



## **Relationship Between Job Satisfaction and Productivity of Secondary School Teachers in Otukpo and Ohimini Local Government Areas of Benue State**

**Esther Onyimowo Amodu**

Department of Educational Foundations,  
Rev. Fr Moses Orshio Adasu University, Makurdi,  
Benue State.

[Amoduesther818@gmail.com](mailto:Amoduesther818@gmail.com)

08131261024

**Beatrice Onyi Ker PhD**

Department of Educational Foundations,  
Rev. Fr Moses Orshio Adasu University, Makurdi,  
Benue State.

[kerbeaty@gmail.com](mailto:kerbeaty@gmail.com)

08037446363

**And**

**Aneh, James Akor PhD**

Department of Educational Foundations,  
Rev. Fr Moses Orshio Adasu University, Makurdi,  
Benue State.

[akorjamesameh@gmail.com](mailto:akorjamesameh@gmail.com)

08038735323

**DOI :** <https://doi.org/10.5281/zenodo.17311506>

### **Abstract**

This study examined the relationship between job satisfaction and teacher productivity in secondary schools within Otukpo and Ohimini Local Government Areas of Benue State. The research was guided by two questions and corresponding hypotheses using a correlational research design. A sample of 340 teachers was selected from a population of 647 based on the Research Advisor Table. Data were collected through two researcher-developed instruments: the Job Satisfaction Questionnaire (JSQ) and the Productivity Questionnaire (PQ). Pearson's product-moment correlation was used to analyze the research questions, while linear regression tested the hypotheses at a 0.05 significance level. Results revealed a strong positive correlation between staff welfare ( $r = .845, p < .05$ ) and leadership style ( $r = .896, p < .05$ ) with teacher productivity. The study concluded that higher job satisfaction significantly boosts teacher productivity. It recommended that school counsellors act as mediators between teachers and administrators to advocate for welfare and professional growth.

**Keywords:** Job Satisfaction, Productivity and Teachers

## INTRODUCTION

Globally, the poor management of teachers' compensation, work environment, professional growth, and administrative support poses significant challenges to teacher productivity (Ololube, 2021). In many countries, inadequate salaries, delayed remuneration, and poor working conditions undermine motivation and weaken teachers' commitment to effective teaching. Teacher job satisfaction is therefore widely acknowledged as a critical factor influencing professional performance and overall educational quality (Ofojebe & Ezugoh, 2020). In the Nigerian context, teachers encounter persistent difficulties such as irregular salary payments, insufficient welfare policies, limited professional development opportunities, and weak administrative support. These conditions hinder teachers' ability to deliver quality instruction, adapt to curriculum reforms, and meet diverse student needs (Ofojebe & Ezugoh, 2020). When job satisfaction is compromised by factors such as staff welfare, leadership style, school location, promotion policies, and training opportunities, the outcome often includes diminished student engagement, declining academic performance, and reduced institutional productivity.

Specifically in Benue State, secondary school teachers continue to face systemic constraints related to welfare, promotion, and school leadership practices, which negatively impact their performance in the classroom. While some studies (e.g., Adeyemi & Adu, 2012; Fadeyi, Sofoluwe, & Gbadeyan, 2015) have highlighted the importance of welfare and remuneration in boosting productivity, there is limited research linking these factors to teacher productivity within the unique socio-cultural and administrative context of Otukpo and Ohimini Local Government Areas. This gap makes it essential to examine how staff welfare, leadership styles, and related job satisfaction variables influence teacher productivity in these areas.

Job satisfaction broadly refers to the sense of fulfillment and contentment teachers derive from their work, often shaped by conditions such as prompt salary payments, welfare policies, opportunities for promotion, and conducive school environments (Omale, 2018; Robbins & Robbins, 2015). High job satisfaction enhances productivity by fostering motivation, reducing absenteeism, and promoting professional commitment, whereas dissatisfaction leads to declining performance and reduced learning outcomes (Ofojebe & Ezugoh, 2010).

