

Assessing the Perceived Effects of Job Satisfaction on Teachers' Job Performance in Bayelsa and Delta State, Nigeria

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Abstract: *This research explored the relationship between job satisfaction and job performance among public secondary school teachers in Bayelsa and Delta States (BDS), Nigeria. The primary aim was to assess the levels of job satisfaction and performance and investigate how job satisfaction influences teachers' performance in these areas. A correlational survey design was utilized, with a sample of 546 teachers and principals from 194 secondary schools in Delta State and 120 secondary schools in Bayelsa State. The sample was selected through a multi-stage cluster sampling method to ensure that it accurately reflected the target population. A self-developed questionnaire was used for data collection and collected data were analysed using mean, coefficient of determination and regression analysis. Findings indicated that teachers in Delta State reported higher levels of job satisfaction and performance compared to their counterparts in Bayelsa State. A significant positive correlation between job satisfaction and job performance was identified, suggesting that more satisfied teachers tend to perform their tasks more efficiently. In light of these results, the study recommends improving working conditions, strengthening leadership support, and addressing the factors leading to job dissatisfaction, especially in Bayelsa State. The findings underscore the importance of focused interventions aimed at enhancing both job satisfaction and performance to improve educational outcomes in these regions.*

Keywords: Job satisfaction, job performance, correlational survey, educational outcomes

Introduction

Teachers are fundamental to the success of any educational system, playing vital role in shaping the future of students and influencing the overall educational outcomes of a country. In Nigeria, as in many other nations, the success of secondary education depends not only on the curriculum and available resources but also on the effectiveness and involvement of the teachers who deliver the education. Teacher effectiveness, in turn, is heavily influenced by job satisfaction, which can directly impact job performance. Job satisfaction is the degree to which teachers are pleased with different elements of their work, such as the work environment, leadership, compensation, and opportunities for professional growth (Musa & Dauda, 2023). Job performance, on the other hand, is the degree to which teachers successfully fulfill their professional responsibilities, including lesson delivery, student engagement, and academic achievement. Understanding the relationship between these two variables is vital for improving educational quality, especially in secondary schools in BDS, Nigeria.

While the link between job satisfaction and job performance has been studied in various educational environments, there is a gap in research specifically examining these factors within the distinct socio-cultural and educational contexts of BDS. Teachers in both states are vital to the education system, however, they encounter specific regional challenges that may impact their satisfaction and, in turn, their job performance. In Bayelsa, teachers have reported challenges related to inadequate resources, insufficient leadership support, and limited professional development opportunities, which may affect their satisfaction and, in turn, their classroom performance (Igbokwe & Nwosu, 2022). Conversely, in Delta State, teachers tend to report higher levels of job satisfaction, attributed to more favorable working conditions, better support from school leadership, and greater access to professional development (Umar, 2018). These regional variations emphasize the importance of thoroughly exploring how job satisfaction impacts job performance in these two states. Such an analysis could offer valuable insights into the current educational system's effectiveness and identify areas that may need improvement.

Previous studies have demonstrated a significant connection between job satisfaction and job performance in various professions, including education (Alabi et al., 2021). Satisfied teachers are generally more motivated, committed, and willing to invest in their students' success, which naturally enhances their job performance (Adegboyega & Olatunji, 2018). Job satisfaction fosters a positive work environment, enhances teacher engagement, and encourages teachers to go beyond the basic requirements of their role. On the contrary, dissatisfaction with job conditions often leads to disengagement, low morale, and decreased job performance, which negatively impacts student learning outcomes (Yusuf & Onifade, 2019). Teachers who feel undervalued or unsupported are less likely to deliver effective instruction, manage their classrooms effectively, or engage with students in meaningful ways.

In BDS, teachers' job satisfaction could be influenced by factors like the work environment, available resources, the leadership approach of school administrators, and the support from government and educational authorities. Teachers in Bayelsa may face unique challenges such as lower resource availability, higher student-to-teacher ratios, and inadequate administrative support, which may contribute to lower levels of job satisfaction (Musa & Dauda, 2023). These factors could result in teachers feeling overworked and underappreciated, which, in turn, may reduce their job performance. In Delta State, however, teachers appear to have more

favorable conditions, with more access to resources and greater support from leadership, potentially resulting in increased job satisfaction and, consequently, better performance in the classroom (Inuwa & Yusof, 2019).

