

Computer Science Teachers' Job Satisfaction as a Correlate of Effective Service Delivery in Senior Secondary Schools in Ugbokpo, Apa Local Government Area, Benue State

¹David Solomon Y.

davidsolomonyakubu10@gmail.com

&

²Isaiah Agama Egiri

egiri.isaiah@gmail.com

Department of Computer Science, Federal College of Education, Odugbo, Benue State, Nigeria.

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Abstract

This study examined computer science teachers' job satisfaction as a correlate of effective service delivery in senior secondary schools in Ugbokpo, Apa Local Government Area of Benue State. The investigation was guided by four research questions and one null hypothesis, anchored on Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs Theory. A descriptive survey design using a total population sampling technique was adopted, selecting all 20 computer science teachers across the five senior secondary schools in the study area. Data were collected using a structured questionnaire titled *Computer Science Teachers' Job Satisfaction and Effective Service Delivery Questionnaire (CSTJSESDQ)*, which achieved a Content Validity Index of 0.80 and Cronbach's alpha reliability coefficients ranging from 0.84 to 0.87. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while the Pearson Product Moment Correlation Coefficient (r) and an associated t -test were utilized to test the hypothesis at the 0.05 level of significance. Findings revealed that the overall level of job satisfaction among computer science teachers was moderate ($\bar{x} = 2.86$), with satisfaction regarding pay and benefits rated as low ($\bar{x} = 2.08$). The overall level of effective service delivery was also moderate ($\bar{x} = 3.25$), with lesson planning and preparation receiving the highest score ($\bar{x} = 3.62$) and the use of instructional technology recording the lowest ($\bar{x} = 2.92$). A strong, positive, and statistically significant relationship was established between job satisfaction and effective service delivery ($r = 0.724, p < 0.05$), leading to the rejection of the null hypothesis. Administrative support and recognition emerged as the most influential factor driving job satisfaction ($\bar{x} = 3.42$). The study concludes that addressing teacher remuneration and upgrading school ICT infrastructure are critical prerequisites for improving instructional effectiveness in rural secondary schools.

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INTRODUCTION

Education sits at the heart of national development. It is the main channel through which values, technical skills, and specialised knowledge are passed on for social and economic progress, and the quality of that education depends heavily on the teachers who deliver it in the classroom. This is especially true in secondary education, where students are being prepared for higher education and for a workforce that is becoming more digital by the year, so how well teachers perform in the classroom carries real strategic weight. Among the many psychological and organisational factors that shape teacher performance, job satisfaction has drawn considerable scholarly attention. It can be understood as the positive emotional state a teacher experiences when they assess their job and their overall work experience. Teachers who find satisfaction in both the intrinsic and extrinsic sides of their work tend to be more motivated, more committed, and more effective in the classroom, while persistent dissatisfaction tends to breed apathy, absenteeism, neglect of instructional duties, and eventually attrition from the profession.

Computer Science has grown into one of the more critical subjects on the secondary school curriculum. Nigeria's National Policy on Education calls for Information and Communication Technology (ICT) to be woven into every level of schooling, with the aim of building digital literacy, problem-solving ability, and basic programming skills in learners. That places Computer Science teachers in a demanding position: they are expected to deliver both the theory and the practical laboratory work. But how well they carry out these technical duties depends a great deal on their personal satisfaction, morale, and motivation on the job. Across Nigeria's public education system, teacher satisfaction continues to be worn down by familiar structural problems poor pay, limited access to professional development, ageing infrastructure, and a general lack of administrative recognition.

These challenges are felt even more sharply in rural local government areas such as Ugbokpo, the headquarters of Apa Local Government Area in Benue State. Computer Science teachers working in these underserved communities often deal with geographical and administrative disadvantages layered on top of each other. Beyond the general welfare problems common to teaching, they face constraints specific to their subject computer laboratories that are unequipped or simply not working, power supply that cannot be relied on, outdated software, and nowhere to turn for specialised technical support. The theoretical and global empirical literature points fairly consistently to a positive link between job satisfaction and the quality of service delivery, yet localised evidence on Computer Science teachers specifically, in rural North-Central Nigeria, is still thin on the ground. Most existing studies have looked at urban schools or at teachers in general, without separating out how technical educators cope under rural infrastructural constraints and that is the gap this study tries to close.