Staff welfare, as a dimension of job satisfaction, emphasizes the comprehensive well-being of teachers through provisions such as health care, professional development opportunities, and favorable work-life balance (Smith, 2019; Robinson, 2018). Teachers who feel valued and supported demonstrate higher productivity, stability, and improved teaching outcomes (Adeyemi & Adu, 2012). However, research suggests that school administrators in Nigeria often provide welfare programs selectively, focusing only on those directly related to task accomplishment (Naluwemba, Sekiwu, & Okwenje, 2016).

Leadership style is another important factor influencing teacher productivity. Leadership approaches range from autocratic and democratic to transformational, transactional, and situational, each with varying impacts on morale, motivation, and instructional delivery (Idoko, 2015; Brown, 2021). While transformational and democratic styles are generally associated with higher motivation and job satisfaction, studies in Nigeria have produced mixed findings. For example, Adeyemi (2015) found that teacher productivity was higher under autocratic leadership, while Ocheje (2020) reported that democratic leadership was most common in Kogi State but not necessarily the most effective. These contradictions underscore the need for further empirical investigation into how leadership styles affect teacher productivity in specific local contexts such as Benue State.

### **Statement of the Problem**

Globally, teacher productivity has been on the decline, with significant implications for student achievement (Audu, 2017). In Nigeria, and particularly in Benue State, this decline is linked to inadequate motivation, poor compensation, unfavorable working conditions, and weak professional commitment (Garba, 2019). These challenges have resulted in premature exits from the teaching profession, recruitment of under-qualified teachers, and low dedication among those who remain, with many seeking better-paying opportunities in sectors such as banking and oil (Abdullahi & Bawa, 2019).

Teachers in Otukpo and Ohimini Local Government Areas are particularly affected by delayed remuneration, inadequate welfare provisions, and limited professional growth opportunities. Such conditions often lead to financial distress, diminished motivation, and disengagement, which negatively impact classroom effectiveness (Ibrahim, 2022; Usman & Waziri, 2024). While the government has introduced policies such as wage increases, job security provisions, and promotion reforms, these measures have not translated into significant gains in productivity. Persistent issues ranging from poor welfare and unsupportive leadership practices to inadequate facilities continue to undermine teacher morale and instructional quality (Yakubu, 2017; Aliyu & Danjuma, 2016). This situation raises concerns about the effectiveness of government interventions and highlights the need for an empirical investigation into how welfare and leadership factors influence teacher productivity in Otukpo and Ohimini Local Government Areas of Benue State.

### **Purpose of the Study**

The general purpose of this study is to investigate the relationship between job satisfaction and productivity of secondary school teachers in Otukpo and Ohimini Local Government Areas of Benue State. Specifically, the study will seek to:

1. Determine the relationship between staff welfare and productivity among teachers' of secondary school students' in Otukpo and Ohimini Local Government Areas of Benue State
2. Establish the relationship between leadership styles and productivity among teachers' of secondary school students

### **Research Questions**

The following research questions were raised to guide this study.

1. How does staff welfare relate to productivity among teachers of secondary school students' in Otukpo and Ohimini Local Government of Benue States?
  1. What is the relationship between leadership styles and productivity among teachers of secondary school students?

### **Hypotheses**

The following research hypotheses are formulated to be tested at 0.05 level of significance

1. There is no significant relationship between staff welfare and productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Area of Benue State.
2. There is no significant relationship between leadership styles and productivity among teachers of secondary school students

### **Methodology**

The study adopted a correlational research design. The population comprised 647 secondary school teachers across 48 government grant-aided schools in Otukpo and Ohimini Local Government Areas of Benue State. From this population, a sample of 340 teachers was determined using the Research Advisor Table (2006). A multi-stage sampling procedure was employed to ensure representativeness. At the first stage, schools were stratified according to Local Government Area (Otukpo and Ohimini). At the second stage, proportional sampling

was used to allocate the number of teachers selected from each Local Government Area in line with their population size. Finally, simple random sampling was employed to select individual teachers from the schools, giving all eligible teachers an equal chance of participation. Two researcher-developed instruments were used for data collection: the Job Satisfaction Questionnaire (JSQ) and the Productivity Questionnaire (PQ). Both instruments were subjected to content and face validation by three academic experts—two from Guidance and Counselling and one from Mathematics and Science Education in the Faculty of Education, Moses Orshio Adasu University, Makurdi. To establish reliability, a pilot study was conducted at Saint Ann Secondary School, Otukpo, which was outside the main study sample. Twenty copies of the questionnaires were administered to 20 teachers. Data from the pilot were analyzed using Cronbach’s Alpha, yielding reliability coefficients of 0.77, 0.72, and 0.78, indicating satisfactory internal consistency. With formal approval obtained from the Head of Department, the researcher, assisted by four trained research assistants, administered 340 copies of the questionnaires to the sampled teachers. Data collected were analyzed using Pearson’s Product Moment Correlation to answer the research questions, while linear regression was applied to test the hypotheses at the 0.05 level of significance.

