

**WORKLOAD AND JOB SATISFACTION REVISITED AMONG  
PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU WEST SUB  
COUNTY, KENYA**

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**ABSTRACT**

The performance of teachers in secondary schools is significantly dependent on their satisfaction with the job, consequently influencing how students perform. However, with the surge in the number of pupils especially in public secondary schools after the introduction of Subsidized Secondary Education (SSE), there has been a challenge in determining how much work one teacher ought to handle to equally meet the students' needs. This paper establishes how teachers' workload influences job satisfaction. The study's focus was on public secondary schools in Nakuru County. The study adopted a descriptive research design with a target population of 326 teachers drawn from 9 public secondary school teachers in Nakuru West Sub County. A sample size of 150 respondents was then obtained using stratified random sampling. Structured questionnaire guide was used for data collection and was analysed using descriptive and inferential statistical methods. The study established that workload ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ) significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The study further recommends that the school's management explore ways through which they can reduce the teacher's workload and make them happier and more satisfied with their work.

**Keywords:** Job satisfaction, Workload, Public Secondary school, Teachers, Nakuru West

**1.0 INTRODUCTION**

**1.1 Background to the Study**

Teaching plays a vital role in the development of societies all over the world (Makovec, 2018). Teachers play a key role in moulding students to excel in examinations and eventually succeed in life. When the needs of the teachers are not met, unrest and dissatisfaction are increased which is very unhealthy for not only teachers but also for students (Zilli & Zahoor, 2012). Satisfaction in the teaching job is therefore necessary for a teacher, the students as well as the overall wellbeing of the profession. In Kenya, just like in other parts of the world, teacher job satisfaction is crucial if the education sector is to achieve its objective of

delivering quality learning to students. Dhanapal, Alwie, Subramaniam and Vashu, (2013) examined the factors which influence employee satisfaction in higher educational institutions in Malaysia. The study noted that the majority of the employees in these institutions were not satisfied with their jobs. This was attributed to the fact that teachers worked for several hours with the number of lessons being high.

The interest in identifying and understanding teacher workload and teacher work-life has increased over time as school systems, governments and teacher associations struggle to make sense of the work intensification that has occurred as a result of the increased levels of accountability, role conflict, unrealistic expectations and burdensome administrative tasks (Öztürk, 2011). Increased workloads are also being linked to the issue of teachers' turn over from the profession due to resignation, exit or attrition due to a host of health-related factors. The predictors of workload include class sizes, administrative duties and work hours.

More parents and governments in the developing world are becoming increasingly aware of the benefits of education in improving the learning prospects of the child. The pressures of high transition rates from primary to secondary have caused an influx of students and hence high student to teacher ratio. In many developing countries, what is expected from teachers in the social context is not premised at a realistic level given material rewards, workloads and living environments (Onyambu, 2014). Teachers in secondary schools are therefore faced with difficult challenges such as, classroom management and discipline, managing instructional tasks and sacrificing leisure time to prepare for the lessons or mark the students' work.

Numerous studies that have been put forth have focused on the influence of workload distribution on job satisfaction, but none has been conducted in public secondary school teachers in Nakuru West Sub-County. Therefore, this study examines issues related to the influence of class size, administrative duties and working hours as predictors of workload distribution on job satisfaction among public secondary school teachers in Nakuru West Sub-County.

## **2.0 LITERATURE REVIEW**

### **2.1 Workload and Job Satisfaction as a Human Resource Aspect**

Human resources have a strategic position that contributes to realizing organizational goals that have a competitive advantage (Wright, Gardner, Moynihan & Allen, 2005). Butt and Lance (2005) in their study found that workload is among one of the factors that can reduce job satisfaction. The workload is the cost or amount spent by individuals to achieve a certain level of performance that arises due to the interaction between task requirements, the circumstances in which the task is performed, skills, as well as individual perceptions (Hart, 2006).

According to Harris, Winskowski and Engdahl (2007), organizations need to pay attention to human-resource-related issues, among which are employee job satisfaction. Employee job satisfaction is an area that requires special attention from the organization because the job

satisfaction of workers determines the organizational success while the poor morale of employees determines whether the organizational priorities can be accomplished.

Rajan (2018) asserts that employee workload is a critical determinant of their productivity and turnover because if their workload is below the standard workload, it will evoke laziness and provide opportunity for them to be idle and indulge in non-productive activities like group politics, with its attendant implications on performance. On the other hand, if the workload is above the standard workload, there is a tendency that the employee will be overwhelmed; this will result in hazards like burnout and subsequent breakdowns as well as ill feelings and dissatisfaction and subsequently cause them to quit the job for less strenuous jobs where available.