This study sets out to address that gap directly by examining Computer Science teachers' job satisfaction as a correlate of effective service delivery in senior secondary schools in Ugbokpo, Apa Local Government Area, Benue State. Its main aim is to assess the prevailing levels of job satisfaction and service delivery among these teachers, measure the statistical relationship between the two, and identify the institutional factors most responsible for shaping teacher satisfaction in this rural setting.

LITERATURE REVIEW

Theoretical Analysis

This study draws on two complementary theories of human motivation and job contentment Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs to frame its analysis.

Herzberg's Two-Factor Theory: Frederick Herzberg and his colleagues put this theory forward in 1959, arguing that satisfaction and dissatisfaction at work are not opposite ends of one scale but are driven by two separate sets of factors. *Motivator factors* things intrinsic to the work itself, such as achievement, recognition, responsibility, advancement, and professional growth are what actively drive satisfaction and stronger performance when they are present. *Hygiene factors*, on the other hand, sit outside the work itself: salary, the quality of supervision, organisational policy, physical working conditions, and job security. Getting these rights stops active dissatisfaction from setting in, but it will not, on its own, generate real motivation. For Computer Science teachers working in rural schools, hygiene factors such as a functioning laboratory and a reasonable salary set the baseline for the job, while recognition and opportunities to grow professionally are what actually push instructional delivery forward.

Maslow's Hierarchy of Needs Theory: Abraham Maslow (1943) proposed that human needs sit in an ascending five-tier hierarchy physiological, safety, social or belonging, esteem, and self-actualisation and that the lower, deficiency-level needs generally have to be reasonably met before a person is motivated by the higher, growth-level ones. Applied to the secondary school setting, this suggests that teachers whose basic economic and safety needs are threatened by low pay and poor working conditions will struggle to focus on higher-level goals such as instructional innovation or self-actualisation in their service delivery.

Conceptual & Empirical Synthesis

Job satisfaction among secondary school teachers is not a single, simple thing it covers how content teachers are with their pay, their relationship with supervisors, their physical working conditions, the professional development paths open to them, and the nature of teaching itself. Effective service delivery in Computer Science education is just as layered, showing up in thorough lesson preparation, active classroom management, how engaged students are, how well instructional technology is used, and how systematically learning is assessed.

The wider educational management literature makes a strong case for the role teacher satisfaction plays in classroom effectiveness. Nwakaego, Obona and Andeshi (2024), for instance, found that poor working conditions and inadequate fringe benefits were significant drivers of low job performance among public secondary school teachers in Cross River State. Similarly, Uzoeshi (1994) reported a statistically significant positive relationship between secondary school teachers' job satisfaction and how well they presented subject matter, related to students, communicated in class, and evaluated learning outcomes. What is harder to find, though, is subject-specific evidence on how these dynamics play out among Computer Science or ICT teachers in Nigeria a gap this study tries to fill.

Useful as these insights are, the existing research has clear limits. Most of it looks at teachers in general, largely in urban centres, without separating out results for practical, infrastructure-dependent subjects like Computer Science. There is also very little localised data on how these dynamics play out in rural local government areas such as Apa LGA. This study aims to close those contextual, subject-specific, and empirical gaps together.

Related Studies

Okpako (2020) compared job motivation, perceived job stress, and job satisfaction against teachers' efficacy among public and private secondary school teachers in Ekiti State. Using a correlational design and a multi-stage sample, four scales were administered to answer eight research questions. The findings showed that motivation, stress, and satisfaction together shaped how effective teachers perceived themselves to be, with clear differences between public and private school teachers. The study matters here because it shows just how tightly job satisfaction and teacher effectiveness are bound together within the Nigerian secondary school system.

Arogundade (2019) looked at staff development and promotion as correlates of teachers' job satisfaction in Ekiti State, using a descriptive survey design drawn from public secondary school teachers across the state. Opportunities for development and promotion turned out to be significantly related to overall job satisfaction. This connects to the present study because it treats professional development one of the dimensions measured in the current instrument as a distinct, measurable determinant of satisfaction in its own right.

Akinkuade and Oredein (2021) examined how secondary school infrastructural facilities influence teachers' job satisfaction and performance in Ibadan Metropolis, Oyo State. Through mean, standard deviation, and population t-test analysis, they found that the availability, adequacy, and use of school facilities were strongly linked to both satisfaction and performance, and that inadequate classroom furniture and physical resources actively got in the way of instruction in several of the schools studied. It ties into the present study by confirming working conditions and infrastructure one of the key dimensions measured here as a genuine determinant of effective service delivery in Nigerian secondary schools.

