



## Relationship between Job Demand, Workload and Job Satisfaction among Teachers in Public Secondary Schools in Kaduna Metropolis, Nigeria

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### ABSTRACT

*The study aimed at investigating the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. Specifically the study had three objectives and three null hypotheses. Survey design was used in the study. The population was made of 307 teachers in public secondary schools in Kaduna metropolis, Nigeria. The sample of the study stood at 154 teachers drawn from 131 public secondary schools in the nine educational zones in the state. The instruments tagged Job Demand, Workload and Job Satisfaction Questionnaire (JDWJS) developed by the researcher was used to elicit data from respondents. Four experts validated the instrument. Direct contact was used for data collection. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, Pearson Product Moment Correlation was employed at 5% level of significance. Results indicated that significant relationship exist between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria. By implication, since stress is the most hindering factors affecting the job contentment and commitment of teachers, it can be concluded that best expected from teachers in terms of delivery of quality teaching, quality products, and quality outcomes may be hard due to the high stress level and reduced level of job satisfaction. It was finally recommended that state ministry of education and principals should provide welfare facilities and rewards to motivate hardworking teachers more especially those with much workload, also educational management should provide and encourage activities on developing professional identity for teachers. As this research indicates that job demands, workloads, interpersonal conflicts; motivation and administrative leadership styles (stressors) are negatively related to job satisfaction, the Ministry of Education should enforce certain policies or standards for stress management among teachers. The result of this research work will help the officials of Kaduna state ministry of education to know the influence of job demand and workload on job performance and job satisfaction among teachers in Kaduna metropolis which will enable them adopt strategies to curb the situation. In addition, the result of this finding is of significant to on-coming researchers both theoretical and practical in academics, as it contributed to an extension of literature on the study area.*

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### INTRODUCTION

Education is responsible of empowering the minds to conceive accept thoughts, ideas and prepare society socially, personally and economically for meaningful life. Adcock (2016) opined that education is responsible of equipping the citizens

with skills, knowledge, understanding and attitude capable of reshaping the society and addressing inequality. By implication, quality education is the major instrument for growth and development of citizens and country at large. This explained why Adamu and Sani (2014) reported that quality of



education determines the extent to which needed human resources of nation are produced. Quality education according to Abushaira (2012) is the process and strategy of improving all phases of educational excellence that guarantee the entire system to identify and attain educational goals.

Quality of education includes access and effort on one side and method, productivity or result on the other hand. It therefore means that quality education involves educational process and results (Armour, 2012). Quality of education can be ascertained by manpower in schools, availability of facilities, amount and resources invested, however scholars are of the view that human resources matter most when it comes to educational quality of any nation. Literature revealed that quality of teachers and their attitude towards the profession play a vital role on education (Adamu & Sani, 2014). The success or failure in achieving educational goals depends on the teachers as they are responsible for the curriculum implementation. Teachers are responsible for inspiring and supporting students to achieve their goals and nurture their ability for their own and their prospects. There is no gain saying, teachers are pillars for students' aspiration and future career growth and development.

Generally, studies show that teaching is characterized with high level occupational demand and work pressure. A research work conducted in the United States of America by Kosgei, Mise, Odera and Ayugi (2013) revealed that there is high level of job demands in the teaching profession. Similarly in China, Klassen and Chiu (2011) established that teaching profession is associated with job stress. Hooftman, Mars, Janssen, de Vroome and Van den Bossche (2015) disclosed that teaching has more helplessness, high level of job demand compared to other professions. The study of Gesinde and Adejumo (2010) established that teaching profession is highly demanding and very stressful. No wonder, it was argued that the excessive tasks in the teaching profession affect their job satisfaction of teachers.

In the educational sector, job satisfaction is very important as it influences job commitment, performance and productivity of teachers. Job satisfaction by definition is the extent to which employees feel (positive or negative) about their profession. Sunal, Sunal and Yasin (2011) defined job satisfaction as an individual's feelings and attitudes (positive or negative) toward a profession. According to Kosgei, Mise, Odera and Ayugi (2013), job satisfaction is the extent to which a job offers fulfillment of a

needs or desire to an individual. Consequently, the level of job satisfaction has influence on the productivity of workers. This explains why job satisfaction has been an issue of discussion in the field of education. In the realm of education, what constitutes job satisfaction include class size, workload, administrative support, motivation and salaries. Klassen et al., (2009) and Tickle et al., (2011) reported that salary, pressure of work, leadership and motivation have influence on the job satisfaction of employees. Laughlin (2014) added that the aforementioned factors have effects on job performance and commitment of teachers in the class. Lam, Kaur, and Lee (2014) and Sophia and Giorgos (2014) reported that there is a strong relationship between teacher job satisfaction and attrition rates, job performance, organizational loyalty, efficiency and productivity.

