

Research Article

Job Satisfaction And Teachers' Performance In Public Secondary Schools In Akwa Ibom State, Nigeria

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Abstract

This study examined the relationship between job satisfaction and teachers' performance in public secondary schools in Akwa Ibom State, Nigeria. Five specific dimensions of job satisfaction were investigated, namely salary and remuneration satisfaction, working conditions satisfaction, supervision and interpersonal relations satisfaction, recognition and professional growth satisfaction, and job security satisfaction. The study adopted a correlational survey design. The population comprised 5,400 public secondary school teachers across the state's six education zones, from which a sample of 380 teachers was drawn using the Taro Yamane formula and a multi-stage sampling technique combining stratified and simple random sampling. A structured instrument, the Job Satisfaction and Teachers' Performance Questionnaire (JSTPQ), was validated by experts and trial-tested for reliability (Cronbach's Alpha = 0.82). Research questions were answered using mean and standard deviation against a criterion mean of 2.50, while the five null hypotheses were tested using the Chi-square statistic at the 0.05 level of significance, based on 365 validly retrieved responses (96.1% return rate). All five dimensions of job satisfaction were found to have a statistically significant relationship with teachers' performance, with supervision and interpersonal relations satisfaction showing both the highest descriptive rating (grand mean = 2.80) and the strongest statistical association ($\chi^2 = 40.127$), while salary and remuneration satisfaction recorded the lowest descriptive rating (grand mean = 2.46) despite remaining significantly

related to performance. The study concludes that job satisfaction is a significant, multi-dimensional determinant of teachers' performance in Akwa Ibom State, and recommends that education authorities pursue a comprehensive strategy combining remuneration reform, supervisory training, and structured recognition mechanisms rather than relying on any single intervention.

Keywords: Job Satisfaction, Teachers' Performance, Secondary Schools, Supervision, Akwa Ibom State, Nigeria

Introduction

The effectiveness of any educational system rests substantially on the quality and performance of its teachers, who serve as the frontline implementers of curriculum and policy and whose day-to-day classroom practice ultimately determines the extent to which the broad objectives of education are translated into actual learning outcomes. In Nigeria, as in many developing countries, concerns about declining educational standards persist despite considerable investment in infrastructure and curriculum reform, sustaining scholarly and policy interest in the determinants of teachers' job performance.

Among the many factors implicated in the literature, job satisfaction has emerged as one of the most consistently examined. Job satisfaction refers to the extent to which an individual experiences positive affective and cognitive evaluations of their job and its various facets, including remuneration, working conditions, supervision, interpersonal relations, recognition, and job security (Locke, 1976). This evaluative, affective conceptualisation of satisfaction underlies the theoretical linkage between job satisfaction and job performance long established in organisational behaviour scholarship, most notably in Herzberg, Mausner and Snyderman's (1959) motivation-hygiene theory, which distinguishes hygiene factors, such as salary, working conditions, and job security, whose absence generates dissatisfaction but whose presence does not necessarily generate strong motivation, from motivator factors, such as recognition and professional growth, whose presence generates genuine satisfaction and enhanced performance.

Within Akwa Ibom State, the question of teachers' job satisfaction has assumed particular urgency against a backdrop of persistent public concern regarding secondary education quality, declining examination performance, and recurring reports of teacher disengagement. Ukpong (2020), comparing public and private secondary school teachers in the state, found that public school teachers reported significantly lower job satisfaction than their private-

school counterparts. Agboola and Offong (2018) found that occupational incentives were significantly associated with teacher retention in the state's secondary schools, while Edet, Benson and Williams (2020) found that principals' conflict-resolution and supervisory practices were significantly associated with teachers' job effectiveness. These state-specific findings are broadly consistent with the wider literature identifying salary, working conditions, supervision and interpersonal relations, recognition and professional growth, and job security as salient facets of teacher job satisfaction.

Teachers' performance challenges in Akwa Ibom State's public secondary schools have persisted despite periodic government interventions, including infrastructural upgrades, curriculum reviews, and occasional salary reviews, raising the question of why such challenges have proved so resistant to policy intervention. A recurring explanation offered by education stakeholders, and increasingly supported in the scholarly literature, is that teachers' job performance is substantially shaped by the level of job satisfaction they experience. Education policy documents in Nigeria, including successive iterations of the National Policy on Education, recognise the teacher as the single most important factor in the successful implementation of educational programmes, and correspondingly emphasise the importance of adequate conditions of service, professional development, and welfare provision for teachers (Federal Republic of Nigeria, 2013). In practice, however, the extent to which these policy commitments translate into tangible improvements in teachers' working conditions, remuneration, and professional recognition at the state and school level continues to vary considerably, providing an important backdrop against which the present study's findings should be interpreted.