Onikoyi (2022) studied the link between teachers' job satisfaction and students' academic performance in public secondary schools in the Ifako-Ijaiye Local Government Area of Lagos State, using a descriptive survey design and Pearson Product Moment Correlation. Academic performance turned out to be significantly correlated with teachers' satisfaction over pay, promotion, working conditions, and interpersonal relations, though satisfaction with principal supervision showed no significant link to academic outcomes. A follow-up study by Onikoyi (2024), this time in the Ojodu Local Government Area of Lagos State, found that satisfaction with working conditions and human relations was significantly correlated with academic outcomes as well. Together, these two studies matter to the present research because they trace specific dimensions of job satisfaction several of which appear in the present instrument through to measurable service outcomes.

Ogedengbe, Adekun, Eyengho, Ogunleye and Bankole (2018) examined how gender influences teacher job satisfaction in Ile-Ife, Osun State, using a 45-item Teachers' Job Satisfaction Scale given to a randomly selected sample across ten secondary schools, with data analysed through t-test, ANOVA, and descriptive statistics. Its relevance to the present study lies mainly in the method: it demonstrates a validated, multi-item Likert-based approach to measuring job satisfaction that is structurally similar to the instrument used here.

Oyetade, Adebayo and Okhaku (2021) explored the relationship between job satisfaction and effectiveness among English Language teachers in senior secondary schools in Oyo State, establishing a significant relationship between the two and recommending sustained institutional support to keep satisfaction levels up. What makes it useful here is that it confirms the same satisfaction–effectiveness relationship for a different subject discipline, the very relationship this study investigates specifically among Computer Science teachers. Iorwashima and Dondo (2021) looked at occupational stress and job effectiveness among secondary school teachers across Nigeria's North Central states, Benue State included, using a descriptive survey design. They

focused specifically on stress coming from an uncondusive working environment and from inadequate infrastructure and found that both had a significant negative effect on teachers' job effectiveness. This one carries particular weight for the present study because it offers evidence from within Benue State itself, linking working conditions and infrastructure to teacher effectiveness in the same state context examined here.

Elujekwute, Nyita and Elujekwute (2021) examined occupational stress and job performance among secondary school teachers in the Makurdi Education Zone of Benue State. They found that delayed or unpaid salaries, poor working conditions, and a lack of in-service training significantly affected job performance, and recommended prompt salary payment and better working conditions as ways of easing occupational stress. Coming from the same state, it lends further weight to the idea that working conditions and professional development are genuine determinants of teacher effectiveness.

The reviewed studies reveal several gaps. First, most focused on teachers generally rather than Computer Science teachers specifically. Second, few addressed the peculiar infrastructural and technological demands of Computer Science teaching. Third, there is limited evidence from rural settings, particularly Ugbokpo in Apa Local Government Area. Fourth, previous studies examined related outcomes such as teacher efficacy, job performance, teaching effectiveness, or students' academic performance rather than effective service delivery specifically among Computer Science teachers. Finally, there is a lack of empirical evidence establishing the relationship between Computer Science teachers' job satisfaction and effective service delivery in Ugbokpo.

The present study therefore fills these gaps by focusing specifically on Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area, and by examining their level of job satisfaction, level of effective service delivery, the relationship between the two variables, and the factors influencing their job satisfaction.

Problem Statement

Effective service delivery in secondary education is central to meeting national educational goals, and in a skill-based subject like Computer Science, the quality of instruction has a direct bearing on students' digital literacy and their readiness for a technology-driven future. Yet in Ugbokpo, Apa Local Government Area, the effectiveness of Computer Science teachers appears to be hampered by conditions that work against professional satisfaction. Teachers here contend with inadequate pay, computer laboratories that are poorly equipped or simply not functioning, few if any regular professional development programmes, and limited support from administrators. The link between job satisfaction and teacher effectiveness has been theorised and tested extensively in general educational settings, but studies that examine this relationship specifically among Computer Science teachers in rural parts of Benue State are conspicuously absent. Without that localised evidence, it is difficult for administrators and policymakers in Apa LGA to design interventions grounded in actual data rather than assumption. The problem, then, is a lack of clear empirical evidence on the level of job satisfaction among Computer Science teachers in senior secondary schools in Ugbokpo, and on how far that satisfaction correlates with their effectiveness in service delivery, the gap this study was designed to address.