Study conducted by Nilesh (2016) shows that content knowledge, teacher collaboration and teacher career satisfaction have effects on job performance of employees. The author stressed that teachers who are highly satisfied with their career, are mostly found willing to do their best out for their work unlike those that are dissatisfied. Adamu and Sani (2014) reported that job dissatisfaction has the tendency of increasing non-attendance, stress and job performance of teachers. Similarly Saiti (2009) opined that in all working places, motivation and satisfaction are very essential factors for attainment of organizational goals and objectives. According to Paul (2012) and Aloe, Amo and Shanahan (2014), job dissatisfaction causes stress, physical, emotional and mental disorder, anger, frustration, nervousness and laziness. Considering the link between occupational pressure and job satisfaction prompted the researchers to carry out this study. It is hoped that the result of the study will be of significant to the secondary schools education board as it will help them know what causes job dissatisfaction among secondary school teachers. In addition, the results of the study will help school administrators to understand the challenges affecting teachers that affect job satisfaction of teachers. These will enable them to develop appropriate strategies to improve the situation.

Also, the study will be of great significance to secondary school teachers as it will open their mind on the different causes of stress that bring about their non-satisfaction on their job and will also widen their understanding on the approaches of coping with stressful working conditions within and outside school towards their satisfaction on their job.

generally. Finally, the result of this finding is of significant to on- coming researchers both theoretical and practical in academics, as it will contribute to an extension of literature on job satisfaction among secondary school teachers

### **Objectives of the study**

The main purpose of the study is to determine the relationship between job demands, workload and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. Specifically, the study intended to:

1. find out the relationship between job demand and job satisfaction of teachers in public secondary schools in Kaduna metropolis and
2. Establish the relationship between workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis.
3. Assess the interactive influence of workload and job demand on job satisfaction of teachers in public secondary schools in Kaduna metropolis.

### **Research Hypotheses**

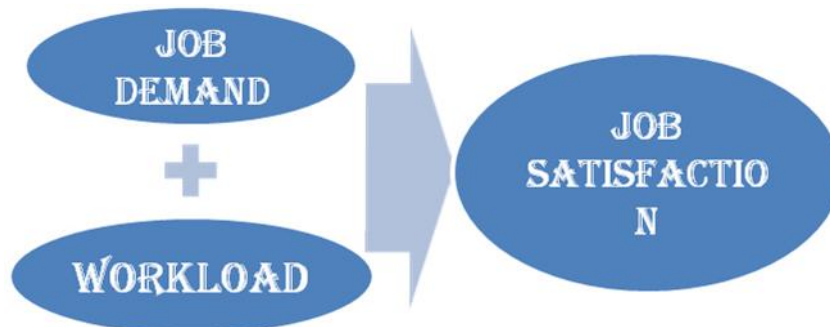
1. There is no significant relationship between job demand and job satisfaction of teachers in public secondary schools in Kaduna metropolis and
2. There is no significant relationship between workload and job satisfaction of teachers in

public secondary schools in Kaduna metropolis.

3. There is no significant interactive influence of workload and job demand on job satisfaction of teachers in public secondary schools in Kaduna metropolis.

### **THEORETICAL FRAMEWORK**

The study is built on Herzberg Two- factor Theory (1959). Herzberg developed motivational theory using 200 staff of Pittsburgh, Pennsylvania who specialised in Engineering and Accounting. An open ended questionnaire (a. when did you feel satisfactory about your profession and what makes you satisfied on your career? b. when did you feel dissatisfied about your career and what discourage you in your career) was used for data collection. The result of the study which was presented in Tabular form indicated job satisfiers (motivators) are related to job staff welfare, recognition, advancement and salaries while job dissatisfiers are link with job pressure. In the theory, Herzberg considered job satisfaction and dissatisfaction to be variables that are placed in two different directions of the same scale. The theory suggested that Motivating factors staff welfare, recognition and benefits are essential independent variables that influence employee job satisfaction. On the other hand variables such as pressure of work, job context and security are associated with employee dissatisfaction. The theory assumes that satisfaction or dissatisfaction of employee depends on the level of motivational factors. The model of the theory is as seen below



The model of the theory assumed that job demand and workload have influence on job satisfaction or dissatisfaction of employee. Followers of the theory such as Suleman, Hussain, Butt, and Ahmad (2012) maintained that absence of stress and burnout or minimal stressors in the working place will lead to job satisfaction. The theory according to Kim (2004) is the most suitable model of job

satisfaction. Although the theory ignores difference that may arise from individual by assuming that all workers have the same manner of reacting to an action, however, the theory has gain recognition and support among scholars. For example, Getahun et al., (2007) and Best (2010) used the framework of the theory to determine job satisfaction among police officers.