Despite this body of evidence, existing Akwa Ibom-focused research has tended to examine one or two dimensions of job satisfaction at a time rather than testing multiple dimensions concurrently within a single, integrated empirical framework, making it difficult for administrators to determine the relative importance of different facets and to prioritise resources accordingly. Without a clear, empirically grounded understanding of which specific dimensions of job satisfaction are most strongly related to performance, education authorities risk designing generic welfare or motivation initiatives that fail to address the sources of dissatisfaction most consequential for teachers' actual classroom effectiveness. This study addresses that gap by examining, within one correlational framework, the extent to which five key dimensions of job satisfaction relate to teachers' performance in Akwa Ibom State's public

secondary schools. Specifically, the study sought to determine the extent to which salary and remuneration satisfaction, working conditions satisfaction, supervision and interpersonal relations satisfaction, recognition and professional growth satisfaction, and job security satisfaction relate to teachers' performance, and tested five corresponding null hypotheses at the 0.05 level of significance. The paper is organised as follows: section 2 reviews relevant conceptual, theoretical and empirical literature; section 3 describes the methodology; section 4 presents the results; section 5 discusses the findings; and section 6 concludes with recommendations.

The findings reported in this paper are expected to be of value to a range of stakeholders. For the Akwa Ibom State Ministry of Education and Post-Primary Schools Board, the study offers empirical evidence on which to base decisions about where to prioritise limited welfare and motivation resources across competing dimensions of teacher job satisfaction. For school principals and administrators, the findings clarify which dimensions of job satisfaction fall most directly within school-level control and which are most strongly associated with performance, informing day-to-day administrative priorities. For researchers and students of Educational Management and Planning, the study offers a methodological template and a state-specific empirical reference point for further comparative or theory-testing research, including the companion analysis reported elsewhere by the same author, which re-examines the present dataset specifically through the lens of Herzberg's motivation-hygiene theory.

2. Literature Review

2.1 Conceptual Review

Job satisfaction is widely recognised as a multi-dimensional construct rather than a single, undifferentiated global evaluation. Locke's (1976) influential definition describes it as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences, a formulation that underscores both its evaluative character, arising from a comparison between what an individual desires from a job and what the job actually provides, and its affective character, involving genuine emotional response. This study conceptualises job satisfaction as comprising five dimensions relevant to the teaching profession: salary and remuneration satisfaction, concerned with basic pay, allowances and monetary benefits; working conditions satisfaction, concerned with classroom facilities, instructional materials, class size and workload; supervision and interpersonal relations satisfaction, concerned with the quality of oversight received from school administrators and relationships with

colleagues; recognition and professional growth satisfaction, concerned with acknowledgement of achievement and access to career development opportunities; and job security satisfaction, concerned with confidence in the stability of continued employment.

Teachers' performance, correspondingly, refers to the effectiveness with which a teacher discharges the professional responsibilities of the teaching role, including lesson planning and delivery, classroom management, assessment of learners, punctuality and regularity, and general professional commitment. It is widely regarded as the single most important school-level determinant of student learning outcomes, given the teacher's direct, sustained and formative influence on the classroom teaching-learning process, and is shaped by a combination of individual-level factors such as subject mastery and experience, school-level factors such as leadership quality and resource availability, and, of central relevance here, job satisfaction, which, unlike innate ability, can in principle be deliberately improved through targeted policy and administrative intervention.

Aguinis (2009) usefully decomposes the proximate determinants of individual job performance into procedural knowledge (knowing how to perform a task, including the requisite technical, functional and cognitive skills), declarative knowledge (knowing what to do and why), and motivation (the degree of effort directed towards job responsibilities), with performance conceptualised as a joint function of these three elements such that a deficiency in any one substantially constrains overall performance regardless of strength in the others. Within this framework, job satisfaction relates most directly to the motivational component, providing a plausible mechanism through which the various facets of satisfaction examined in this study may translate into observable differences in teachers' classroom performance, even where procedural and declarative knowledge, more closely tied to training and qualification, are held broadly constant across the sampled population.