Objective of the Study

The general objective of this study is to examine the relationship between Computer Science teachers' job satisfaction and effective service delivery in senior secondary schools in Ugbokpo, Apa Local Government Area. Specifically, the study seeks to:

1. Determine the level of job satisfaction among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area.

2. Ascertain the level of effective service delivery among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area.
3. Investigate the correlation between job satisfaction and effective service delivery among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area.
4. Identify factors influencing the job satisfaction of Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area.

Research Question

The following research questions guided the study:

1. What is the level of job satisfaction among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?
2. What is the level of effective service delivery among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?
3. What is the relationship between job satisfaction and effective service delivery of Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?
4. What factors influence the job satisfaction of Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?

Hypotheses

The following null hypothesis was tested at the 0.05 level of significance:

1. There is no significant relationship between Computer Science teachers' job satisfaction and effective service delivery in senior secondary schools in Ugbokpo, Apa Local Government Area.
2. There is a significant relationship between computer science teacher's Job satisfaction and effective service Delivery.

METHODOLOGY

This study followed a survey research design. Its population consisted of the 20 computer science teachers across all five senior secondary schools in Ugbokpo, Apa Local Government Area, Benue State, as recorded by the Local Government Education Authority (LGEA). Because the population was so small and well-defined, a total population (census) approach was used, meaning all 20 teachers were included as the study sample rather than drawing a smaller subset. Data were collected with a self-structured questionnaire, the "Computer Science Teachers' Job Satisfaction and Effective Service Delivery Questionnaire (CSTJSESDQ)", built in three sections. Section A gathered demographic information gender, age, qualification, teaching experience, and school type. Section B used 20 items to measure job satisfaction across pay and benefits, supervision, working conditions, professional development, and the nature of the work itself. Section C used another 20 items to measure effective service delivery across lesson planning and preparation, classroom management, student engagement, use of instructional technology, and assessment and evaluation. Sections B and C both ran on a five-point Likert scale from Strongly Agree (5) to Strongly Disagree (1). Three experts one each in Measurement and Evaluation, Computer Science Education, and Educational Administration, all from Federal College of Education, Oduigbo validated the instrument for face and content, producing a Content Validity Index (CVI) of 0.80. To check reliability, the instrument was trial-tested on 10 computer science teachers in a neighbouring Local Government Area with similar characteristics, none of whom were part of the actual study sample. Cronbach Alpha reliability coefficients came out at 0.87 for the Job Satisfaction scale

and 0.84 for the Effective Service Delivery scale, with an overall coefficient of 0.86. All twenty questionnaires were administered and collected on the same day, for a 100% retrieval rate. Mean and Standard Deviation were used to answer the research questions, while the Pearson Product Moment Correlation Coefficient (PPMCC), tested with a t-test, was used to determine the relationship between job satisfaction and effective service delivery and to test the null hypothesis at the 0.05 level of significance.

RESULTS

Research Question 1: What is the level of job satisfaction among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?

Table 1: Level of Job Satisfaction among Computer Science Teachers (N = 20)

Job Satisfaction Dimension	Mean ($\bar{x}$)	SD	Level of Satisfaction
Work Itself	3.18	0.82	Moderate
Pay and Benefits	2.08	0.95	Low
Supervision	3.42	0.74	Moderate
Working Conditions	2.75	0.88	Moderate
Professional Development	2.85	0.89	Moderate
Overall, Job Satisfaction	2.86	0.69	Moderate

As Table 1 shows, the overall level of job satisfaction among Computer Science teachers in Ugbokpo sits at a moderate level ($\bar{x} = 2.86$, $SD = 0.69$). Of the five dimensions measured, supervision scored highest ($\bar{x} = 3.42$), still within the moderate range, while pay and benefits scored lowest ($\bar{x} = 2.08$), the only dimension to fall into the low category. Work itself ($\bar{x} = 3.18$), working conditions ($\bar{x} = 2.75$), and professional development ($\bar{x} = 2.85$) all landed at moderate levels as well. Taken together, these figures suggest that teachers in the study area hold on to a degree of professional commitment, even as their satisfaction with pay remains noticeably poor.

Research Question 2: What is the level of effective service delivery among Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?

