student engagement reflects the extent to which learners are cognitively, emotionally, and behaviourally involved in learning activities. Research shows that these dimensions are interrelated and collectively shape students' academic achievement, motivation, and overall school experience (Shoyemi, Omoluwa & Adedokun, 2025). Effective pedagogical skills therefore depend not only on teachers' training but also on their psychological and physical readiness to teach.

Teachers' wellbeing plays a crucial role in shaping these pedagogical dimensions. Teachers who experience emotional stability and job satisfaction are more likely to demonstrate patience, empathy, and consistency in classroom management. Cognitive wellbeing supports reflective practice, creativity, and problem-solving, enabling teachers to adapt instructional strategies to diverse learner needs. Physical wellbeing provides the energy and stamina required to sustain classroom interaction and instructional intensity. When teachers' wellbeing is compromised, their pedagogical skills are similarly undermined, leading to diminished instructional effectiveness (Karakus, 2024).

In developing countries, including Nigeria, the issue of teachers' wellbeing is particularly pressing. Public secondary school teachers often operate under challenging conditions characterized by large class sizes, inadequate instructional resources, heavy workloads, limited professional support, and delayed or insufficient remuneration. These conditions expose teachers to chronic stress, fatigue, and professional dissatisfaction. Studies conducted in Nigeria reveal that such conditions negatively affect teachers' morale, commitment, and instructional performance (Mbua, Mba & Uch, 2024). In Oyo State, concerns have been raised about declining teaching quality, overreliance on traditional lecture methods, weak classroom management, and low student engagement in many public secondary schools (Umoru & Oluwafemi, 2022).

Despite increasing recognition of the importance of pedagogical skills, most interventions in Nigeria have focused on teacher training, curriculum reform, and infrastructural development, with limited attention given to teachers' wellbeing as a determinant of instructional effectiveness. While these efforts are important, they may

yield limited results if teachers' emotional, cognitive, and physical needs are neglected. International literature suggests that improving teachers' wellbeing is a prerequisite for sustainable improvements in teaching quality and student outcomes (Wilcoxon, Bell & Steiner, 2020). However, empirical studies that explicitly examine teachers' wellbeing as a predictor of pedagogical skills remain scarce in the Nigerian context, particularly at the secondary school level.

The situation in Oyo State highlights this research gap. Although teachers' pedagogical shortcomings are widely acknowledged, there is insufficient empirical evidence linking these challenges directly to teachers' wellbeing. Understanding this relationship is crucial for developing holistic strategies aimed at improving instructional quality. Addressing teachers' wellbeing has the potential to enhance classroom management, promote innovative content delivery, and foster sustained student engagement, thereby improving overall school effectiveness (Khan, 2023).

This paper therefore examines teachers' wellbeing as a predictor of effective pedagogical skills in secondary schools in Oyo State. Drawing from established theoretical perspectives and empirical studies, the paper conceptualizes teachers' wellbeing as comprising subjective, cognitive, and physical dimensions, and pedagogical skills as reflected in classroom management, content delivery, and student engagement. By situating the discussion within the Nigerian and Oyo State educational contexts, the paper contributes to scholarly discourse on teacher effectiveness and provides insights that are relevant for policymakers, school administrators, and educational stakeholders.

LITERATURE REVIEW

Pedagogical Skills

Pedagogical skills refer to the professional competencies, strategies, and practices that enable teachers to facilitate meaningful learning experiences in formal educational settings. These skills encompass not only mastery of subject content but also the ability to plan instruction, manage classrooms, communicate effectively, assess learning outcomes, and engage learners actively in the learning process. Scholars emphasize that pedagogical skills represent a synthesis of theoretical knowledge, practical expertise, and reflective practice, positioning teaching as both a science and an art (Karpov, 2023).

Pedagogical skills are central to instructional effectiveness because they determine how curriculum content is transformed into teachable and learnable forms. Shulman argues that effective pedagogy requires teachers to integrate content knowledge with pedagogical knowledge in ways that make subject matter comprehensible to learners (Shulman, 1986). This integration allows teachers to anticipate learners' misconceptions, select appropriate instructional strategies, and present content in ways that align with students' cognitive levels and learning styles. Teachers with strong pedagogical skills are therefore more capable of creating structured, engaging, and inclusive learning environments.

Pedagogical skills are also dynamic and context-dependent. They evolve through experience, professional development, collaboration, and reflection. Teachers must continually adapt their instructional practices to changing curricula, technological advancements, learner diversity, and societal expectations. Scholars note that pedagogical competence is not a fixed attribute but a developmental process that requires sustained professional support and conducive working conditions (Kabysh, 2021).