## METHODOLOGY

Descriptive survey design was adopted for the study. Adamu and Sani (2014) emphasized that this design should be employed when a research work involves the use of questionnaire to seek the opinions of respondents. The design was considered suitable because it enables the researchers to understand the social phenomenon from the participants' perspective.

The population of the study constituted all the 307 teachers in 262 public secondary schools in the state. The state has nine (9) educational zones with a total of 307 teachers in the state. The researchers used 50% of the population for the study. The sample of the study stood at 154 teachers from 131 public secondary schools in Kaduna state. Proportional sampling techniques was employed to select number of schools and teachers that participated in the study using random sampling technique.

Questionnaire was the instrument for this research, which were tagged Job demand, workload and Job satisfaction Questionnaire (JDWLJS) developed by the researcher based on the research questions formulated and the literature of previous studies. The questionnaire was four rating scale made up of 55 items. To determine the validity of the instrument, the questionnaire was subjected to scrutiny by staff of the Abubakar Tafawa Balewa University (ATBU) Bauchi. Content validity of the instrument was ascertained as it covered all facets of job stress and job satisfaction and corrections of expert were incorporated into the final copy of the instrument.

A pilot study was conducted in order to check the reliability, accuracy and validity of the questionnaire. A total sixty (60) copies of questionnaires were administered to teachers in some secondary schools in Gombe state. Questionnaire were collected, coded and subjected to Cronbach Alpha analysis. A reliability coefficient of 0.82 was obtained. According to Abdullah and Parasuraman (2009) any instrument that produced up to 0.60 reliability coefficient is reliable for a study.

The researcher collected a letter of introduction from Kaduna state Post Primary Schools Management Board and consent to the various schools under study; permission was sought from the school principals to administer the instruments. The researchers assisted by 3 research assistants personally visited the schools and distributed the instrument to the target teachers. The responses were collected immediately in each school visited. The exercise lasted for 8 weeks.

Data collected from main study were analyzed using weighted mean score to determine the research questions. An interval scale was used as an index for answering the research questions. The interval scale used for answering research questions one to three as follows: 3.50 to 4.00, Very High (VH); 2.50 to 3.49, High, (H); 2.00 to 2.49, Moderate (M); 1.50 to 1.99, Low, (L); and 1.00 to 1.49, Very low, (VL).

In the process of answering research questions four and five, strongly agreed and agreed were classified as agreed (A) while disagreed and strongly disagreed were considered as disagreed (DA). A mean score of 2.5 and above was used as index score for agreed. The choice of the minimum score was based on the average of the four rating scale ( $4+3+2+1 = \frac{10}{4} = 2.5$ ). Pearson Product Moment

Correlation for testing the null hypotheses at 5% level of significance.

## RESULTS

This sub-heading presents the results used for answering the research questions and test of null hypotheses. Out of 153 copies questionnaire distributed, 126 were fully collected and completed correctly and used for this analysis.

### Results of the Hypotheses

The results of test of null hypotheses are as presented in Table 1 to 3.

**Null Hypothesis One:** There is no significant relationship between job demand and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria.

**Table 1:** Pearson Product Moment Correlation for test of null hypothesis One

Variables	Mean	Std. Dev	N	t-cal	t-crit	P-value
Job satisfaction	2.16	0.73	126			
Job demand	3.11	.77	126	.199*	.195	.002

The analysis of data for null hypothesis one presented in the Table revealed the mean score of 2.16 and 3.11 for JS and JD with standard deviation of .73 and .77 respectively. The calculated value of .199\* obtained was greater than 0.195, this can also be seen in the probability value .002 found to be less than 0.05 level of significance. The result indicated that significant relationship exists between JD and JS

of teachers in public secondary schools in Kaduna metropolis, Nigeria. The hypothesis was rejected.

**Null Hypothesis Two:** There is no significant relationship between workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria.

**Table 2:** Test of relationship between the variables in null hypothesis Two

Variables	Mean	Std. Dev	N	r-cal	r-crit	p-value
Job satisfaction	2.16	.73	126	.280*	.195	.030
Workload	3.11	.79	126			

The test of null hypothesis two presented in Table 8 revealed the mean score of 2.16 with standard deviation of .73 for JS while that of WL stood at 3.11 with standard deviation of .78. The calculated value obtained was greater than the critical value (.280\* > .195). The probability value was less than the level of significance (.030 < 0.05). The result revealed that the strength of relationship

between WL and JS of teachers in public secondary schools in Kaduna metropolis, Nigeria was significant. The hypothesis was rejected.