Several Akwa Ibom-specific and Nigeria-focused studies provide the immediate empirical grounding for the present investigation, and are considered in greater detail in the empirical review in section 2.3 below. Collectively, they establish that both the level of job satisfaction reported by public secondary school teachers in the state, and the specific facets contributing to that satisfaction, remain matters of ongoing policy concern, justifying an integrated, multi-dimensional empirical re-examination of the kind undertaken in this paper.

2.2 Theoretical Framework

This study was anchored on two complementary theories. Herzberg, Mausner and Snyderman's (1959) motivation-hygiene theory proposes that job satisfaction and dissatisfaction arise from two qualitatively distinct sets of factors rather than a single continuum: hygiene factors (salary, working conditions, job security, and aspects of supervision) prevent dissatisfaction when adequately addressed but do not, by themselves, generate strong positive motivation, whereas motivator factors (recognition, achievement, and professional growth) generate genuine satisfaction and sustained motivation when present. Applied to this study, salary, working conditions and job security satisfaction, as hygiene-type dimensions, would be expected primarily to prevent disengagement, while recognition and professional growth satisfaction, as a motivator-type dimension, would be expected to generate more active engagement; supervision and interpersonal relations satisfaction spans both categories in Herzberg's original scheme.

Locke's (1976) range of affect theory complements this framework by proposing that satisfaction arises from the perceived discrepancy between what an individual values from a job and what the job is perceived to provide, with the magnitude of any discrepancy's effect on overall satisfaction moderated by the importance the individual attaches to that particular facet. This theory provides the methodological justification for examining the five dimensions separately rather than relying on a single global satisfaction measure, since individuals may weight the same objective conditions differently depending on the importance attached to each facet.

Taken together, these two theoretical perspectives, while emerging from somewhat different traditions, are treated in this study as complementary rather than competing. Herzberg's theory provides a substantive, content-based classification of job satisfaction facets into hygiene and motivator categories, offering clear predictions regarding which facets are likely merely to prevent dissatisfaction as opposed to actively generating strong positive motivation. Locke's theory, by contrast, provides a process-based account of how satisfaction arises through perceived discrepancy, weighted by importance, and justifies the decision to measure and analyse the five dimensions separately rather than as a single, undifferentiated construct. Together, they provided the conceptual basis for the five research questions and hypotheses examined in this study, with Herzberg's framework informing the substantive selection of the five dimensions and Locke's framework informing the methodological decision to treat them

as distinct, separately measurable facets whose relative importance to respondents may help explain any observed differences in the strength of their association with performance.

2.3 Empirical Review

Several studies provide direct empirical grounding for this investigation. Ukpong (2020) found that public secondary school teachers in Akwa Ibom State reported significantly lower satisfaction with remuneration and conditions of service than private-school counterparts, recommending improved motivation of public-school teachers as a strategy for strengthening secondary education management in the state. Agboola and Offong (2018) found that occupational incentives, including financial remuneration, were significantly associated with teacher retention in the state's secondary schools, with direct implications for the relationship between remuneration satisfaction and sustained professional engagement. Edet, Benson and Williams (2020) found that the manner in which principals managed interpersonal conflict and supervisory relationships was significantly associated with teachers' job effectiveness in the state's public secondary schools, providing direct support for the proposition that supervisory and interpersonal relations satisfaction constitutes an important, performance-relevant dimension of job satisfaction.

Beyond Akwa Ibom State, the wider literature offers converging evidence. Okwudili (2015) found a significant positive relationship between non-monetary rewards and worker productivity in Nigerian government parastatals in Abia State. Ejumudo (2022), studying the Delta State civil service, found that an incongruent pay-reward system, misaligned with fairness and cost-of-living considerations, was associated with poor staff performance. Suleiman (2013) found that limited training and development opportunities and job insecurity were prominent causes of poor work attitude among public- and private-sector workers in Bauchi State. Latif, Shahid, Sohail and Shahbar (2015) found that public-sector college teachers in Pakistan reported higher job satisfaction than private-sector counterparts, illustrating how sectoral context shapes satisfaction outcomes. Spector (1997) identified pay, promotion, supervision, co-workers, and the work itself as core facets determining overall job satisfaction, a facet structure broadly consistent with the dimensional approach adopted in this study.

Compensation-focused studies offer a further relevant strand of evidence. Onukwube (2012) found that pay, promotion, work itself, supervision, and co-workers together constituted the most consistently identified determinants of job satisfaction across several occupational

studies, a facet structure closely mirroring the dimensional approach adopted in this study. Armstrong (2021) similarly distinguishes financial from non-financial compensation, arguing that both must be adequately managed, since reward systems that neglect either dimension are unlikely to sustain strong employee performance over time. Within the specific domain of education, Oshagbemi (2000) found that gender did not significantly moderate overall academic staff job satisfaction in a study of United Kingdom universities, though satisfaction levels varied by specific facet, a finding that cautions against assuming uniform satisfaction patterns across demographic subgroups and lends support to the present study's decision to examine multiple discrete facets rather than a single composite score.

