



Workload as Determinant of Teachers' Job Satisfaction in Public Secondary Schools

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ARTICLE INFO

Article history:

Received November 21, 2024

Accepted April 10, 2024

Available online July 25, 2024

Kata Kunci:

Beban Kerja, Kepuasan Kerja Guru, Ukuran Kelas

Keywords:

Workload, Teachers' Job Satisfaction, Classroom Size



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ABSTRAK

Telah diamati bahwa beberapa guru meninggalkan profesi guru bukan karena gaji yang rendah tetapi karena kurangnya kepuasan kerja. Penelitian ini bertujuan untuk menganalisis beban kerja sebagai penentu kepuasan kerja guru di sekolah menengah negeri di Negara Bagian Oyo, Nigeria. Desain penelitian survei deskriptif digunakan. Tiga pertanyaan penelitian diajukan untuk memandu penelitian. Penelitian ini menggunakan penentuan ukuran sampel untuk memilih 183 sekolah dan 1.363 guru. Instrumen penelitian menggunakan kuesioner yang dirancang sendiri berjudul 'Beban Kerja dan Kepuasan Kerja Guru' Kuesioner dianalisis menggunakan frekuensi, penghitungan, persentase, rata-rata dan deviasi standar. Temuan penelitian memberikan wawasan berharga tentang dampak beban kerja terhadap kepuasan kerja guru. Penelitian ini menemukan bahwa ketika beban kerja meningkat, kepuasan kerja menurun. Hal ini menunjukkan bahwa tingkat beban kerja yang tinggi berdampak negatif terhadap kepuasan guru secara keseluruhan terhadap pekerjaan mereka. Hasil penelitian juga mengungkapkan bahwa guru di sekolah menengah negeri di Negara Bagian Oyo menghadapi beban kerja yang berat. Dapat disimpulkan bahwa ada korelasi yang signifikan antara beban kerja dan kepuasan kerja di antara guru di sekolah menengah negeri di Negara Bagian Oyo. Disarankan agar beban kerja guru di sekolah dalam hal waktu kerja dan jumlah siswa dalam satu kelas dapat dimaksimalkan dengan baik guna meningkatkan kepuasan kerja guru.

ABSTRACT

It has been observed that several teachers are leaving the teaching profession not because of poor salaries but because of a lack of job satisfaction. This study aims to analyze workload as a determinant of teachers' job satisfaction in public secondary schools in Oyo State, Nigeria. The descriptive survey research design was used. Three research questions were raised to guide the study. The study used a sample size determination to select 183 schools and 1,363 teachers. The research instrument used a self-designed questionnaire titled 'Workload and Teachers' Job Satisfaction Questionnaire' was analyzed using frequency, counting, percentage, mean and standard deviation. The findings of the study provide valuable insights into the impact of workload on teachers' job satisfaction. The study found that as workload increases, job satisfaction decreases. This suggests that high levels of workload negatively affect teachers' overall satisfaction with their jobs. The results also revealed that teachers in public secondary schools in Oyo State are facing a heavy workload. It can be concluded that there is a significant correlation between workload and job satisfaction among teachers in public secondary schools in Oyo State. It was recommended that the school workload of the teachers in terms of working time and class size should be well maximized in other to improve the teachers' job satisfaction.

1. INTRODUCTION

Teachers play a very important role in the success and sustainability of the school organization, especially in the delivery of quality instruction and education to the students. Every educational system at every level depends heavily on teachers for the execution of its programmes (Hennessy et al., 2022; Rodrigues et al., 2018). Maintaining and improving educational standards is only possible through teachers.

The teacher is a crucial component of any educational system because no organized education can take place without the teachers. The teachers implement educational policies and the curriculum and play significant roles in the attainment of the objectives of any educational system (Bilqis et al., 2016; Wang & Yu, 2023). According to previous study job satisfaction is the attitudes and feelings people have about their jobs favourable attitudes about the work and the work environment indicate job satisfaction and the inverse referring to negative or unfavorable attitudes towards the work indicates job dissatisfaction (Wood et al., 2012). It measures how a person finds his task and how far he can perform the task.

Job satisfaction is described as an attitude that can generate a constructive or destructive influence on one's job and responsibilities; as a set of thoughts, one feels about one's job; and as an overall affective assessment of one's employment situation. Favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Hidayat & Patras, 2022; Yang et al., 2020). Other study posited that teachers' job satisfaction relates to teachers' perception of what they expect to get from teaching and what they are getting from teaching (Azhari & Wicaksono, 2017). It is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. The authors stated further that teachers' satisfaction is important in the teaching profession where the teachers are to deal with another human being, the student and the satisfaction and dissatisfaction of the teachers are likely to be transferred (Wahyunianti Dahri & Aqil, 2018; Yoon & Kim, 2022). Job satisfaction of teachers is thus important because satisfied teachers have positive feelings about their jobs and working environment.