**Null Hypothesis Three:** Workload and job demand have no significant interactive influence on job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria.

**Table 3:** Factorial ANOVA used for testing interactive influence of Self efficacy and self-esteem on attitude of agricultural pre-services teachers towards teaching profession

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	103.946	13	7.996	43.708	.000
Intercept	194.531	1	194.531	1063.364	.000
Workload	6.438	4	1.610	8.798	.000
Job demand	8.734	3	2.911	15.914	.000
workload *job demand	5.837	6	.973	5.318	.000
Error	55.797	305	.183		
Total	2161.000	319			
Corrected Total	159.743	318			

a. R Squared = .651 (Adjusted R Squared = .636)

A factorial ANOVA revealed that each of independent variable have significant influence on job satisfaction of teachers in the state (F=8.798, p=.000 and F=15.914, p=.000). The F-value of the two variables (work demand \* workload) was 5.318, p=.000 suggested that there was significant interaction between the variables. The Adjusted R<sup>2</sup> value of .636 further affirmed that the independent variables WL and WD, explains 63.6% of the variability of the dependent variable. The hypothesis was rejected.

demand and job satisfaction of teachers in public secondary schools in Kaduna state. The result of the study agreed with that of Simbula (2010) who reported that job demand is one of job stressors negatively affects job satisfaction of teachers. Also, Adamu and Sani (2014) reported that teaching profession is associated with job-related stress and dissatisfaction. Globally, Khan et al. (2014), Yorimitso et al. (2014) and Herrington (2014) reported that job satisfaction of teachers is declining due to work pressure. Buttressing this point, Samela-Aro and Upadyaya (2014) upheld that workload leads to burnout and work dissatisfaction among teachers. The study of Ahmed (2015) also revealed that job

## DISCUSSIONS OF THE FINDINGS

The result of null hypothesis one indicated that there was strong relationship between job



demand has effect of level of satisfaction of teachers.

The outcome null hypothesis two shows strong relationship exist between business educators' workload and their job satisfaction in public secondary schools in Kaduna metropolis, Nigeria. The outcome of the study is similar with that of Usman *et al.* (2011) who reported that teachers' satisfaction is affected due to occupational stress. Similar study conducted by Klassen and Chiu (2009) indicated that factor such work overload significantly influence job satisfaction of employee. Anastasiou and Papakonstantinou (2014) maintained that there is no practical relationship between occupational in pressure and job contentment but there is negative or positive link between them.

The result of null hypothesis three indicated that job demand and workload significantly influence job satisfaction of business education. The result obtained was expected looking at effect of each of the variable on job satisfaction of teachers. The finding agreed with earlier study conducted by Antoniou *et al.*, (2013) who reported that work pressure and excessive work demands are pointers of job dissatisfaction. Similar result was reported by Kim and Cho (2015) whose study indicated that stress levels as a result of work pressure (professional demand and pressure of work) lead to job dissatisfaction of agricultural teachers.

## CONCLUSION

The study investigated the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. In Kaduna metropolis previous studies focused on either job demand or workload on different area of specialization. However, the current study addressed the relationship of the two independent variables on job satisfaction of teachers specifically; a knowledge gap in the area and variables that was filled makes the study robust

The study indicated that job demand, workload and job satisfaction of teachers in Kaduna metropolis was low. In addition, there is strong relationship between the independent variables and dependent variable. By implication the best of teachers will not be obtainable is the situation remains unchanged. To improve the situation, stakeholders should make the take urgent action to address the problems that is threatening the job

satisfaction and retention of teachers in Kaduna state.

In conclusion of the study was drawn on the basis of the findings of the research studied. The study found that job demand, workload, administrative leadership styles and motivation are some of the major factors predisposing the job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria. By implication, since stress is the most hindering factors affecting the job satisfaction and performance of teachers, it can be concluded that best expected from teachers in terms of delivery of quality teaching, quality products, and quality outcomes will be difficult.

## RECOMMENDATIONS

In line with the findings, the following recommendations are put forward

1. To reduce to workload of business teachers, Kaduna state government should as matter of urgency employ more teachers in the area
2. Teachers that are holding administrative posts such as game master, form master, labour master, and house master should be relief from the post. This will help to reduce pressure of work on them.
3. Factors affecting job satisfaction of teachers such delay in salaries, promotion and excessive work pressure among others should be address.
4. Teachers that have excess workload and work demand should be motivated through earn allowance and other incentives.
5. State ministry of education and principals should provide welfare facilities and rewards to motivate hardworking teachers more especially those with much workload.

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