

Workload and Job Satisfaction of Teachers in Edo and Ondo States

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Abstracts

The study examined workload and job satisfaction of teachers in Edo and Ondo States, Nigeria. To guide the study one research question was raised and one hypothesis was formulated by the researchers. The ex post facto design was used for the study. The sample size used for the study was 1,603 teachers. 674 teachers were drawn from Edo State while 929 teachers were drawn from Ondo State. The instrument used for the study was a questionnaire titled "teachers job satisfaction scale". Findings revealed that there is a positive relationship between workload and job satisfaction of teachers in Edo and Ondo States, and workload is significantly related to job satisfaction. It was concluded that workload and job satisfaction of teachers are significantly related. It was recommended that students who desire to become teachers because of free time should be aware that the workload in teaching demands commitment.

Keywords: Teachers, Workload, Job, satisfaction, Edo, Ondo, State

Introduction

Job takes up a significant amount of an employee's life. Teachers for example spend approximately 8 hours at work every working day with their students. They spend considerable amount of working time outside the instructional day for preparation and assessment. The teacher's general attitude towards his/her job can affect his/her overall wellbeing. Work satisfaction has the ability to influence general life satisfaction. However, it is also an important influence on the daily psychological health of an individual.

The principal reason why people work is to earn a living just as many teachers take up the teaching job to earn a living in order to meet their personal and family needs. It is generally believed that the teaching job affords teachers time to meet personal and

family obligations. This is so because, majority of the teachers are female. This erroneous belief that the teaching job is not overloaded is immediately discarded when the intending teacher actually enters the profession. The teacher soon realizes that the job entails more than just teaching in the classroom.

Tancinco (2016) views workload as the number of units' or hours' load of the teacher per semester, which includes workload in instruction, research, extension, administration, committee membership and advisers to organizations. Assignments, setting of test and examination questions and students' follow up are indicators of how satisfied the teacher is with his job. According to Nkweke and Dollah (2011), educators' workload is the totality of academic teaching work and committee assigned to a teacher for the attainment of the overall educational goals in the school. This is in terms of lesson/note preparation, tests and assignments, examinations, house mastership and every other routine work that may be designated to an instructor by the principal. The proper workload that gives the maximum job performance is important to the educational system due to its far-reaching impact in the fulfillment of school's programmes, objectives and attainment of educational goals. To attain educational goals, the institution's administrator should strive to maximize recruiting in schools and getting the teachers to carry appropriate workload.

Workload in the teaching field depends upon various factors like the region or field of expertise, location of college, qualification and ownership of school (Akinyele, 2010). According to the United Nations Educational, Scientific and Cultural Organization, (UNESCO), the standard for educators' workload is twenty-two (22) periods per week (Rucch, 1995 in Akinsolu, 2011). The Federal Government's stipulated average workload for Federal Government Colleges in Nigeria, ranges between nineteen (19) and twenty-two (22) intervals per week. Likewise, the policy guide for the execution of Nigeria Education system recommended a maximum of 18 periods weekly (Akinsolu, 2011). Instructor therefore can be overloaded, with many tasks in conditions of teaching units and committee assignments, or under-loaded with, that is less teaching models assigned (Tabitha & Okello, 2014). Oyeka (2002) avers that even in the Unity Schools, over 90 students share the same course to the extent that instructors find it difficult sometimes to walk through jam-packed rows of chairs and desks. The teachers will have to work extra in terms of class control and even in marking examination papers. Instructors increase their workload credited to additional assignment and record keeping and personal design of educational delivery (Robinson, 1993 in Tabitha & Okello, 2014). Many colleges do not have supporting personnel and so educators are the ones doing the task that normally, would have been done by the support staff. The circumstances enumerated so far, point to the fact that teachers in the field presently have a workload that is dictated by circumstances and not just the designed maximum workload. Hargreaves and Fullan (1992) stated that teachers'

workload and responsibility suggest that jobs are significantly intensified while educators are expected to respond to higher pressures and multiplying advancement under deteriorating condition. The distribution of workload by the principal is dependent on the teaching personnel power at the school. Where this is small, the workload will be high per teacher and some works may remain undone; this is responsible for some subjects not being taught unless the head engages the services of a helping teacher who might not be proficient in the subject, hence quality and/or efficiency is compromised.

In a study by Bishay (2006), teacher's workload changes in the education system, and lack of discipline amongst some of the learners are some of the reasons why teachers may want to exit the profession. Ayugi, Odera, Mise and Kojgei (2013) reported that educators work extra in terms of class control and even in marking examination papers. The study on effective allocation, co-ordination and utilization of human resources through the system approach by Nworgu (2006) revealed that teachers were not equitably allocated and this resulted to wastage and negative influence in teaching efficiency. In another study, Olayemi (2012) applied the creation framework to secondary school education in Ogun State, Nigeria while he utilized several input factors in West African Certificate Examination. Effective usage of instructors was found to be a power predictor of evaluation performance through the period covered.