One of the factors that could play a role in teachers' job satisfaction is the workload of the teachers. Previous study defined workload as the number of tasks given to an individual over a specified period (Chughati & Perveen, 2013). It is generally referred to the intensity of the job assignments. Other study explained a teacher's workload as the amount of work assigned to a teacher to do or accomplish within a particular period known as a teacher workday (Wu et al., 2021). It includes such periods a teacher is assigned duties such as supervision of students, administrative duties, classroom instructions and scheduled preparation. It also includes such time the teacher is expected to undertake voluntary assignments such as supervision after school events: coaching, guidance and counselling services of students to ensure propriety or restrict activities and excursion (Bobga, 2016; Ogwa, 2021).

Workload includes the time spent in planning, assessment and documentation. The workload of teachers includes the actual teaching carried out in the classroom, marking of students' work and assignments, supervision of students during school time and after school like preparatory time, games, time-tabling, examination, supervision of other teachers at work and other duties that may be assigned to them by the school authority (Abuhmaid, 2011; Jeffri & Awang Rambli, 2021). Researchers posited that the various ways of measuring teachers' workload among others include class size, subject areas, condition of service, school policy, teaching staff strength and teachers' abilities.

Other study asserted that class size composition is one of the sub-variables of school quality that exerts significant influence on teachers' instructional workload in terms of lesson planning, teaching, assessment of student's academic performance and classroom management (Owoeye, J. S. & Yara, 2021). Large class sizes could lead to teachers' burnout if not properly managed. A teacher's working time includes all working hours specified in the conditions of service. This includes hours in actual teaching and other activities which emerge in the teaching environment such as extracurricular activities and administrative activities (Kuosa et al., 2016; Susilawati et al., 2019).

Other study stated that on average, Nigerian teachers spend about twenty hours (4 hours per day) of their time each week in classroom teaching and activities (Ayanwale et al., 2022). Spending too long at work is negatively associated with job satisfaction, well-being and mental and physical health. Long hours can also hurt workers' productivity which, at the extreme, means that hours could be reduced without any reduction in output. The nature of work is all that a job requires and entails such as knowledge, repetitiveness, dullness, ease, difficulty and challenges of the work. Other study observed that the nature of the majority of teachers' jobs (teaching, assessing, recording and other non-teaching responsibilities) especially in Nigeria often exposes them to work overload and stress due to the repetitiveness and difficulty experienced at work (Cheng, 2016). The workload of teachers which results from the nature of their job, the working time (number of working hours) and the class size could also positively or negatively affect teachers' satisfaction (feeling towards their job). It is with this background that this present study sought to examine workload as a determinant of teachers' job satisfaction in public secondary schools in Oyo State, Nigeria.

It has been observed that several teachers are leaving the teaching profession not because of poor salaries but because of a lack of job satisfaction. Several factors could be responsible for lack of job satisfaction but workload seems to be a great determinant of teachers' job satisfaction. A teacher's workload refers to the amount of work assigned to a teacher to do or accomplish within a particular period. It has

however been observed in Oyo state that teachers are also beginning to complain about their workload level. The majority of them have role overload while some of them have role under load. Teachers' workload be it role overload or under load could also positively or negatively affect teachers' satisfaction (feeling towards their job). The novelty of this study intended to novelty to influence of workload on teachers' job satisfaction in public secondary schools in Oyo State. The main purpose of this study was to analyze workload as a determinant of teachers' job satisfaction in public secondary schools in Oyo State.

2. METHOD

This study adopts a descriptive survey research design (Seixas et al., 2018). The geographical area of the study is Oyo State of Nigeria which is made up of thirty-three (33) Local Governments located within three senatorial districts (Oyo Central, Oyo North and Oyo South). The population of the study covered the entire teaching staff (11,732) and the school principals (313) of the 313 public secondary schools in Oyo State, Nigeria. The sampled schools and teachers for the study were 183 and 1363 respectively. The threshold used for the study is 3.5 and above = High level, Moderate level =2.5 – 3.49, Low level 1.5 – 2.49 and very low level =0 – 1.49. Data for the study were collected through a self-designed questionnaire titled 'Workload and Teachers' Job Satisfaction Questionnaire. The instrument had three sections. Session A was used to collect data about the bio-data of the respondents such as gender, age, teaching experience and educational qualification of the principal as well as the teachers. Session B was used to collect data on the workload of the teachers in the schools. It consisted of twelve structured items and rating scales are as thus: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2), NAA = Not at All (1) and section C was used to collect data on teacher's job satisfaction. It consisted of ten structured items with the following rating scales: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1).