## 2.2. Teachers' Workload and Job Satisfaction

The interest in identifying and understanding teacher workload and teacher work-life has increased over recent years as school systems, governments and teacher associations struggle to make sense of the work intensification that has occurred as a result of the increased levels of accountability, role conflict, unrealistic expectations and burdensome administrative tasks (Öztürk, 2011).

Class sizes as a workload factor affect job satisfaction among public secondary school teachers. Aacha's (2010) study on teacher motivation in Uganda revealed that teachers were overwhelmed with large classes and the number of learners was not consistent with that of teachers. This is because the number of learners exceeded the recommended teacher-learner ratio. The recommended teacher-student ratio for public secondary schools should be 40:1 which is the ideal situation (UNESCO Institute for Statistics, 2006). In Kenya, a study was done by Majanga, Nasongo and Sylvia (2011), on the influence of class size on classroom interaction in the wake of Free Secondary Education (FSE) found that FSE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and working for long hours. However, this was not linked to secondary school transition. The present study, therefore, seeks to determine whether class size was a factor that affected public secondary school teachers in Nakuru West Sub-County.

According to Kagwiria and Amukowa (2014), on teacher's productivity in promoting quality education in schools in Kenya, large class sizes and heavy workloads in relation to pay (the effort-price of work) made teachers resistant to the introduction of new teaching methodologies and other innovations. The results of Kagwiria and Amukowa (2014) did not relate class sizes and intense workloads to the job satisfaction that this study seeks to examine.

Nyangaya (2015) established that majority of teachers taught for long hours every day and as a result, the teachers lacked time during the day to prepare for the lessons, mark books and perform other duties assigned. The teachers, therefore, go to class unprepared to teach or fail to attend classes altogether. Analysis by Nyangaya (2015) only concentrated on how teachers faced long hours of teaching and did not contribute to whether they were satisfied or

unhappy. Accordingly, this study aims to explain the association of workload with job satisfaction.

It is evident from preceding discussions that several studies have arrived at different conclusions regarding the influence of class sizes as a workload predictor on job satisfaction among teachers. This means their findings cannot be generalized as yet. Contexts such as public schools in Nakuru West sub-county have also not benefitted from a similar type of study despite the fact that they also face challenges related to job satisfaction evidenced by merging of classes or moving from one class to the next in rapid succession within school hours. Therefore, it is important to establish the effect of class size on teachers' level of satisfaction.

With a focus on administrative duties, teachers' workloads have also been affected by the shifting of some work assignments from school administrators to actual classroom teaching. The workload of the teachers has been observed to increase tremendously as a result of more administrative duties, increased expectations from parents and learners, and the constant new non-educational thesis in schools. It is argued that excessive workload especially due to handling administrative work is found to be a major cause of teacher dissatisfaction (Kaur, 2017). The increased workload is also evidenced by the teacher being assigned a lot of paperwork and management of indiscipline cases.

Several studies have identified rising expectations for teachers to complete tasks or assignments that were previously reserved for administrators. Brazil (2013) surveyed primary teachers in Hong Kong and found that increased workload, lack of time in the day, larger class sizes and administrative paperwork were all indicators of increased teacher dissatisfaction. A similar study was needed to ascertain the main reasons why teachers were not satisfied in Nakuru West Sub-County.

Similarly, findings of a survey by Libent (2015) on primary teachers indicated that teacher to pupil ratios, long working hours and administrative issues have also been identified as sources of dissatisfaction for early educators. In the West African country of Togo, Akyem (2010) sought to examine teacher development in the country using a descriptive survey approach. In the survey, 1000 teachers were randomly sampled. The findings indicated that high demands on the job will create dissatisfaction if the returns do not commensurate with the duties. It is clear from the foregoing discussions that the involvement of teachers in administrative work affects their productivity. However, there have been conflicting opinions about the precise effect of such activities about their level of work satisfaction. Previous studies have not adequately explored the influence of administrative roles on job satisfaction among public secondary school teachers in the sub-county of Nakuru West, requiring further analysis. Turner (2008) contends that many teachers raise concerns about dissatisfaction with working conditions, the time allotted for planning instructions, poor relations at school with colleagues and the general school environment. Cuddapah and Burtin (2012) found that many first-time teachers felt they lacked time to reflect on what happens in the classroom and consider implications for future practice. All these were to a large extent attributed to the increased workload that effectively limited their time for interaction. A study by Al Tayyar (2014) reports that, while teachers in Arabia were most satisfied with work itself, they were not satisfied with family time as well as interpersonal relationships. This shows that their jobs