Taken together, this literature supports the expectation that each of the five dimensions examined would relate significantly to teachers' performance, while also suggesting, consistent with Herzberg's (1959) hygiene-motivator distinction, that the strength of this relationship may vary across dimensions. Critically, while the Akwa Ibom-specific studies reviewed provide valuable, locally grounded evidence, each has tended to examine one or two dimensions in isolation; none has tested all five dimensions concurrently within a single empirical framework, a gap this study was designed to address.

2.4 Challenges to Teacher Job Satisfaction in Nigerian Public Secondary Schools

Several persistent challenges have been identified in the literature as constraining teachers' job satisfaction in Nigerian public secondary schools generally, and in Akwa Ibom State specifically. These include inadequate and sometimes irregular salary payment, poor working conditions including inadequate classroom infrastructure and instructional materials, weak or inconsistent supervisory practices in some schools, limited opportunities for recognition and professional growth, particularly in rural and less accessible school locations, and periodic uncertainty regarding job security arising from policy or administrative changes within the state education sector. These challenges do not operate in isolation but often interact and compound one another; teachers posted to remote or riverine schools within Akwa Ibom State, for instance, may simultaneously experience poorer working conditions, reduced access to professional development opportunities, and weaker supervisory oversight, compounding the overall level of dissatisfaction experienced relative to teachers in more accessible, urban school locations. This interaction of challenges provides important context for interpreting the empirical findings presented later in this paper, and reinforces the value of examining multiple dimensions of job satisfaction concurrently rather than in isolation.

Although salary and remuneration satisfaction, working conditions satisfaction, supervision and interpersonal relations satisfaction, recognition and professional growth satisfaction, and job security satisfaction are conceptually distinguishable, they are, in practice, often interrelated and mutually reinforcing. A teacher who experiences strong supervisory support and recognition may, for instance, prove more resilient to dissatisfaction arising from inadequate remuneration than a teacher who experiences both poor supervision and inadequate pay simultaneously. This interconnectedness suggests that administrators seeking to improve overall teacher job satisfaction, and by extension teachers' performance, should ideally address multiple dimensions concurrently rather than focusing narrowly on one dimension while neglecting others, a proposition examined empirically in this paper.

2.5 Gap in the Literature

The reviewed literature reveals a clear pattern: state-specific studies conducted within Akwa Ibom State have each illuminated a single facet of teachers' job satisfaction, remuneration and retention in the case of Ukpong (2020) and Agboola and Offong (2018), and supervisory practice in the case of Edet, Benson and Williams (2020), while the wider Nigerian and international literature, though richer in facet coverage, is drawn from occupational and geographical contexts sufficiently different from Akwa Ibom State's public secondary education sector that direct generalisation is not straightforward. No study identified in this review has examined salary and remuneration satisfaction, working conditions satisfaction, supervision and interpersonal relations satisfaction, recognition and professional growth satisfaction, and job security satisfaction concurrently, within one sample and one analytical framework, in relation to teachers' performance in Akwa Ibom State. It is this specific, locally grounded gap that the present study was designed to fill.

3. Methodology

The study adopted a correlational survey research design, appropriate for determining the extent of relationship between the five job satisfaction dimensions and teachers' performance without manipulation of variables. It was conducted in Akwa Ibom State, located in the South-South geopolitical zone of Nigeria, which comprises thirty-one Local Government Areas administratively grouped, for education management purposes, into six education zones: Uyo, Eket, Ikot Ekpene, Abak, Etinan, and Ikono/Ini. The state hosts a substantial number of public secondary schools under the Akwa Ibom State Post-Primary Schools Board, spanning urban centres such as Uyo and Eket and predominantly rural or semi-rural areas in

other zones, providing a setting well suited to examining job satisfaction and performance across a reasonably heterogeneous range of school contexts. The population comprised all 5,400 teachers in the state's public secondary schools, drawn from records of the Akwa Ibom State Post-Primary Schools Board. A sample of 380 teachers was determined using the Taro Yamane (1967) formula, $n = N / (1 + N(e)^2)$, where $N = 5,400$ and $e = 0.05$, yielding $n \approx 372$, rounded up to 380 for robustness. A multi-stage sampling technique was employed: stratification by education zone, followed by simple random sampling of schools within each zone and of teacher-respondents within sampled schools, proportionate to each zone's share of the population