## RESULTS

### Research Question One

How does staff welfare relate to productivity among teachers of secondary school students’ in Otukpo and Ohimini Local Government Areas of Benue State?

#### Table One:

**Pearson Product Moment Correlation Scores on Relationship between Staff Welfare and Productivity among Teachers of Secondary School Students’ in Otukpo and Ohimini Local Government Areas of Benue State?**

		Staff Welfare	Productivity
Staff Welfare	Pearson Correlation	1.000	0.845**
	Sig. (2-tailed)		0.000
	N	330	
Productivity	Pearson Correlation	0.845**	1.000
	Sig. (2-tailed)	0.000	
	N	330	330

The results in Table 1 show a correlation coefficient of  $r = 0.845$ ,  $p < 0.05$ , indicating a strong positive relationship between staff welfare and teacher productivity. This suggests that teachers who perceive better welfare support such as conducive working conditions, fair compensation, and staff development opportunities are more likely to demonstrate higher levels of productivity

### Research Question 2

What is the relationship between leadership styles and Productivity among Teachers of Secondary School Students’ in Otukpo and Ohimini Local Government Areas of Benue State?

#### Table 2:

**Pearson Product Moment Correlation Scores on Relationship between Leadership Styles and Productivity among Teachers of Secondary School Students’ in Otukpo and Ohimini**

**Local Government Areas of Benue State.**

		<b>Leadership Styles</b>	<b>Productivity</b>
Leadership Styles	Pearson Correlation	1.000	0.896**
	Sig. (2-tailed)		0.000
	N	330	
Productivity	Pearson Correlation	0.896**	1.000
	Sig. (2-tailed)	0.000	
	N	330	330

The correlation results in Table 3 show a strong positive relationship between leadership styles and teacher productivity ( $r = 0.896, p < 0.05$ ). This implies that teachers working under effective leadership characterized by open communication, participatory decision-making, recognition of achievement, and a shared vision tend to be more motivated, satisfied, and productive.

**Hypothesis 1**

There is no significant relationship between staff welfare and productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Areas of Benue State.

**Table 3:**  
**Linear Regression Showing Relationship between Staff Welfare and Productivity among Teachers of Secondary School Students in Otukpo and Ohimini Local Government Areas of Benue State.**

<b>Variabl e</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>B</b>	<b>T</b>	<b>Sig</b>	<b>P-Valu e</b>
(Constan t) Staff Welfare	0.845	0.715	960.090	39.902	2	0.000	0.000

**F (330) = 960.090 P < 05**

Table 3 result:  $F(330) = 960.090, R = 0.845, R^2 = 0.715, B = 39.902, P < 0.05$  since  $p < 0.000$  is less than  $P < 0.05$ , the null hypothesis which stated that staff welfare has no significant relationship with productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Area of Benue State was therefore rejected. This implies that there is a significant strong positive relationship between staff welfare and productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Area of Benue State.

**Hypothesis 2**

There is no significant relationship between leadership styles and productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Areas of Benue State.

**Table 4:**  
**Linear Regression Showing Relationship between Leadership Styles and Productivity among Teachers of Secondary School Students in Otukpo and Ohimini Local Government Area of Benue State.**

Variable	R	R <sup>2</sup>	F	B	T	Sig	P-Value
(Constant)	0.896	0.803	1560.230	529		0.000	
Leadership Styles						0.000	

**F (330) = 1560.230, P < 05**

Table 4 result:  $F(330) = 1560.230$ ,  $R = 0.896$ ,  $R^2 = 0.803$ ,  $B = 529$ ,  $P < 0.05$  since  $p < 0.000$  is less than  $P < 0.05$ , the null hypothesis which stated that leadership styles has no significant relationship with productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Area of Benue State was therefore rejected. This implies that there is a significant strong positive relationship between leadership styles and productivity among teachers of secondary school students in Otukpo and Ohimini Local Government Area of Benue State.