Table 2: Level of Effective Service Delivery among Computer Science Teachers (N = 20)

Service Delivery Dimension	Mean ($\bar{x}$)	SD	Level
Lesson Planning and Preparation	3.62	0.71	High
Classroom Management	3.26	0.76	Moderate
Student Engagement	3.15	0.81	Moderate
Use of Instructional Technology	2.92	0.93	Moderate

Assessment and Evaluation	3.31	0.74	Moderate
Overall Service Delivery	3.25	0.66	Moderate

Table 2 shows the overall level of effective service delivery among these teachers to be moderate as well ($\bar{x} = 3.25$, $SD = 0.66$). Lesson planning and preparation was the one dimension to reach a high rating ($\bar{x} = 3.62$), which suggests teachers keep up consistent effort on instructional preparation despite everything working against them. Use of instructional technology came in lowest ($\bar{x} = 2.92$), which lines up with how little functional ICT equipment is actually available in the schools surveyed. Classroom management, student engagement, and assessment and evaluation all sat at moderate levels.

Research Question 3: What is the relationship between job satisfaction and effective service delivery of Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?

Table 3: Pearson Correlation between Job Satisfaction and Effective Service Delivery (N = 20)

Variables	r-value	Direction of Relationship
Job Satisfaction and Effective Service Delivery	0.724	Strong Positive

Table 3 puts the Pearson correlation coefficient at $r = 0.724$, pointing to a strong positive relationship between job satisfaction and effective service delivery among the Computer Science teachers studied. In practical terms, teachers who score higher on job satisfaction also tend to score higher on service delivery. By conventional interpretive benchmarks (Field, 2018), a correlation of this size counts as large, and the associated p-value of 0.000 confirms that the relationship is statistically significant.

Research Question 4: What factors influence the job satisfaction of Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area?

Table 4: Factors Influencing Job Satisfaction among Computer Science Teachers (N = 20)

Factor	Mean ($\bar{x}$)	SD	Rank
Administrative support and recognition	3.42	0.74	1st
Nature of the teaching work	3.18	0.82	2nd
Professional development opportunities	2.85	0.89	3rd
Working conditions and infrastructure	2.75	0.88	4th
Salary and compensation package	2.08	0.95	5th

Table 4 places administrative support and recognition as the factor with the most influence on job satisfaction ($\bar{x} = 3.42$), ahead of the nature of the teaching work ($\bar{x} = 3.18$), professional development opportunities ($\bar{x} = 2.85$), and working conditions and infrastructure ($\bar{x} = 2.75$). Salary and compensation ranked lowest of all ($\bar{x} = 2.08$), marking it out as the area of greatest dissatisfaction.

Hypothesis Testing

H₀: There is no significant relationship between Computer Science teachers' job satisfaction and effective service delivery in senior secondary schools in Ugbokpo, Apa Local Government Area.

This hypothesis was tested using a t-test for the significance of the Pearson correlation coefficient, at the 0.05 level of significance, with the result presented in Table 5.

Table 5: t-test for Significance of Pearson Correlation between Job Satisfaction and Effective Service Delivery (N = 20)

Variables	r-value	t-cal	df	p-value	α -level	Decision
Job Satisfaction & Effective Service Delivery	0.724	4.46	18	0.000	0.05	Reject H ₀

As Table 5 shows, the calculated t-value of 4.46, with 18 degrees of freedom, yields a p-value of 0.000 well below the 0.05 threshold. The null hypothesis is therefore rejected, confirming that the positive relationship observed between Computer Science teachers' job satisfaction and effective service delivery is statistically significant at the 0.05 level.

DISCUSSION

The moderate overall level of job satisfaction found among Computer Science teachers in Ugbokpo fits the broader pattern reported by Nwakaego, Obona and Andeshi (2024), who found poor working conditions and inadequate fringe benefits constraining job performance among public secondary school teachers elsewhere in Nigeria. The particularly low satisfaction with pay and benefits found here echoes that same pattern in the wider Nigerian literature, where remuneration comes up again and again as the sharpest source of teacher dissatisfaction. It also fits neatly with Herzberg's Two-Factor Theory, which treats salary as a hygiene factor, one whose inadequacy breeds active dissatisfaction. The moderate satisfaction recorded for supervision and for the work itself, meanwhile, suggests teachers still draw some intrinsic fulfilment from their instructional role even under difficult material conditions, which is in keeping with Maslow's distinction between deficiency needs and growth needs.