Despite these findings, there is a shortage of empirical evidence on how these factors directly impact the relationship between job satisfaction and job performance in these states. Although anecdotal evidence implies that teachers' satisfaction impacts their performance, the absence of comprehensive, region-specific research prevents the creation of focused policies and interventions to address these concerns. Understanding how job satisfaction levels correlate with job performance in both states is essential for improving the overall quality of education. In particular, it is crucial to explore how regional disparities in teacher satisfaction impact performance outcomes in classrooms, as these findings could have important implications for educational reforms and teacher support systems in both regions.

The need for this study is further emphasized by the growing importance of improving the quality of education in Nigeria. Job satisfaction among teachers is critical to ensuring that teachers remain engaged, motivated, and committed to their roles. As the education sector continues to change, it is crucial to identify the factors that impact teacher satisfaction and performance to guide decisions on policy, professional development, and resource distribution. Against this backdrop, the study examined the perceived impact of job satisfaction on teachers' job performance in BDS. By assessing the current levels of job satisfaction and performance among teachers in these states, the research aims to provide valuable data that can inform strategies to improve the educational experience in these regions.

Statement of the Problem

The effectiveness of teachers is essential to the success of any education system, especially in public secondary schools, where the foundation for students' academic success is established. In BDS, teachers' job satisfaction and performance play a significant role in determining the overall quality of education. However, there is limited knowledge about how these two factors are connected within the context of these regions. While job satisfaction is widely recognized as an important contributor to teacher motivation and engagement, its impact on job performance remains under-explored in Bayelsa and Delta States. Teachers in these regions encounter different challenges that may impact both their job satisfaction and the quality of their performance. Understanding how satisfaction influences performance is critical for developing targeted interventions to improve teaching effectiveness and overall educational outcomes.

Teachers in Bayelsa and Delta States are often confronted with distinct challenges that can impact their job satisfaction. These include disparities in access to resources, leadership support, and professional development opportunities. In Bayelsa, there are reports of lower levels of job satisfaction, which may be attributed to factors such as inadequate leadership, insufficient teaching materials, and an overwhelming workload. This dissatisfaction could hinder teachers' ability to perform their duties effectively, negatively affecting student learning outcomes. In contrast, teachers in Delta State appear to report higher satisfaction levels, which could be linked to more favorable working conditions, better resource allocation, and stronger leadership. Despite these differences, there is a lack of empirical data that clearly connects job satisfaction to job performance in both regions, making it difficult to understand the underlying causes of performance variations across these states.

The absence of comprehensive research on the link between job satisfaction and job performance in BDS poses a significant challenge to improving the educational system. Without a clear understanding of how satisfaction impacts performance, it is difficult for educational policymakers and administrators to make informed decisions about how to enhance teacher effectiveness. This study sought to fill this gap by examining the perceived influence of job satisfaction on teachers' job performance in BDS.

Purpose of the Study

The primary aim of this study is to evaluate the perceived impact of job satisfaction on teachers' job performance in secondary schools in BDS, Nigeria. The specific objectives of the study are as follows:

1. to determine the level of job satisfaction among teachers in schools in BDS;
2. to assess the level of job performance of teachers in BDS; and
3. to examine the relationship between teachers' job satisfaction and their job performance in schools in BDS.

Research Questions

The study was centred on the following research questions:

1. What is the level of job satisfaction among teachers in schools in BDS?
2. What is the level of job performance of teachers in BDS?
3. What is the relationship between teachers' job satisfaction and teachers' job performance in schools in BDS?

Hypothesis

One hypothesis further guided the study.

1. There is no significant relationship between teachers' job satisfaction and teachers' job performance in schools in BDS.

Methods

This study employed a correlational survey design, which was appropriate since the goal was to observe and analyze the existing relationships between job satisfaction and performance, rather than manipulate the variables. The study's population included public secondary school teachers and principals from BDS, with a total of 20,251 participants. This included 188 principals and 4,707 teachers from Bayelsa State, as well as 479 principals and 14,877 teachers from Delta State.

The study sample included 587 participants, comprising 311 teachers and 22 principals from Delta State, along with 241 teachers and 13 principals from Bayelsa State. A multi-stage cluster sampling technique was employed to select the sample, beginning with the division of both States into senatorial districts. In Delta State, 40% of the local government areas (LGAs) were randomly selected, resulting in 10 LGAs being included in the study. Similarly, in Bayelsa, 10% of the schools were randomly selected from each of the eight LGAs. Once the LGAs were selected, 10% of secondary schools within these LGAs were also randomly chosen. The study included all teachers from the selected schools, with the principals automatically part of the sample.