### Discussion of Findings

The findings from research question one and hypothesis one revealed a significant strong positive relationship between staff welfare and teacher productivity in secondary schools within Otukpo and Ohimini Local Government Areas. This suggests that teachers who are satisfied with welfare initiatives such as conducive work environments, work-life balance programs, fair compensation, and opportunities for professional growth tend to report higher job satisfaction, which directly enhances their productivity. This aligns with Herzberg's Two-Factor Theory, which posits that factors such as salary, working conditions, and job security (hygiene factors) prevent dissatisfaction, while recognition, responsibility, and growth opportunities (motivators) promote satisfaction and higher performance. Similarly, Maslow's hierarchy of needs explains that once physiological and safety needs (e.g., salary, job security) are met, teachers can pursue higher-order needs such as esteem and self-actualization, which drive professional excellence. The study corroborates earlier findings by Fadeyi, Sofoluwe, and Gbadeyan (2015), who indicated that salary and promotion positively influence teacher productivity, and Naluwemba, Sekiwu, and Okwenje (2016), who found that administrators often prioritize welfare programs that directly enhance performance. However, the present study extends the evidence by situating these findings within the context of Benue State, demonstrating that welfare not only prevents dissatisfaction but actively motivates teachers to engage more fully with their instructional responsibilities. The implication is that when school authorities invest in the holistic well-being of teachers physically, financially, and emotionally they foster commitment, reduce attrition, and strengthen the quality of education delivery. For practice, counsellors should mediate between teachers and administrators to ensure staff welfare needs are articulated, while policymakers should institutionalize clear welfare policies that guarantee timely remuneration, continuous professional development, and adequate teaching resources.

Findings from research question two and hypothesis two also revealed a significant strong positive relationship between leadership styles and teacher productivity. Teachers under effective leadership—characterized by open communication, recognition of achievement, participatory decision-making, and a shared vision—were more motivated and productive. This is consistent with McGregor's Theory X and Theory Y. Theory X assumes that employees are inherently unmotivated and require strict supervision, while Theory Y suggests that employees

are self-motivated when given responsibility and recognition. The findings indicate that leadership styles closer to Theory Y—those that trust teachers’ initiative and promote collaboration—are more likely to yield productivity, though in some cases structured (autocratic) leadership can also enhance performance if implemented with fairness and consistency. These findings support Adeyemi (2015), who reported that democratic leadership was common in Nigerian schools, and Ocheje (2020), who observed that teachers were more productive under autocratic leadership when clear standards were set. Theoretically, this can be explained by situational leadership, where the effectiveness of a leadership style depends on the context, teacher readiness, and organizational culture. In Benue State, where schools often face resource limitations and administrative constraints, a hybrid leadership style balancing authority with empathy may be most effective. The implication for policy is that training programs for principals and senior teachers should focus on adaptive leadership that combines accountability with staff support. Practically, counsellors can play a role in leadership development by facilitating workshops that emphasize emotional intelligence, conflict resolution, and collaborative decision-making.

### **Conclusion**

The study concluded that there is a strong positive relationship between job satisfaction and the productivity of secondary school teachers in Otukpo and Ohimini Local Government Areas of Benue State. Specifically, the findings revealed that:

1. Staff welfare has a strong positive relationship with productivity among secondary school teachers. When welfare programs such as fair remuneration, supportive working conditions, and professional development opportunities are prioritized, teachers become more motivated, committed, and effective in carrying out their duties.
2. Leadership style also has a strong positive relationship with teacher productivity. Effective leadership characterized by open communication, recognition of effort, participatory decision-making, and clear vision creates trust and motivation, which translates into higher job satisfaction and improved classroom outcomes.
3. The implications of these findings are significant. Enhanced staff welfare and supportive leadership contribute not only to improved teacher productivity but also to teacher retention by reducing attrition rates linked to dissatisfaction. In the long run, these factors positively impact student learning, as motivated teachers are better equipped to deliver quality instruction, maintain discipline, and foster conducive learning environments.