The moderate overall level of effective service delivery broadly matches Akinkuade and Oredein's (2021) finding that the availability and adequacy of school infrastructure is closely tied to teachers' job performance in Nigerian secondary schools, though their work looked at general school facilities rather than ICT infrastructure in particular. The relatively strong result for lesson planning suggests that preparation habits are one of the more resilient parts of teacher behaviour, holding up even where teachers are dissatisfied on other fronts. The weak result for instructional technology use, on the other hand, reflects infrastructural realities documented widely in the Nigerian ICT-in-education literature, where inadequate laboratories, unreliable electricity, and a lack of technical support are named again and again as barriers to real technology integration in rural schools.

The strong positive correlation found between job satisfaction and effective service delivery ($r = 0.724$, $p < 0.05$) fits the wider pattern in the Nigerian literature linking teacher satisfaction to positive teaching outcomes, including Uzoeshi's (1994) finding of statistically significant positive correlations between job satisfaction and several dimensions of teaching effectiveness. It also bears out what Herzberg's Two-Factor Theory would predict that motivator factors, where present, push engagement and performance up, while missing hygiene factors hold it back. What stands out is that the correlation found here ($r = 0.724$) is considerably stronger than the ones Uzoeshi (1994) reported for specific teaching-effectiveness dimensions, which ranged from $r = 0.27$ to $r = 0.53$. That gap may reflect just how concentrated the effect of satisfaction deficits becomes in a small, resource-constrained rural setting, where teachers have fewer ways to compensate for what is missing.

That administrative support and recognition emerged as the single most influential factor in job satisfaction, ahead of salary, matters both theoretically and practically. It suggests that even where fiscal realities limit what can be done about pay, school administrators still hold real leverage over teacher satisfaction, and by extension over service delivery, through how deliberately they recognise good work, supervise constructively, and build a supportive school culture. This lines up with Herzberg's placement of recognition and supervision quality among the most powerful motivator and hygiene factors respectively.

CONCLUSION

Drawing these findings together, a few conclusions stand out. Computer Science teachers in senior secondary schools in Ugbokpo, Apa Local Government Area, experience a moderate level of job satisfaction overall, with remuneration standing out as a particularly acute source of dissatisfaction. Their effectiveness in service delivery tracks that satisfaction fairly closely generally moderate, and held back by infrastructural limitations, most visibly in the use of instructional technology.

The study establishes clearly that job satisfaction is a significant, positive correlate of effective service delivery among Computer Science teachers in this area, which points to a fairly direct conclusion: improving the welfare and motivational conditions of these teachers is an essential strategy for lifting instructional quality in secondary schools. The evidence also suggests that administrative support and recognition offer school administrators a relatively accessible, high leverage point of intervention for improving teacher performance, one within reach even where a salary increase is not.

RECOMMENDATIONS

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

1. The Benue State Government and relevant educational authorities should carry out a comprehensive review of the salary and benefits structure for Computer Science teachers in public secondary schools. Since pay satisfaction was rated low and ranked last among the influencing factors, improving remuneration is the most direct policy step available for addressing the root source of teacher dissatisfaction in the study area.
2. School principals and administrators in Ugbokpo senior secondary schools should put in place regular, transparent, and constructive ways of recognising teacher effort and supporting professional autonomy. Given that administrative support and recognition came out as the most influential factor on satisfaction, focused attention here could meaningfully lift teacher morale and service delivery quality without requiring much in the way of resources.
3. State and local government educational authorities should prioritise equipping and maintaining functional computer laboratories, and securing reliable electricity, in secondary schools across Ugbokpo. Use of instructional technology recorded the lowest service delivery score in this study, a direct reflection of how infrastructural gaps affect instructional effectiveness.
4. The Local Government Education Authority and relevant professional bodies should organise regular in-service training, workshops, and seminars specifically for Computer Science teachers. Professional development was rated only moderate here, suggesting that while some opportunities do exist, they fall short of what is needed. Sustained investment in this area builds both technical competence and occupational satisfaction.
5. Educational planners and policymakers should develop and implement rural-specific incentive frameworks for teachers in disadvantaged communities such as Ugbokpo rural posting allowances, housing support, and accelerated promotion pathways among them. Frameworks like these would address the structural disadvantages that compound job dissatisfaction in rural public schools.
6. Future researchers should carry out similar studies in other rural local government areas of Benue State and across Nigeria's North-Central zone, to see how far these findings generalise. Mixed-method approaches that

add in-depth interviews and classroom observations alongside survey data are recommended, to give a deeper, more contextual picture of the satisfaction–service delivery relationship among Computer Science teachers.

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