Herzberg motivational theory (1959) stated that there are some job factors that result in satisfaction such as the nature of work itself, recognition, achievement, advancement, responsibility and growth. Workload is one of the factors that will lead to job satisfaction or dissatisfaction. Sargent and Hannum (2005) found out in their study that teachers are happy with good pay, big schools where they have the chance of professional growth, where there is not too much workload and where they get the administrative support. Udofia and Ikpe (2012), in their research, found out that teachers' workload had a substantial impact in student's academic achievements, and that the amount of assignments an instructor gave students, educators ensuring that students completed their project, and timely marking of the assignment significantly affected academic achievements. The results therefore suggested the necessity for instructors to regularly give students task and be firm in it to complete the project. Moreover, college administrators must regularly supervise teachers' work and ensure that students' tasks are marked. Imogie (2007) mentioned that in Edo state the allocation of teaching load to teachers is done through the number of periods of teaching. The maximum teaching workload per teacher is twenty-five period, while the minimum is eighteen intervals per week. This policy is not firmly adhered to; some educators may be allocated less than the minimum teaching periods while others may have more than the maximum. This impacts students' educational performance. In the junior secondary institutions in the Federal Capital Territory, Abuja, instructors'

workload was one of the factors that inhibited students' performance (Nwadiani & Nwaneke, 2012). They also stated that some teachers taught for as much as thirty-five intervals a week while some taught significantly less than six periods weekly.

Excessive job demands can often be central to job dissatisfaction, stress and burn out, all of which can influence retention. The problem of workload has been of concern to all in the profession. The high social demand on education in Nigeria resulted in teachers being saddled with greater responsibilities more than is required of them. Hence teachers may physically and psychologically experience poor job satisfaction. This study therefore, attempts to find out the extent to which workload influence the job satisfaction of secondary school teachers in Edo and Ondo States.

Statement of the problem

Several studies have been done in the area of job satisfaction. However, the issue of employee satisfaction with their jobs in terms of workload continues to linger. It is no longer news that some employees had collapsed on duty due to over exhaustion. The adage that "teacher's reward is in heaven" is suggestive that teachers are not satisfied with their job. The researchers therefore intend to find out whether or not teachers in Edo and Ondo States are satisfied with their job in terms of workload. This study intends to find out how work load impact on the job satisfaction of teachers in Edo and Ondo States.

Research Question

The study was guided by the following research question.

1. What is the relationship between workload and job satisfaction of public secondary school teachers in Edo and Ondo States?

Hypothesis

Ho1: There is no significant relationship between workload and job satisfaction of public secondary school teachers in Edo and Ondo States.

Methodology

The ex post facto design was used for the study. This is because the relationship between the independent variable and dependent variable were estimated. Moreover, the variable was not manipulated. The population of the study consisted of all the public secondary school teachers in Edo and Ondo States. The estimated population was 16,991 teachers. Edo State with 313 secondary schools has 6,652 teachers while Ondo State with 302 schools has 10,339 teachers (Ministry of Education of Edo and Ondo States).

The sample size was 1,603 teachers. 929 teachers were drawn from Ondo State while 674 teachers were drawn from Edo State. In the first stage of the cluster sampling, four local government areas from each senatorial district were randomly selected. Since each state has three senatorial district, it means that 12 local government areas from each state were selected, making a total of 24 local government areas. The second stage involved random sampling of three secondary schools from each of the local governments areas selected. This amounted to 12 secondary schools from each senatorial district. In this wise, 36 public secondary schools were selected from each of the two states, making the total of 72 secondary schools. All the teachers in the sampled 72 schools comprised the sample.

The instrument used for the study was a questionnaire titled Teachers Job Satisfaction Correlational Scale” (TJSCS). The TJSCS comprised of two sections. Section A and Section B. Section A gathered demographic data of the respondents such as gender, name of school, location of school, age, teaching experience and qualification. Section B was made of two subscales, for workload and job satisfaction. Each scale has five response Likert scale options viz: Strongly Agree, Agree, Partially Agree, Disagree and Strongly Disagree. The Workload subscale had 11 items while Job satisfaction subscale had 16 items. Section B of the instrument was subjected to factor analysis with convenience sample of 50 secondary school teachers from schools which are not part of the sample. For job satisfaction sub-scale, 21 componential items were factored out of the 34 initial items yielding a cumulative variance of 87.230 percent. Each component had eigenvalues of .860 and above for it to be retained in the scale. The workload sub-scale had 14 extracted components out of the 27 initial items with a cumulative variance of 91.848 percent. Each component had eigenvalues of .912 for it to be retained in the scale. The Cronbach Alpha Reliability was used to determine the internal consistency of each of the sub-scale using the responses of the 50 subjects of the convenience sample. This yielded coefficient reliability score of 0.68 for workload and 0.89 for job satisfaction.

The instrument was personally administered and retrieved by the researchers; this ensured a high turnover of the administered questionnaire. The data was analyzed using descriptive statistics and simple regression analysis. The regression statistics was used to determine the relationship between the independent variable and the dependent variable. Descriptive statistics accounted for the mean and standard deviation of the variables. Simple regression was used to determine the relationship between an independent and dependent variable and also to address the research question and hypothesis.