In contemporary educational discourse, pedagogical skills are often operationalised through key dimensions such as classroom management, content delivery, and student engagement. These dimensions collectively shape the quality of teaching and learning and serve as critical indicators of instructional effectiveness (López-Martín, 2023).

Classroom Management as a Dimension of Pedagogical Skills

Classroom management is widely regarded as one of the most critical components of effective pedagogy. It refers to the strategies and practices teachers employ to create and maintain an orderly, supportive, and

productive learning environment. Classroom management extends beyond disciplinary control to include the establishment of routines, organisation of classroom space, management of instructional time, and development of positive teacher–student relationships (Kucukakin & Demir, 2021).

Effective classroom management enables teachers to maximise instructional time, reduce disruptions, and foster a climate conducive to learning. Research consistently shows that well-managed classrooms are associated with higher levels of student engagement, motivation, and academic achievement (Wilkins, 2023). Teachers who demonstrate strong classroom management skills are able to balance authority and empathy, applying rules consistently while maintaining supportive and respectful interactions with students.

Classroom management is closely linked to teachers' emotional and psychological states. Teachers who experience stress, emotional exhaustion, or burnout often struggle to maintain consistency, patience, and fairness in managing classroom behaviour. Conversely, teachers with high levels of wellbeing tend to exhibit calmness, emotional regulation, and confidence, which enhance their classroom control and instructional effectiveness (Karakus, 2024).

In the Nigerian context, classroom management challenges are often exacerbated by large class sizes, limited instructional resources, and inadequate infrastructural support. Studies conducted in Nigerian secondary schools reveal that overcrowded classrooms and insufficient facilities place additional strain on teachers, making effective classroom management more difficult (Mbua & Uche, 2024). These conditions underscore the importance of examining teachers' wellbeing as a factor influencing classroom management practices.

Content Delivery as a Dimension of Pedagogical Skills

Content delivery refers to the methods, strategies, and processes through which teachers present subject matter to learners. It involves the organisation, sequencing, and communication of instructional content in ways that promote understanding, retention, and application. Effective content delivery requires clarity of explanation, appropriate pacing, use of relevant examples, and adaptation to learners' needs (Pai, 2022).

Scholars argue that content delivery is a central determinant of instructional quality because it directly affects students' comprehension and engagement. Teachers who deliver content clearly and creatively are more likely to stimulate students' interest and facilitate deep learning. Conversely, poorly structured or monotonous content delivery can lead to disengagement, confusion, and poor academic performance (Nasir & Hossain, 2023).

Modern pedagogical approaches emphasize learner-centered content delivery methods, such as inquiry-based learning, collaborative learning, and the integration of digital technologies. These approaches encourage active participation and critical thinking, moving beyond traditional lecture-based instruction. However, effective implementation of such methods requires teachers to possess not only technical skills but also cognitive flexibility, creativity, and confidence (Muir, 2022).

Teachers' wellbeing plays a significant role in shaping content delivery practices. Cognitive wellbeing enhances teachers' capacity for reflective thinking, lesson planning, and instructional adaptation. Physical wellbeing provides the energy required for sustained instructional delivery, while emotional wellbeing supports enthusiasm and positive classroom interaction. Research indicates that teachers experiencing burnout are more likely to rely on rigid, teacher-centred methods, limiting instructional innovation and learner engagement (Hossain, 2025).

Student Engagement as a Dimension of Pedagogical Skills

Student engagement refers to the degree of students' cognitive, emotional, and behavioural involvement in learning activities. It encompasses students' attention, curiosity, motivation, participation, and persistence in academic tasks. Student engagement is widely recognised as a strong predictor of academic achievement and positive learning outcomes. This is because it is reflected through enthusiasm in students irrespective of the level of learning (Ahamed, 2022; Shoyemi, Omoluwa & Adedokun, 2025).

Teachers play a central role in fostering student engagement through their pedagogical practices. Engaging instruction involves interactive teaching methods, meaningful learning tasks, supportive classroom climates, and

positive teacher–student relationships. Teachers who demonstrate strong pedagogical skills are better able to create learning environments that encourage active participation and sustained interest (Yu & Singh, 2025).

The relationship between student engagement and teachers' wellbeing is well documented in the literature. Teachers who experience high levels of wellbeing are more likely to exhibit enthusiasm, responsiveness, and emotional availability, which enhance student engagement. In contrast, teachers experiencing stress or emotional exhaustion may struggle to maintain positive interactions, leading to reduced student involvement (Nwoko, 2024).