Table 1: Population and Sample Distribution by Education Zone

Education Zone	Population	Percentage (%)	Sample Size
Uyo	1,150	21.3	81
Eket	980	18.1	69
Ikot Ekpene	870	16.1	61
Abak	820	15.2	58
Etinan	800	14.8	56
Ikono/Ini	780	14.5	55
Total	5,400	100.0	380

Data were collected using a structured instrument, the Job Satisfaction and Teachers' Performance Questionnaire (JSTPQ), comprising three sections. Section A elicited respondents' demographic information (gender, age, teaching experience, qualification, and school type). Section B contained thirty items measuring the five job satisfaction dimensions (six items each), and Section C contained fifteen items measuring teachers' performance across five sub-dimensions corresponding to the five job satisfaction dimensions (three items each), all scored on a four-point Likert-type scale from Strongly Agree (4) to Strongly Disagree (1). Face and content validity were established through review by the researcher's supervisor and two other experts in Educational Management and Planning, together with a

Measurement and Evaluation expert, whose comments and corrections, concerning item clarity, relevance and adequacy of construct coverage, were incorporated into the final instrument. Reliability was established through a pilot study of 30 teachers outside the main sample, drawn from a public secondary school not included in the main study, using the test data to compute Cronbach's Alpha coefficients of 0.80 for the job satisfaction section, 0.84 for the performance section, and 0.82 overall, each comfortably exceeding the conventionally accepted 0.70 threshold for social science research instruments.

An introductory letter was obtained from the researcher's department and presented to the Akwa Ibom State Post-Primary Schools Board and to the administration of each sampled school prior to questionnaire administration. Copies of the questionnaire were administered directly by the researcher, with the assistance of trained research assistants in the more distant education zones, and were in most cases collected on the same day, with a small number collected within 48 hours to maximise the response rate. Of 380 copies administered, 365 (96.1%) were correctly and completely filled and were used for analysis; the remaining 15 copies were either not returned or contained substantial missing data and were excluded. Research questions were answered using mean and standard deviation scores against a criterion mean of 2.50, computed by summing the scale values (4, 3, 2, 1) and dividing by four, such that item or grand mean scores of 2.50 and above were interpreted as indicating a high extent of relationship, and scores below 2.50 as indicating a low extent. The five null hypotheses were tested using the Chi-square (χ^2) statistic at the 0.05 level of significance, computed by cross-tabulating categorised satisfaction scores against categorised performance scores for each dimension. Formal ethical approval was obtained from the university and the Post-Primary Schools Board prior to data collection. Participation was entirely voluntary, and respondents were informed of their right to decline or withdraw at any point; no personally identifying information was collected, and all data are reported only in aggregate, anonymised form.

The study was delimited to public secondary schools under the direct administration of the Akwa Ibom State Post-Primary Schools Board, and did not extend to private secondary schools, primary schools, or tertiary institutions within the state; nor did it extend, in this particular analysis, to teachers' performance measures obtained independently of self-report, a limitation discussed further in section 6.2.

4. Results

4.1 Demographic Characteristics of Respondents

Table 2: Demographic Distribution of Respondents (N = 365)

Variable	Category	Frequency	Percentage (%)
Gender	Male	158	43.3
Gender	Female	207	56.7
Age	Below 30 years	60	16.4
Age	30–39 years	136	37.3
Age	40–49 years	110	30.1
Age	50 years and above	59	16.2
Teaching Experience	1–5 years	78	21.4
Teaching Experience	6–10 years	104	28.5
Teaching Experience	11–15 years	99	27.1
Teaching Experience	Above 15 years	84	23.0
Qualification	NCE	66	18.1
Qualification	First degree in Education	199	54.5
Qualification	Master's degree	87	23.8
Qualification	PhD	13	3.6
School Type	Urban	169	46.3
School Type	Rural	196	53.7

Table 2 shows that the majority of respondents were female (56.7%), aged between 30 and 39 years (37.3%), possessed between 6 and 10 years of teaching experience (28.5%), held a first degree in education (54.5%), and taught in rural schools (53.7%), indicating a reasonably

representative spread of respondents across the key demographic categories relevant to the study and across both urban and rural school settings.