### **Recommendations**

1. School administrators should prioritize staff welfare by ensuring timely payment of salaries, providing adequate teaching resources, and creating conducive working conditions. Leadership training workshops should be organized regularly for principals and senior teachers to promote adaptive leadership styles that balance authority with empathy.
2. The government should allocate adequate budgetary resources to education, specifically targeting teacher welfare and leadership development. Incentive programs such as rural teaching allowances, housing support, and scholarship opportunities for further studies can also improve teacher morale and retention, particularly in underserved areas.

## REFERENCES

- Abdullahi, A., & Bawa, S. (2019). Teacher motivation and productivity in secondary schools. *Journal of Educational Management, 12*(3), 45–56.
- Adeyemi, T. O. (2015). Leadership styles and teacher job productivity in secondary schools. *Journal of Educational Administration, 20*(1), 34–47.
- Adeyemi, T. O., & Adu, E. T. (2012). Staff welfare and teacher job satisfaction in Nigerian secondary schools. *Journal of Educational Research, 5*(2), 15–28.
- Afolabi, M. O., & Loto, A. B. (2008). Teacher productivity and student learning outcomes in secondary schools. *Nigerian Journal of Educational Studies, 11*(1), 1–12.
- Aliyu, M., & Danjuma, I. M. (2016). School facilities and teacher job satisfaction in Nigeria. *Journal of Educational Facilities, 4*(1), 20–33.
- Audu, R. (2017). Factors affecting teacher productivity in secondary schools in Benue State. *Benue State Journal of Education, 3*(1), 12–25.
- Brown, M. (2021). *Leadership styles and organizational effectiveness*. Routledge.
- Fadeyi, A. O., Sofoluwe, A. O., & Gbadeyan, R. A. (2015). Impact of teachers' salary and promotion on job productivity. *Journal of Educational Management, 8*(2), 56–69.
- Garba, M. (2019). Teacher productivity and academic achievement in secondary schools in Benue State. *Journal of Educational Research, 12*(1), 34–47.
- Ibrahim, A. (2022). Financial distress and teacher motivation in secondary schools. *Journal of Educational Finance, 6*(1), 15–28.
- Idoko, C. U. (2015). Leadership styles and teacher job satisfaction in secondary schools. *Journal of Educational Administration, 18*(3), 45–58.
- Naluwemba, S. F., Sekiwu, D., & Okwenje, P. D. (2016). Staff welfare programs and teacher job productivity in secondary schools. *Journal of Educational Management, 9*(1), 20–35.
- Ocheje, P. (2020). Leadership styles and teacher job productivity in Kogi State secondary schools. *Journal of Educational Research, 13*(2), 1–15.
- Ofojebe, W. N., & Ezugoh, T. C. (2020). Teacher job satisfaction and productivity in secondary schools. *Nigerian Journal of Educational Studies, 15*(2), 30–45.
- Ololube, N. P. (2006). Teacher motivation and job productivity in secondary schools. *Journal of Educational Research, 3*(1), 12–25.



- Ololube, N. P. (2021). Teacher productivity and student learning outcomes in secondary schools. *International Journal of Educational Research*, 50(2), 45–60.
- Omale, G. A. (2018). Job satisfaction and teacher productivity in secondary schools. *Journal of Educational Management*, 11(1), 15–30.
- Robbins, S. P., & Robbins, S. (2015). *Organizational behavior* (15th ed.). Pearson.
- Robinson, J. (2018). *Staff welfare and organizational effectiveness*. Routledge.
- Smith, J. (2019). *Human resource management in education*. Sage Publications.
- Usman, A., & Waziri, A. (2024). Teacher job satisfaction and productivity in secondary schools. *Journal of Educational Studies*, 20(1), 1–15.
- Yakubu, A. (2017). Teacher motivation and job productivity in secondary schools in Nigeria. *Nigerian Journal of Educational Management*, 10(2), 20–35.
- Yusuf, M. A., & Dada, O. A. (2016). Teacher productivity and student academic achievement in secondary schools. *Journal of Educational Research*, 9(1), 34–47.