The study used a self-developed tool, the Job Satisfaction and Job Performance Questionnaire (JSJPQ), to collect data. The questionnaire consisted of two sections: Section A gathered demographic details such as gender, age, location, and years of teaching experience, while Section B focused on the key variables—job satisfaction and job performance. The Job Satisfaction Scale included 10 items assessing teachers' satisfaction with aspects like working conditions, leadership support, professional development, and compensation. The Job Performance Scale contained 15 items assessing how well teachers fulfill their responsibilities, such as lesson planning, student assessment, and classroom management. Both sections used a four-point scale, where respondents rated their agreement with each statement. This scale was selected to ensure a clear and consistent evaluation of both job satisfaction and job performance.

The instrument was validated by experts from the Department of Educational Management and Foundations at Delta State University. During the validation process, the tool was examined to ensure that the items were relevant, clear, and comprehensive in assessing the variables of job satisfaction and job performance. Following the experts' feedback, adjustments were made to improve the clarity, relevance, and completeness of the instrument. These revisions ensured that the instrument accurately captured the variables under investigation and was contextually appropriate for the study's setting in BDS.

To assess the instrument's reliability, a pilot test was conducted with 20 teachers and 10 principals from Edo State, which is outside the study area. The internal consistency of the instrument was measured using the Cronbach Alpha coefficient, a commonly used method for evaluating the reliability of survey instruments. The results showed that the instrument was highly reliable, with the following reliability coefficients: Job Satisfaction Scale (0.71); and Job Performance Scale: 0.88. The reliability coefficients suggest that the instrument is consistent and stable in measuring job satisfaction and job performance, making it appropriate for use in the main study.

The researcher, assisted by four trained research assistants, distributed the instrument to the selected teachers and principals in both BDS. Before handing out the questionnaires, the study's purpose was explained to the participants, and they were assured of confidentiality regarding their responses. The researcher and assistants distributed the questionnaires and collected the completed ones immediately, ensuring a high return rate and reducing dropout. Out of 587 distributed questionnaires, 546 were returned, resulting in a response rate of around 93%. This high response rate contributes to the reliability and validity of the collected data.

The data gathered from the respondents were analyzed using both descriptive and inferential statistics. To address the research questions, mean scores and standard deviations were calculated to evaluate the levels of job satisfaction and job performance among teachers. A benchmark mean score of 2.50 was established: scores of 2.50 or below were interpreted as disagreement, while scores above 2.50 indicated agreement. Linear regression analysis was used to test the hypotheses. A significance level of 0.05 was applied to all statistical tests to ensure the findings were statistically meaningful.

Results

Table 1: Teachers' Responses Regarding Job Satisfaction Levels in BDS (N=546)

S/N	Teacher Job Satisfaction	Bayelsa State			Delta State			Both States		
		Mean	SD	D	Mean	SD	D	Mean	SD	D
1	My teaching job is enjoyable to me	3.25	0.89	+	2.89	1.07	+	2.73	1.01	+
2	Teachers-student interpersonal relationship influences my job satisfaction positively	2.64	1.17	+	2.81	1.12	+	3.01	1.14	+
3	The teaching job is interesting and challenging	3.02	0.86	+	3.00	1.13	+	2.97	1.02	+
4	The job gives me freedom and independent to use my skills	2.66	1.26	+	3.20	0.99	+	2.85	1.15	+

5	The job increases my responsibility/commitment	2.83	0.96	+	2.86	1.07	+	2.71	1.02	+
6	Individuals who perform well in their roles have a good likelihood of receiving a promotion	2.54	1.06	+	2.84	1.07	+	2.78	1.08	+
7	The working environment of the school boosts my job satisfaction	2.52	1.06	+	2.98	1.06	+	2.80	1.08	+
8	The principal's leadership style affects my job satisfaction favourably	2.40	1.11	-	3.10	0.95	+	2.76	1.08	+
9	I am satisfied with my different experiences	2.39	1.11	-	3.04	0.95	+	2.80	1.07	+
10	In general, I am content with my teaching job	2.39	1.11	-	3.10	0.91	+	3.05	1.06	+
	Grand mean	2.66	1.06	+	2.98	1.03	+	2.85	1.07	+

Mean bench mark=2.50 Below 2.50 Low (-) and 2.50=high (+); D=Decision

The data presented in Table 1 indicates that the overall job satisfaction level among teachers in both BDS is high, with a grand mean score of 2.85, surpassing the benchmark of 2.50. A more detailed analysis of the individual states reveals that teachers in Delta State reported a higher job satisfaction level, with a grand mean of 2.98, while teachers in Bayelsa State reported a lower, but still positive, mean of 2.66.