4.2 Analysis of Research Questions and Hypotheses

Table3: Summary of Mean Ratings on Job Satisfaction Dimensions in Relation to Teachers' Performance

Dimension	Grand Mean	Std. Dev.	Decision
Salary and Remuneration Satisfaction	2.46	0.84	Low Extent
Working Conditions Satisfaction	2.56	0.81	High Extent
Supervision and Interpersonal Relations Satisfaction	2.80	0.75	High Extent
Recognition and Professional Growth Satisfaction	2.51	0.83	High Extent
Job Security Satisfaction	2.70	0.78	High Extent

Table 3 shows that four of the five dimensions recorded grand mean scores above the criterion mean of 2.50, with supervision and interpersonal relations satisfaction rated most positively (2.80) and salary and remuneration satisfaction the only dimension rated below criterion (2.46), suggesting that relational and security-related dimensions of job satisfaction are perceived considerably more favourably than financial dimensions among the sampled teachers. Item-level analysis underlying the supervision and interpersonal relations dimension showed that respondents rated their working relationship with colleagues particularly highly (item mean = 3.10), followed closely by the item indicating that interpersonal relations in their school were generally positive (item mean = 2.90), while for the salary dimension, the item concerning whether remuneration compared favourably with other professions recorded the lowest mean of all thirty satisfaction items (2.20), underscoring comparative pay equity, relative to other professions, as a particularly acute source of dissatisfaction among the sampled teachers.

Table 4A: Item-Level Analysis of the Working Conditions Satisfaction Dimension

Item	Mean	Std. Dev.	Decision
Classroom facilities are adequate for teaching	2.55	0.81	High Extent
Access to instructional materials is adequate	2.48	0.83	Low Extent
Class size is manageable for effective teaching	2.40	0.85	Low Extent
Workload is reasonable and manageable	2.62	0.79	High Extent
School environment is conducive for teaching and learning	2.70	0.77	High Extent
General working conditions are satisfactory	2.58	0.80	High Extent

Table 4A shows that, while the working conditions dimension recorded an overall grand mean above criterion, two of its six constituent items, access to instructional materials and manageability of class size, fell below the criterion mean, pointing to specific, actionable infrastructural targets rather than a uniformly positive picture across all aspects of the working environment.

Table 4B: Item-Level Analysis of the Job Security Satisfaction Dimension

Item	Mean	Std. Dev.	Decision
Feel secure in continued employment as a teacher	2.75	0.76	High Extent
Confident about the stability of teaching career	2.68	0.78	High Extent
Appointment has been duly confirmed and regularised	2.82	0.74	High Extent
Do not worry about losing teaching job	2.60	0.80	High Extent
Policy changes in the education sector do not threaten my job	2.45	0.85	Low Extent
Job security allows full focus on teaching duties	2.90	0.72	High Extent

Table 4B shows that five of the six job security items recorded mean scores above criterion, with only the item concerning policy-change-related threat falling below it (2.45), indicating that while most teachers feel reasonably secure in their day-to-day employment, policy and administrative uncertainty at the system level remains a specific, residual source of anxiety.

Table 5: Summary of Chi-square Tests of the Five Null Hypotheses

Hypothesis	Calculated χ^2	Critical Value	df	p-value	Decision
Ho1: Salary and remuneration satisfaction $\times$ performance	34.216	9.488	4	0.000	Rejected
Ho2: Working conditions satisfaction $\times$ performance	29.548	9.488	4	0.000	Rejected
Ho3: Supervision and interpersonal relations satisfaction $\times$ performance	40.127	9.488	4	0.000	Rejected
Ho4: Recognition and professional growth satisfaction $\times$ performance	26.734	9.488	4	0.000	Rejected
Ho5: Job security satisfaction $\times$ performance	31.842	9.488	4	0.000	Rejected

As shown in Table 5, all five null hypotheses were rejected, indicating that each of the five job satisfaction dimensions has a statistically significant relationship with teachers' performance. The calculated Chi-square value was largest for supervision and interpersonal relations satisfaction (40.127) and smallest for recognition and professional growth satisfaction (26.734), indicating that, while all five dimensions are significantly related to performance, the strength of that relationship varies appreciably across dimensions. Overall, three broad patterns emerge from Tables 3 and 5 considered together: dimensions with a strongly relational character (supervision and interpersonal relations) show both the highest descriptive satisfaction and the strongest statistical association with performance; purely financial dimensions (salary and remuneration) show the lowest descriptive satisfaction yet a comparatively strong statistical association; and the sole intrinsic motivator-type dimension (recognition and professional growth) shows the weakest, though still significant, statistical association, despite teachers' clear endorsement of its motivational importance.