In secondary schools, where students often face academic pressure and developmental challenges, the role of teacher engagement becomes even more critical. Teachers' ability to connect with students, motivate them, and sustain their interest in learning is closely tied to their emotional and psychological wellbeing (Ovcharova, 2023).

Teachers' Wellbeing

Teachers' wellbeing refers to the overall quality of teachers' professional and personal functioning, encompassing emotional, cognitive, and physical dimensions. It reflects the extent to which teachers experience satisfaction, fulfilment, and balance in their work and lives. Scholars emphasize that teachers' wellbeing is both an individual and organisational concern, shaped by personal characteristics and workplace conditions (Ertürk, 2021).

Subjective wellbeing relates to teachers' emotional experiences, job satisfaction, and sense of purpose. Teachers with high subjective wellbeing demonstrate optimism, resilience, and commitment to their profession. Cognitive wellbeing involves mental clarity, reflective capacity, and problem-solving ability, enabling teachers to adapt instructional practices and respond effectively to classroom challenges. Physical wellbeing relates to health, energy levels, and stamina, which are essential for managing the physical demands of teaching (Karakus, 2024).

Research consistently shows that teachers' wellbeing is closely linked to instructional quality, job satisfaction, and retention. Teachers with low levels of wellbeing are more susceptible to burnout, absenteeism, and attrition, which negatively affect school stability and student learning outcomes (Wilcoxon & Steiner, 2020).

Teachers' Wellbeing and Pedagogical Skills

A growing body of empirical research highlights the relationship between teachers' wellbeing and pedagogical skills. Studies across different educational contexts demonstrate that teachers' emotional, cognitive, and physical wellbeing significantly influence their instructional practices³². (Zhytnukhina & Martynjuk, 2024) Teachers with high wellbeing levels are more likely to engage in reflective practice, experiment with innovative teaching methods, and maintain positive classroom climates.

Poor wellbeing undermines pedagogical effectiveness by reducing motivation, impairing decision-making, and limiting instructional creativity. Burnout, in particular, has been associated with diminished classroom management, rigid content delivery, and reduced student engagement (Blazar & Kraft, 2017). These findings suggest that teachers' wellbeing is a critical predictor of pedagogical skills and instructional quality.

In Nigeria, empirical studies examining the wellbeing pedagogy relationship remain limited. However, available evidence suggests that teachers' wellbeing is influenced by factors such as workload, remuneration, infrastructural conditions, and administrative support, all of which have implications for instructional effectiveness (Khan, 2023).

Teachers' Wellbeing and Classroom Management

Classroom management requires emotional stability, confidence, and consistency. Teachers' wellbeing directly influences their ability to establish rules, enforce discipline fairly, and respond calmly to behavioural challenges. Teachers with high wellbeing demonstrate authoritative rather than authoritarian classroom management styles, combining firm expectations with emotional support (Evertson & Weinstein, 2006)

Research indicates that emotionally distressed teachers are more prone to reactive discipline, inconsistent enforcement of rules, and conflict escalation. Such practices undermine classroom order and reduce instructional time. In contrast, teachers with strong wellbeing are better equipped to de-escalate conflicts and maintain positive classroom climates (Emmer & Sabornie 2015)

In Nigerian secondary schools, where classroom sizes are often large, effective classroom management is particularly demanding. Teachers' wellbeing therefore becomes a crucial resource for sustaining order and facilitating learning in challenging environments (Umoru & Oluwafemi, 2022)

Teachers' Wellbeing and Content Delivery

Content delivery is strongly influenced by teachers' emotional enthusiasm, cognitive clarity, and physical energy. Teachers who experience positive wellbeing are more likely to prepare lessons thoroughly, use varied instructional strategies, and communicate content clearly. They also demonstrate greater willingness to integrate learner-centred approaches and instructional technologies (Darling-Hammond, 2015).

Teachers experiencing stress or fatigue often adopt minimal-effort teaching strategies, reduce lesson preparation time, and avoid interactive activities. These practices limit instructional effectiveness and student understanding. Empirical evidence shows that wellbeing-enhancing interventions improve teachers' instructional clarity and creativity (Collie, 2019).