In Delta State, the highest-rated item was "The job gives me freedom and independence to use my skills" (Mean = 3.20), followed by "The principal's leadership style affects my job satisfaction favourably" and "Overall, I am satisfied with my teaching job", both with a mean of 3.10. This suggests that teachers in Delta State particularly value professional autonomy, supportive leadership, and overall job satisfaction. Conversely, in Bayelsa State, the most highly rated statement was "My teaching job is enjoyable to me" (3.25), followed by "The teaching job is interesting and challenging" (3.02), and "The job increases my responsibility/commitment" (2.83). However, Bayelsa teachers expressed lower satisfaction on items such as "Overall, I am satisfied with my teaching job" and "I am satisfied with my different experiences", both scoring 2.39—below the benchmark, indicating low satisfaction on these specific aspects. Across both states, the item with the highest mean score was "Overall, I am satisfied with my teaching job" (3.05), reinforcing a generally positive sentiment toward the profession despite some variation in individual indicators. The item with the lowest rating in Bayelsa—"I am satisfied with my different experiences" (2.39)—signals specific areas needing improvement, particularly around professional experiences and leadership dynamics.

The results indicate that teachers in both states report a high level of job satisfaction, with Delta State showing slightly higher satisfaction levels than Bayelsa. While teachers are generally motivated by the intrinsic aspects of teaching, such as autonomy, enjoyment, and engagement, there are concerns in Bayelsa related to leadership style and general satisfaction that warrant administrative attention.

Table 2: Teachers' Responses Regarding Job Performance Levels in BDS (N=546)

S/N	Teachers Job Performance	Bayelsa State			Delta State			Both States		
		Mean	SD	D	Mean	SD	D	Mean	SD	D
1	Stay informed about the latest developments in the subject area	2.76	1.06	+	2.89	1.06	+	2.84	1.06	+
2	Organizes the teaching and learning process in a structured manner	2.99	1.05	+	2.99	1.14	+	2.99	1.10	+
3	Accesses students on lesson objectives as required	2.97	0.99	+	3.26	0.88	+	3.14	0.94	+
4	Select appropriate lesson objectives for curricular adherence	2.88	0.85	+	2.93	1.04	+	2.91	0.97	+
5	Choose teaching methods	3.02	0.86	+	2.93	1.04	+	2.97	0.97	+
6	Modify instructional strategies to address the students' learning needs	3.09	0.80	+	3.05	1.03	+	3.07	0.94	+
7	Deliver lessons in a clear and understandable manner to students	3.03	0.96	+	3.19	0.86	+	3.12	0.91	+
8	Monitors students' progress throughout the lesson	3.04	0.87	-	3.13	0.85	+	3.10	0.86	+
9	Uses instructional materials as available	2.86	0.94	-	3.15	0.81	+	3.03	0.88	+
10	Provides learning environment that stimulates students' achievement	3.07	0.99	-	2.36	1.08	+	2.66	1.11	+

11	Enforce student discipline according to school standards	3.08	0.99	+	2.93	0.98	+	2.99	0.99	+
12	Maintains an orderly physical environment	3.10	0.91	+	2.14	1.08	+	2.56	1.12	+
13	Uses grading practices that align with school grading policies	2.35	1.15	-	2.42	1.03	+	2.39	1.08	+
14	Maintains accurate school records	2.24	0.96	-	2.75	1.13	+	2.53	1.09	+
15	Assume responsibilities in accordance with school policies	2.20	1.01	-	2.74	1.12	+	2.51	1.11	+
	Grand mean	2.85	0.96	+	2.86	1.01	+	2.85	1.01	+

Table 2 displays the responses of secondary school teachers in BDS regarding their job performance levels. In Bayelsa State, the data reveals that teachers generally perform well, with 11 out of 15 indicators exceeding the benchmark. The areas with the highest ratings for job performance include maintaining an organized physical environment (3.10), adjusting teaching methods to accommodate students' learning needs (3.09), and upholding student discipline in line with school standards (3.08). These results suggest that Bayelsa teachers excel in classroom management and instructional organization. However, four indicators fell below the benchmark, including assuming responsibilities as per school policies (2.20), maintaining accurate school records (2.24), and adhering to school grading policies (2.35), indicating areas requiring improvement in administrative and procedural tasks.