5. Discussion

The finding that salary and remuneration satisfaction relates significantly to teachers' performance, notwithstanding a below-criterion descriptive rating, is consistent with Ukpong's (2020) finding of comparatively low remuneration satisfaction among Akwa Ibom State's public secondary school teachers and with Agboola and Offong's (2018) finding linking occupational incentives to teacher retention in the state. It is well explained by Herzberg's (1959) classification of salary as a hygiene factor: variation in the degree of dissatisfaction, even where overall satisfaction remains low, still meaningfully predicts variation in performance, consistent with the proposition that hygiene factors exert their strongest effects through the prevention, or exacerbation, of dissatisfaction-driven disengagement.

The finding that supervision and interpersonal relations satisfaction relates most strongly, among the five dimensions, to teachers' performance directly corroborates Edet, Benson and Williams' (2020) finding on principals' conflict-resolution strategies and job effectiveness in the state. This finding carries particular practical significance because, unlike salary and infrastructural conditions, which depend substantially on state-level fiscal policy, supervisory and interpersonal relations quality falls largely within the direct control of individual school principals, suggesting that meaningful, comparatively low-cost improvements in teachers' performance may be achievable through deliberate attention to supervisory practice, even ahead of broader fiscal reform.

The comparatively modest, though still significant, association found for recognition and professional growth satisfaction, alongside its below-criterion ratings on most constituent items, suggests a gap between the strong motivational value teachers appear to place on recognition and the comparatively limited recognition and professional development opportunities currently available to them, consistent with Herzberg's (1959) characterisation of motivator factors as capable of generating strong positive engagement precisely where, and only where, they are genuinely present. Working conditions and job security satisfaction, both hygiene-type dimensions in Herzberg's scheme, showed patterns broadly similar to salary, significant but comparatively moderate associations, reflecting persistent infrastructural and policy-related sources of concern that nonetheless leave most sampled teachers functioning above the criterion threshold of satisfaction.

These findings also speak to Locke's (1976) range of affect theory, which would predict that dimensions teachers regard as most personally important should show the strongest satisfaction-performance association. The particularly strong showing of supervision and interpersonal relations satisfaction is consistent with the well-established emphasis, within the sociology of work more broadly, on the social and relational quality of the immediate working environment as a facet to which employees attach especially high subjective importance, often exceeding the importance attached to more abstract or delayed rewards such as promotion or formal recognition. Considered alongside Aguinis' (2009) decomposition of performance into procedural knowledge, declarative knowledge and motivation, the present findings suggest that job satisfaction dimensions operate principally through the motivational channel, and that relationally grounded satisfaction, arising from day-to-day interaction with supervisors and colleagues, may exert a more immediate and continuously reinforced motivational effect on classroom behaviour than dimensions, such as recognition, whose gratification is comparatively episodic or delayed.

In terms of practical, as distinct from purely statistical, significance, the calculated Chi-square values reported in Table 5 all substantially exceed the critical value of 9.488, indicating not merely marginal but robust associations between each satisfaction dimension and performance. Nonetheless, statistical significance at this sample size ($n = 365$) does not, by itself, indicate the practical magnitude of the relationship, and readers should note that Chi-square tests of association, while appropriate for the categorical analysis undertaken here, do not directly convey effect size in the way a correlation coefficient would; the comparative ranking of calculated values across dimensions is therefore more informative for prioritisation purposes than any single dimension's calculated value considered in isolation.

It is also worth noting that the demographic profile of the sample, weighted towards mid-career teachers with substantial classroom experience, and towards rural school postings, may itself help to explain some of the observed patterns; teachers with longer tenure in the profession may have adjusted their expectations regarding salary and recognition over time, a possibility consistent with Locke's (1976) emphasis on the discrepancy between expectation and actual provision, while continuing to place high importance on the immediate, day-to-day quality of supervisory and collegial relationships that directly shape their daily working experience regardless of tenure.

The comparatively high proportion of rural school postings in this sample (53.7%) further merits comment. Given the compounding pattern of disadvantage noted in section 2.4, whereby rural and riverine postings are associated with poorer working conditions, weaker supervisory oversight, and reduced access to professional development simultaneously, it is plausible that the moderate, rather than markedly low, descriptive ratings observed for working conditions and recognition in this study reflect an averaging of considerably more favourable urban conditions with considerably less favourable rural conditions. A disaggregated comparison of urban and rural sub-samples, while beyond the scope of the present paper, represents a natural and valuable extension of this analysis, and is noted accordingly among the suggestions for further research below.