Teachers' Wellbeing and Student Engagement

Student engagement thrives in classrooms characterized by positive emotional climates and supportive teacher student relationships. Teachers' wellbeing shapes their ability to motivate students, sustain attention, and create inclusive learning environments. Teachers with high wellbeing exhibit enthusiasm, responsiveness, and emotional availability, which promote student engagement (Fredricks, 2004)

Theoretical Frameworks

Shulman's Pedagogical Content Knowledge (PCK) Theory

Shulman's Pedagogical Content Knowledge (PCK) Theory emphasizes the unique blend of content knowledge and pedagogical skills that teachers must possess to facilitate effective learning (Shavard, 2023). Unlike general pedagogical knowledge, which focuses on methods and strategies applicable across subjects, or pure content knowledge, which refers to mastery of the subject matter, PCK is the intersection of both (Tallman, 2023). It involves understanding how to present subject matter in ways that make it comprehensible to learners, anticipating student misconceptions, and employing appropriate instructional strategies tailored to the subject (Aderinoye-Rabiu, Bello & Usman, Falebita & Oloyede, 2025). This theory highlights that effective teaching requires not just knowing what to teach, but also how to teach it in a manner that aligns with students' cognitive, emotional, and social needs (Sarkar, et. al., 2024). PCK, therefore, integrates three essential knowledge domains: subject matter knowledge, pedagogical knowledge, and knowledge of learners' characteristics, enabling teachers to transform content into accessible and meaningful learning experiences (Chan, 2022).

Applying Shulman's PCK Theory as the theoretical framework for this study provides a clear rationale for exploring the interplay between environmental and personal factors in shaping teachers' instructional capacity. Pedagogical skills such as classroom management, content delivery, and student engagement are not developed in isolation but are influenced by both the resources available and the physical, cognitive, and emotional state of the teacher. Adequate school infrastructure, including administrative facilities that streamline teaching support systems, technology facilities that enhance digital literacy and instructional delivery, and well-equipped classroom facilities that create conducive learning environments, directly strengthens teachers' ability to translate content into engaging lessons. Similarly, teachers' well-being whether subjective (emotional satisfaction and job fulfilment), cognitive (mental alertness, clarity, and resilience), or physical (health and stamina) affects their readiness to engage students effectively, manage classrooms efficiently, and deliver content with clarity and enthusiasm.

Within the PCK framework, school infrastructure serves as a structural enabler, providing the physical and technological means for teachers to implement appropriate pedagogical strategies, while teacher well-being functions as a human capacity factor, influencing the creativity, energy, and adaptability needed for effective teaching. The theory supports the idea that the richer the resources and the better the teachers' well-being, the more effectively teachers can bridge the gap between content knowledge and pedagogical practice. In this way, Shulman's PCK Theory not only justifies the inclusion of infrastructure and well-being as determinants of pedagogical skills but also frames them as critical contributors to the transformation of subject matter into meaningful student learning outcomes.

Bronfenbrenner Ecological Systems Theory

The Bronfenbrenner Ecological Systems Theory, explains human development as the result of ongoing interactions between individuals and the multiple environmental systems in which they are embedded⁵⁸. The theory is structured around five interconnected systems: the micro-system, which involves direct environments such as the classroom, staffroom, and peer interactions; the mesosystem, which reflects the interrelationships among micro-systems, such as the link between a teacher's home life and school environment; the exo-system, which includes external settings that indirectly affect the individual, such as educational policies, infrastructure funding, and community resources; the macro-system, which refers to the broader cultural, economic, and societal values influencing education; and the chrono-system, which captures the dimension of time, highlighting how changes in an individual's life or broader societal shifts affect development over time (Abbas, Shahzad, Ekowati, Fenitra & Suhariadi 2025). This framework highlights that a teacher's professional functioning and skill development are shaped by multiple layers of environmental influences that interact dynamically over time.

In the context of this study, the Ecological Systems Theory serves as a fitting lens because it captures the complex interplay between environmental resources and personal wellbeing in shaping teachers' pedagogical competence. School infrastructure, encompassing administrative facilities, technology facilities, and classroom facilities, primarily belongs to the micro-system because these are immediate resources teachers engage with daily to perform their duties effectively. Well-equipped administrative facilities support record-keeping, lesson planning, and communication, which enhances classroom organisation. Adequate technology facilities provide opportunities for innovative teaching methods and digital integration in lesson delivery. Sufficient and conducive classroom facilities promote effective classroom management, reduce stress, and foster higher engagement between teachers and students.