Presentation of results

Research Question: What is the relationship between workload and job satisfaction of public secondary school teachers in Edo and Ondo States?

Table 1: Relationship between workload and job satisfaction

State	N	r	r ²	r ² adj.	SEE
Ondo	854	.175	.031	.030	7.814
Edo	642	.332	.110	.109	7.692
Combined					
Edo & Ondo	1496	.244	.060	.059	7.790

Dependent Variable: Job Satisfaction
 Predictor: workload

Table 1 shows that for Ondo State, the relationship between workload and job satisfaction is $r = .175$, $r^2 = .031$, $r^2 \text{ adj.} = .030$ with the standard error of the estimate (SEE) being = 7.814. This indicates that there is a positive relationship, and a variation of three percent. For Edo State, $r = .332$, $r^2 = .110$, $r^2 \text{ adj.} = .109$ with SEE = 7.692; this indicates a variation of 11 percent for Edo State, which is higher than that of Ondo State. For the two States combined, $r = .244$, $r^2 = .060$, $r^2 \text{ adj.} = .059$ with SEE = 7.790. There is a positive relationship between workload and job satisfaction. With $r^2 \text{ adj.} = .059$, the variation is six percent which is lower than that of Edo State with a variation of 11 percent but higher than that of Ondo State with a variation of only three percent. However, the significance of the relationship is addressed subsequently in the hypothesis.

Ho1: There is no significant relationship between workload and job satisfaction of public secondary teachers in Edo and Ondo States.

Table 2: Regression analysis of workload and job satisfaction

Model	R	R ²	Adjusted r ²	Std. Error of Estimate
	.244 ^a	.060	.059	7.79096

ANOVA ^a					
	Sum of Square	df	Mean Square	f	Sig.
Regression	5757.531	1	5757.531		
Residual	90684.319	1494	60.699	94.854	.000 ^b
Total	96441.850	1495			

Coefficients ^a					
Source of Variation	Unstandardized Coefficients B	Std. Error	Standardize Coefficients Beta	t	Sig
(constant)	40.858	1.315		31.080	.000
Workload	.315	.032	.244	9.739	.000

Dependent Variable: job satisfaction

Predictors: (constant), Workload

Table 2 shows the results of the relationship between workload and job satisfaction, $r = .244$, $r^2 = .060$, $r^2_{adj} = 0.059$ with $SEE = 7.790$. The table also shows $F = 94.854$, $sig = .000$. A coefficient breakdown shows that workload had a $t = 9.739$, $sig = .000$ with a $beta = .244$. With $F = 94.854$, $sig = .000$, the regression function is significant. Moreover, with $t = 9.739$, $sig = .000$, workload is significantly related to job satisfaction. Thus workload significantly accounts for a variation of six percent ($R^2_{adj} = .059$).

Summary of Major Findings

- i. This study has shown that there is a significant relationship between workload and job satisfaction of teachers.
- ii. The study also revealed that workload is a factor that determines job satisfaction of teachers.

Discussion of findings

The findings of this study showed that there is a significant relationship between workload and job satisfaction of teachers. Herzberg's motivational theory supports the findings of this study that workload can make a worker to get satisfaction or not in the course of performing his duty. According to Herzberg, workload is only one of those

items that will influence the performance of workers in the work setting because a worker that will be made to bear the normal workload will have satisfaction and he/she is likely to perform better in organization/school system. The findings of this study are in line with the findings of Tabitha and Okello (2014), who confirmed that teachers' job satisfaction can be affected when a teacher is overloaded with many tasks in terms of teaching units and committees' assignments, or under loaded with less teaching units assigned. The findings of this study confirm the findings from the study by Ayugi, Odera, Mise and Kojgei (2013) that teachers do extra work in terms of class control and even in marking examination papers, increase in workload due to additional assignment, record keeping and personal style of educational delivery are factors that can affect teachers' job satisfaction. The findings of this study support the findings of Udofia and Ikpe (2012) that teachers' workload had a significant effect in the academic achievements of student. The findings of this study are also in line with the finding of Sargant and Hannun (2005) who found out in their study that teachers are happy with good pay, big schools where they have the chance for professional growth, where there is not too much workload and where they get the administrative support.

Conclusion

Based on the findings of this study, it was concluded that workload and job satisfaction of teachers are significantly related. Teachers' job satisfaction can be negatively affected by workload overload. Therefore, workload is a factor that determines job satisfaction of teachers.

Implications of findings for counselling practice

Workload has been found to significantly relate to job satisfaction of teachers in this study. With this finding, the school counsellor can reliably counsel students, who are interested in teaching as a career because they feel they will likely enjoy free time, on what to expect in terms of work pressure in the teaching profession. The findings will also guide counsellors to counsel teachers and assist them to adjust positively and gain satisfaction from the teaching job.

Recommendations

Based on the findings of this study the following recommendations were made:

- i. The findings of this study should be used as empirical basis for counselling students who wish to choose teaching as a career.
- ii. Students who desire to become teachers because of free time should be aware that the workload in teaching demands commitment.

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