In Delta State, teachers also demonstrated strong job performance, with only one indicator below the benchmark. They scored highly on assessing students based on lesson objectives (mean = 3.26), presenting lessons clearly (mean = 3.19), and using instructional materials effectively (mean = 3.15), reflecting solid skills in lesson delivery and student evaluation. However, the only area falling short was creating a learning environment that fosters student achievement (mean = 2.36), suggesting that while instruction is effective, the broader classroom environment might not fully support student engagement and growth. Overall, Delta State had a grand mean of 2.86, slightly higher than Bayelsa's 2.85, reflecting consistent performance across both states.

When combining the data from both states, the grand mean stands at 2.85, confirming that teachers in the region generally exhibit a high level of job performance. The top-rated indicators in the combined data include assessing students based on lesson objectives (mean = 3.14), presenting lessons clearly (mean = 3.12), and adjusting teaching strategies to address students' learning needs (mean = 3.07), suggesting effectiveness in key instructional areas. However, areas such as maintaining accurate records (mean = 2.53), assuming responsibilities per school policies (mean = 2.51), and following consistent grading practices (mean = 2.39) were identified as relatively weaker.

These results indicate that teachers in both BDS exhibit strong job performance, particularly in teaching practices, though there is a need for targeted improvement in administrative duties and creating a more engaging learning environment.

Table 3: Coefficient of Determination between Job Satisfaction and Job Performance of Teachers in BDS

State	Job Satisfaction	Job Performance	r	r ²	r ² (%)
Bayelsa	2.66	2.85	0.89	0.79	79
Delta	2.98	2.86	0.92	0.85	85
Both States	2.85	2.85	0.91	0.83	83

Table 3 presents the coefficients of determination (r^2) for the relationship between teachers' job satisfaction and job performance in BDS. In Bayelsa State, the mean score for job satisfaction was 2.66, while the mean for job performance was 2.85. The correlation coefficient (r) was 0.89, resulting in a r^2 of 0.79. This implies that 79% of the variation in teachers' job performance in Bayelsa State can be attributed to their job satisfaction. In Delta State, the mean score for job satisfaction was higher at 2.98, and the mean for job performance was 2.86. The correlation coefficient was 0.92, yielding a coefficient of determination of 0.85. This indicates that 85% of the variation in teachers' job performance in Delta State is related to their job satisfaction. When data from both states were combined, the mean scores for job satisfaction and job performance were both 2.85. The correlation coefficient for the combined data was 0.91, with a coefficient of determination of 0.83, suggesting that 83% of the variation in teachers' job performance in Bayelsa and Delta States can be explained by their job satisfaction.

These findings indicate a strong positive correlation between teachers' job satisfaction and job performance. The high coefficients of determination in both states suggest that teachers who experience greater job satisfaction are more likely to demonstrate improved performance. Factors such as positive student-teacher relationships, enjoyment of teaching, autonomy in instructional methods, and support from school leadership play a key role in determining how effectively teachers perform. Thus, school administrators should prioritize enhancing teachers' job satisfaction as a means to boost teacher performance and achieve improved educational outcomes in BDS.

Table 4: Linear Regression Analysis of the Relationship Between Teachers' Job Satisfaction and Job Performance in BDS

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	547.43	1	547.43	2,646.74	.000*
Residual	112.12	544	0.21		
Total	659.55	545			

*Significant at $p < .05$

The results presented in Table 4 show that the linear regression model is statistically significant ($F(1, 544) = 2,646.74, p = .000$), indicating that teachers' job satisfaction is a strong predictor of their job performance in BDS. This finding emphasizes a strong positive correlation between job satisfaction and job performance. Since the model is significant at $p < .05$, the null hypothesis is rejected. Therefore, it can be concluded that there is a substantial relationship between teachers' job satisfaction and job performance in public secondary schools in BDS.