Teachers' well being including subjective, cognitive, and physical well being reflects the individual's personal state but is also deeply influenced by interactions within the microsystem and meso-system. A teacher with high subjective wellbeing will approach classroom management with a positive attitude, while strong cognitive wellbeing supports clarity, accuracy, and creativity in content delivery. Physical wellbeing ensures that teachers have the stamina and vitality to engage learners actively and sustain performance across the school day. These wellbeing factors are not isolated; they are influenced by the working conditions, leadership culture, and policy climate found in the exo-system and macro-system.

Finally, pedagogical skills, comprising classroom management, content delivery, and student engagement, emerge as outcomes of the continuous interactions between personal wellbeing and the environmental resources provided by the school system. The Ecological Systems Theory shows that improvements in infrastructure and wellbeing are not isolated variables; rather, they are interconnected influences within a teacher's environment that collectively shape pedagogical proficiency. This perspective highlights that to enhance teaching quality, stakeholders must address both the immediate teaching environment (school infrastructure) and the holistic wellbeing of teachers, recognizing that these elements operate within a layered and interactive ecological system.

PERMA Model of Well-Being

The PERMA Model of Well-being is a framework in positive psychology that identifies five core elements that contributes to human flourishing and optimal functioning: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Kovich, Simpson, Foli, Hass & Phillips, 2023). Positive Emotion refers to the experience of joy, gratitude, hope, and other uplifting feelings that enhance mental health. Engagement involves

being fully absorbed in tasks, often leading to a state of “flow” where individuals lose track of time because of deep involvement. Relationships emphasise the value of supportive, trusting, and collaborative interactions with others, which are vital for emotional resilience and social well-being. Meaning relates to having a sense of purpose and belonging to something greater than oneself, which provides motivation and direction in life. Accomplishment refers to the pursuit and attainment of goals, mastery of skills, and recognition for achievements, which contribute to self-efficacy and satisfaction. The PERMA model suggests that well-being is multi-dimensional and that enhancing each of these elements leads to improved personal and professional performance.

Applied to this study, the PERMA model serves as a suitable theoretical framework by linking environmental and personal factors to teachers’ instructional effectiveness. Adequate school infrastructure including administrative facilities, technology facilities, and classroom facilities directly supports the “Engagement” and “Accomplishment” components of the model. For example, well-equipped administrative offices can streamline teachers’ tasks, reducing bureaucratic stress and enabling them to focus more on teaching, while access to modern technology and conducive classrooms fosters creativity and sustained engagement in lesson delivery. In terms of teachers’ well-being, the model’s dimensions map closely to the study’s variables: Subjective well-being aligns with “Positive Emotion” by reflecting how teachers feel about their professional environment; Cognitive well-being corresponds with “Meaning” and “Engagement” through the intellectual stimulation and sense of purpose teachers derive from their work; and Physical well-being supports “Accomplishment” by ensuring that teachers are healthy and energetic enough to perform effectively.

Finally, the PERMA model underpins the link to pedagogical skills such as classroom management, content delivery, and student engagement, by showing how the enhancement of teachers’ positive emotions, engagement, relationships, meaning, and accomplishment naturally translates into improved instructional practice. Teachers who experience supportive infrastructure and robust well-being are more likely to create engaging learning environments, deliver content effectively, and foster active student participation. Thus, the PERMA model provides a holistic explanation of how both environmental resources and individual well-being interact to strengthen teachers’ pedagogical competencies, leading to better educational outcomes in secondary schools.

CONCLUSION

This paper has examined teachers’ wellbeing as a critical predictor of effective pedagogical skills in secondary schools in Oyo State. Drawing from existing literature and established theoretical frameworks, the paper demonstrates that teachers’ subjective, cognitive, and physical wellbeing significantly influence classroom management, content delivery, and student engagement. Teachers who experience high levels of wellbeing are better equipped to manage classrooms, deliver engaging lessons, and foster positive learning environments. The paper underscores the need to move beyond traditional discussions of teacher effectiveness that focus solely on training and supervision, by recognising wellbeing as a foundational determinant of pedagogical competence. Addressing teachers’ wellbeing is therefore not only a welfare concern but a strategic investment in educational quality and student success.

RECOMMENDATIONS

1. Government and educational authorities should prioritize teachers’ wellbeing through improved welfare packages, manageable workloads, and access to healthcare services.
2. School administrators should create supportive school climates that promote emotional wellbeing, collaboration, and professional growth.
3. Regular wellbeing-focused professional development programmes should be organised for teachers.
4. Policies aimed at improving instructional quality should explicitly integrate teacher wellbeing as a core component.
5. Further empirical studies should be conducted in Oyo State and beyond to strengthen evidence on the wellbeing pedagogy nexus.

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