The face and content validity of the instrument was ascertained by the experts in educational management. A test-retest was employed to establish the psychometric properties of the instrument. The Cronbach's Alpha Reliability coefficient was 0.82. This showed that the instrument was highly reliable. The researchers visited the selected secondary schools for the administration of the instrument. However, the instruments were administered to the respondents with the help of research assistants. The instruments were collected from the respondents after they had answered the questionnaire. Data were analyzed using frequency, counting, percentage, mean and standard deviation.

3. RESULT AND DISCUSSION

Result

The working time determine the teachers' job satisfaction in public secondary schools in Oyo State is show in Table 1.

Table 1. Working Time Determining Teachers' Job Satisfaction in Public Secondary Schools

S/N	Items of description	Mean	St. Deviation	Remark
1.	I can complete my duties	2.71	0.314	ML
2.	I am made to teach extra classes and extra-mural lessons	3.04	0.813	ML
3.	I spend much time in my place of work	3.19	0.631	ML
4.	I feel pressured at my place of work	2.36	1.012	LL
5.	Long hours do hurt workers' productivity	3.21	1.213	ML
Grand mean score		2.902	0.7966	ML

Table 1 revealed the mean scores and standard deviation of respondents on the extent to which working time determines the teachers' job satisfaction in public secondary schools in Oyo State. In addition, it was observed that the grand score means of all the items under the working time of the teachers was mean = 2.902 with SD= 0.7966 with the criterion of 2.50 set for the benchmark for the study. It was observed that the items under working time as a determinant of teachers' job satisfaction ranged from (2.36 – 3.12) and the grand score means is 2.902 which indicated according to the threshold that working time determines the teachers' job satisfaction with a moderate extent in public secondary school in Oyo state. The extent does class size determine the teachers' job satisfaction in public secondary schools in Oyo State is show in Table 2.

Table 2. The Extent Class Size Determines Teachers’ Job Satisfaction in Public Secondary Schools

S/N	Items of description	Mean	St. Deviation	Remark
1.	A large class that is not supported by technology poses serious challenges to the teaching/learning process.	2.76	0.431	ML
2.	I teach more classes than my capacity	3.08	0.213	ML
3.	The class I teach is large	3.14	0.516	ML
4.	I am unable to supervise and control each student because of the class size	2.43	0.321	LL
5.	I am unable to supervise and control each student because of the class size	2.43	0.321	LL
6.	The average number of students in my class is small	2.63	1.213	ML
7.	The students are overflowing in my class	2.91	1.110	ML
Grand mean score		2.751	0.5801	ML

Table 2 revealed the mean scores and standard deviation of respondents on the extent to which class size determines teachers’ job satisfaction in public secondary schools in Oyo State. It was also revealed that the grand means score of all the items under the level of class size towards teachers’ job satisfaction was mean =2.751 with SD=0.5801 with the criterion of 2.50 set for the benchmark for the study. It was observed that the items under class size as a determinant of teachers’ job satisfaction ranged from (2.31 – 3.14) and the grand score means is 2.751 which indicated according to the threshold that class size determined the teachers’ job satisfaction with a moderate extent in public secondary schools in Oyo State. The level of teachers’ job satisfaction in public secondary schools in Oyo State is show in Table 3.

Table 3. Job Satisfaction Level of Teachers in Public Secondary Schools in Oyo State

S/N	Items of description	Mean	SD	Remark
1.	I like my job as a teacher	4.12	1.031	Agreed
2.	My job gives me pleasure /excitement	3.01	1.621	Agreed
3.	My job gives me freedom	2.16	0.312	Dis Agreed
4.	My job is easy for me	2.64	0.421	Agreed
5.	Cordial relationship among teachers gives me satisfaction at my school	3.41	0.123	Agreed
6.	I am well supported at my work	2.61	1,243	Agreed
7.	My job meets my needs and desires	2.56	1.143	Agreed
8.	My job gives me a feeling and a sense of accomplishment	2.61	9,296	Agreed
9.	I am well supported by job	3.13	0.613	Agreed
10.	I got what I expected from my job	2.63	0.431	Agreed
Grand mean score		2.888	9.7234	Agreed

Table 3 reveals the job satisfaction level of the teachers in public secondary schools in Oyo State. According to the result, it was observed that the grand mean score of all the listed items under the job satisfaction of the teachers was mean = 2.888 with SD = 0.7234. The range level was between 2.16 to 4.12. This implied the threshold that the majority of the teachers agreed that they were satisfied with their teaching profession.