6. Conclusion

This study concludes that job satisfaction, in its various dimensions, constitutes a significant and consistent correlate of teachers' performance in Akwa Ibom State's public secondary schools, but that the five dimensions examined do not contribute equally to that relationship. Supervision and interpersonal relations satisfaction emerged as both the most positively rated and the most strongly related dimension, suggesting particularly high leverage for school-level intervention, while salary and remuneration satisfaction, though still significantly related to performance, was rated most negatively, indicating persistent, unresolved dissatisfaction that current interventions have not adequately addressed. The study further concludes that improving teachers' performance in the state is unlikely to be achieved through any single, narrowly targeted intervention, and instead requires a coordinated strategy addressing hygiene-type concerns, such as remuneration and job security, alongside relational and motivator-type concerns, such as supervisory quality and professional recognition.

6.1 Implications of the Findings

The findings carry several practical implications. For state-level policy makers, the persistently low satisfaction with salary and remuneration, despite its significant association with performance, implies that incremental salary adjustments are unlikely to be sufficient; more substantial, sustained remuneration reform may be required to shift teachers' performance meaningfully through this specific channel. For school-level administrators, the particularly strong relationship identified for supervision and interpersonal relations satisfaction implies that principals and heads of department represent an important, currently under-utilised lever for performance improvement, one that does not require additional state-

level fiscal allocation to activate. For professional development planners, the gap between teachers' strong endorsement of recognition's motivational value and the comparatively limited recognition currently reported implies a clear, actionable opportunity: modest investment in structured, consistent recognition mechanisms may yield disproportionately positive returns precisely because current provision is so limited.

6.2 Limitations of the Study

As with most correlational survey research, this study is subject to certain limitations. First, it relied on self-reported data for both the independent variables (the five job satisfaction dimensions) and the dependent variable (teachers' performance), raising the possibility of social desirability bias, particularly in teachers' self-ratings of their own performance. Second, the correlational design permits conclusions regarding the strength and statistical significance of relationships between variables but does not, by itself, establish causation; it cannot be concluded with certainty that improvements in job satisfaction directly cause improvements in performance, since other unmeasured factors may also be at play. Third, the study was delimited to public secondary schools in Akwa Ibom State, and its findings, while informative, may not be readily generalisable to private secondary schools, primary schools, tertiary institutions, or public secondary schools in other states with differing administrative and resource contexts.

6.3 Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

1. The Akwa Ibom State Ministry of Education and Post-Primary Schools Board should institute regular, substantive review of teachers' remuneration and conditions of service, moving beyond incremental adjustments to address the consistently low satisfaction levels reported for this dimension.
2. School principals and administrators should receive structured training in fair, constructive supervisory practice and interpersonal conflict resolution, given the particularly strong relationship identified between this dimension and teachers' performance.
3. The Ministry of Education and individual schools should institutionalise transparent, structured mechanisms for recognising and rewarding teachers' professional achievements, including regular public acknowledgement of exemplary performance and clearer promotion pathways.

4. Continued infrastructural investment should be directed towards improving classroom facilities and the availability of instructional materials, alongside careful management of class sizes, particularly in urban schools facing enrolment pressure.
5. Professional development opportunities should be more equitably distributed across the state's six education zones, with particular attention to rural and less accessible schools.
6. Education authorities should ensure that policy and administrative changes affecting teachers' employment are communicated transparently and implemented in a manner that minimises unnecessary uncertainty regarding job security.

6.4 Suggestions for Further Research

Future studies should triangulate teachers' self-reports with independently obtained performance measures, such as supervisors' appraisal records or students' examination outcomes, in order to strengthen the validity of conclusions regarding the job satisfaction-performance relationship. A comparative study contrasting public and private secondary school teachers across all five dimensions examined here would extend Ukpong's (2020) single-dimension comparative approach. Longitudinal designs, tracking changes in satisfaction and performance following specific policy interventions such as salary review or supervisory training programmes, would help establish clearer evidence of causal impact. A disaggregated comparison of urban and rural sub-samples within Akwa Ibom State would help clarify the extent to which the moderate ratings observed for working conditions and recognition reflect an averaging of more and less favourable school contexts. Finally, replication of this study in other states within Nigeria's South-South geopolitical zone would help determine the extent to which the present findings can be generalised beyond Akwa Ibom State.

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