Discussion

Teachers in both Bayelsa and Delta States reported high job satisfaction, with Delta State teachers slightly more satisfied overall. Bayelsa teachers were less satisfied with administrative support and leadership compared to their Delta counterparts. This indicates that teachers generally find their work fulfilling and experience a sense of professional achievement. However, differences in satisfaction levels suggest that while the general work climate may be favorable, specific administrative or systemic issues in Bayelsa State affect teacher morale. Probable reasons for this discrepancy could include differences in state government policies, resource allocation, leadership styles, or the efficiency of educational administrative structures. Delta State may offer more consistent leadership support, better remuneration packages, or improved communication between school heads and teachers, thereby increasing satisfaction.

Previous studies support this trend. Inuwa and Yusof (2019) found that job satisfaction among Nigerian teachers is strongly influenced by administrative leadership and communication. Alabi et al. (2021) reported that participative leadership significantly improves job satisfaction in Oyo State public schools. Usman and Adamu (2020) observed regional variations in teacher satisfaction based on funding, recognition, and administrative responsiveness. Musa and Dauda (2023) emphasized that supportive leadership practices increase teacher engagement and reduce turnover.

Teachers in both states showed high job performance, with Delta teachers excelling in instructional materials and assessment, while Bayelsa teachers performed better in classroom management but lagged in administrative duties. This finding suggests that although teachers in both states are competent and effective, performance strengths vary according to contextual and infrastructural factors. Delta State teachers' higher performance in instructional resources and assessment may reflect better access to teaching aids, regular in-service training, and supervision. Conversely, Bayelsa teachers' stronger classroom management skills may be a response to contextual demands such as student behavior challenges or larger class sizes. Probable reasons include differences in professional development priorities, availability of instructional materials, and supervision practices across the two states. Delta may provide more structured training on assessment literacy and the use of learning technologies, while Bayelsa teachers may be more focused on discipline and classroom control due to unique environmental challenges.

This finding is consistent with prior studies. Obasi and Ugwoke (2018) highlighted that teachers in better-funded schools excel in curriculum delivery and assessment. Igbokwe and Nwosu (2022) found that classroom management competence is often higher in under-resourced environments where teachers need to maintain order with limited support. Yusuf and Onifade (2019) stressed that teacher collaboration and in-service training improve instructional effectiveness. Adegboyega and Olatunji (2018) also observed that targeted training in instructional assessment leads to higher performance in student evaluation tasks.

A strong and significant connection was observed between teachers' job satisfaction and job performance in both BDS. Job satisfaction explained 79% of the variance in performance in Bayelsa, 85% in Delta, and 83% overall. This suggests that when teachers are content with their work—whether through recognition, supportive leadership, fair compensation, or opportunities for professional growth—they are more likely to demonstrate greater commitment, higher instructional quality, and improved efficiency in carrying out their responsibilities. The variation between the two states can be attributed to differences in administrative support and working conditions. Delta State teachers may be more satisfied due to better infrastructure, administrative responsiveness, or consistent professional incentives. In Bayelsa, the relatively lower satisfaction level—though still high—may be due to gaps in leadership communication, fewer career advancement opportunities, or inadequate support mechanisms. Nevertheless, the strength of the relationship across both states underscores the importance of addressing teacher satisfaction as a policy and administrative priority for educational improvement.

These findings are corroborated by Usman and Adamu (2020), who found that satisfied teachers in Nigerian public schools exhibited better classroom management, student engagement, and instructional outcomes. Inuwa and Yusof (2019) highlighted autonomy,

professional growth, and interpersonal relationships as major predictors of teacher satisfaction and performance. Adegboyega and Olatunji (2018) established that job satisfaction is positively correlated with teacher engagement and retention. Similarly, Musa and Dauda (2023) showed that supportive leadership and recognition directly contribute to teachers' job satisfaction and work output.

Conclusion

The study concluded that a significant relationship exists between job satisfaction and performance among teachers in BDS. Teachers in Delta State reported higher levels of job satisfaction, which were associated with better job performance compared to those in Bayelsa State. The findings suggest that enhancing job satisfaction can improve job performance, ultimately leading to better educational outcomes.

Recommendations

Based on the results, the study recommends:

1. Efforts should be made to enhance the resources, facilities, and overall work environment for teachers in both Bayelsa and Delta States.
2. School leadership should adopt more supportive and inclusive management styles, with a focus on providing professional development opportunities and engaging teachers in decision-making.
3. The government should tackle challenges such as inadequate resources, poor leadership, and limited professional development opportunities to alleviate dissatisfaction and improve job performance, especially in Bayelsa State.

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