Discussion

With regards to research question one on the extent to which working time determines the teachers’ job satisfaction in public secondary schools in Oyo State, the results showed that the level of working time of the teachers towards the job satisfaction in public secondary schools in Oyo state was rated moderate. Item descriptions such as being able to complete duties within the allocated time, being made to teach extra classes and extra-mural classes, spending much time in place of work and long hours do have negative effects on workers’ productivity were all rated at moderate levels except the item of feel pressured at the place of work rated low level (Agustina et al., 2020; Li et al., 2020).

Based on the overall mean of working time on teachers’ job satisfaction (Mean = 2.90 Std. = 0.796), it can be concluded that working time determined the teachers’ job satisfaction to a moderate extent in public secondary schools in Oyo state. This result is in line with the submission who submitted that spending too long at work is negatively associated with job satisfaction (Weikamp & Göritz, 2016). In the same vein, other study reported that long hours can also hurt workers’ productivity which at the extreme means that hours could be reduced without any reduction in output (Qodr et al., 2021).

With regards to research question two on the extent to which class size determines the teachers' job satisfaction in public secondary schools in Oyo State, the result showed that the level of class size of the teachers towards the job satisfaction in public secondary schools in Oyo State was rated moderate (Gill et al., 2021; Weikamp & Göritz, 2016). Item description such as a large class that is not supported with technology poses serious challenges to the teaching/learning process, I teach more classes than my capacity, the class I teach is large, I am unable to supervise and control students because of the class size and students are overflowing in my class were all rated at a moderate level (Muthanna & Alduais, 2021; Özcan, 2021).

Based on the overall mean and standard deviation of class size and teachers' job satisfaction (Mean = 2.751, Std. = 0.5801) with the criterion of 2.50 set for the benchmark for the study, it can be concluded that class size determined the teachers' job satisfaction with a moderate extent in public secondary school in Oyo state. This result is in line with the submission who reported that class size composition is one of the sub-variables of school quality that exerts a significant influence on teachers' instructional workload in terms of lesson planning, teaching, assessment of students' academic performance and classroom management (Ndjangala et al., 2021; Obiakor & Oguejioffor, 2020). Large class sizes could lead to teachers' burnout if not properly managed; consequently, leading to the failure in the completion of academic curriculum and poor academic performance of students.

According to the result of the analysis of research question three on the level of teachers' job satisfaction, it was observed that the majority of the teachers agreed that they were satisfied with their teaching profession. Items descriptions such as my job gives me pleasure and excitement, my job gives me a feeling and sense of accomplishment, I get what I expected from my job, the cordial relationship among teachers gives me satisfaction at my school, my job is easy for me are all rated agreed towards teachers' job satisfaction while the items on my job do give me freedom disagreed in the items on teachers' job satisfaction (Koedel et al., 2017; Skaalvik & Skaalvik, 2015). It was observed that the grand mean score of all the listed items under teachers' job satisfaction was mean = 2.88 with SD = 0.7234. The range level was between 2.16 to 4.12.

The implication of the result showed that the majority of the teachers agreed that they were satisfied with their teaching profession. About this result previous study posited that teacher job satisfaction relates to a teacher's perception of what they expect to get from teaching and what they are getting from teaching (Weikamp & Göritz, 2016). Also, other study reported that teachers' job satisfaction can lead to a sense of involvement and responsibility toward school effectiveness and student success alike (Yoon & Kim, 2022). The more teachers are satisfied, the better teachers' job performance it is obvious that job satisfaction promotes teachers' efficiency and productivity and transformation.

4. CONCLUSION

In conclusion, this study highlights the significant relationship between workload and job satisfaction among teachers in public secondary schools in Oyo State, Nigeria. The findings emphasize the need for policymakers and educational institutions to address the issue of workload to enhance teachers' job satisfaction. By reducing workload and providing support, it is possible to create a conducive working environment that promotes job satisfaction and ultimately improves the quality of education in public secondary schools. Based on the results of the study, it was recommended that the school workload of the teachers in terms of working time and class size should be well maximized in other to improve the teachers' job satisfaction

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