took up most of their time. According to Omondi (2012), in a study that sought to examine factors influencing job satisfaction of public secondary school teachers in Mombasa County, Kenya, he established that teachers were satisfied with their overall performance on the job, the workload, flexibility of working hours, job security, the relationship with co-workers and individual initiative at school. This indicates that, in order to satisfy teachers, their workload was generally within the required standards. This caused the study to be undertaken in the Nakuru West Sub-County to determine if teachers' retention was related to their workload.

Nganzi's (2014) study found that working hours contributed to job satisfaction. The study also found that having a flexible timetable was a factor in job satisfaction because it creates room for one to engage in personal activities that could be geared towards personal growth and development. It was also associated with increased autonomy to perform own duties with no interference. It was, therefore, necessary to research whether teachers in Nakuru West Sub-County worked for hours above the normal level and whether that was the reason for their discontent.

Nyangaya (2015) established that majority of teachers taught between 21- 40 lessons per week which were an indication that these teachers taught a minimum of 3 and half hours of lessons per day. Further, it meant that they only had 2 hours of lessons a day to prepare for the lessons, mark books and perform other duties as may be assigned. It was for this reason that some of these teachers go to class unprepared to teach or fail to attend classes all together because of excess workload. The study also found out that job satisfaction was high among teachers who taught less than 10 lessons per week. Murawski (2012) explained that teachers needed to find at least a small amount of time (20 minutes minimum) once a week to meet. The reviewed literature indicates that the issue of increased working hours on teacher job satisfaction is still disputable because it is likely to vary from one individual to another or from one context to another. In the case of Nakuru West Sub County, the effect of working hours as a function of workload has not been examined, hence, this paper sought to establish whether the workload contributes to the dissatisfaction of teachers in public secondary schools in the area.

### 3.0 METHODOLOGY

This study adopted a survey research design which according to Oso and Onen (2009), purposely sought to determine whether or not an association exists between two or more paired and quantifiable variables. It collects data from two or more quantifiable variables from the same group of subjects and compares how they vary (Nardi, 2018). Both qualitative and quantitative data was obtained for the study. The design was also useful when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. This design allowed testing of hypothesis and inference to be made as regards to workload variable on job satisfaction.

The study was carried out in public secondary schools in Nakuru West Sub County, Nakuru County, Kenya. These schools were chosen because the problem of the attrition of teachers was obvious. Schools in the region have also been found to have lost an average of 16% of teachers to other professions (Nakuru County Education Office, 2019). The target population comprised 326 teachers from all the 9 public secondary schools in Nakuru West Sub County,

in order to secure a representative group which would enable the researcher to gain information about an entire population (Sekaran & Bougie, 2010), Nassiuma's (2000) formula was used to draw the sample size thus:-

$$n = \frac{Nc^2}{c^2 + (N - 1)e^2}$$

Where  $n$  = sample size,  $N$  = population size,  $c$  = coefficient of variation ( $\leq 30\%$ ), and  $e$  = error margin ( $\leq 5\%$ ). In this study,  $c$  is taken as  $50\%$ , as recommended by Nassiuma (2000),  $e$  to be  $2\%$  and  $N = 535$ , therefore, fitting this into the formula:

$$n = \frac{326 * (0.5)^2}{(0.5)^2 + (326 - 1) * (0.03)^2} = 150.23 \approx 150$$

A sample size of 150 teachers was therefore obtained.

Since the number of teachers is high, systematic random sampling was used to select teachers for the study. To achieve this, the study used a list of teachers from each school and located the teachers whose names were odd-numbered until the prescribed sample size was obtained. The advantage of this sampling method, as opposed to the simple random sampling, was that it was cheaper to implement than simple random sampling (Oso & Onen, 2009).

A structured questionnaire guide drawn on a Likert scale was used in data collection. The questionnaire method is the most widely used in survey studies and has been chosen in this study because it is an effective way to produce large volumes of data, reach a large population and is also easy to administer. Structured questionnaires can pose difficulty in that they do not provide additional space for respondents to respond to additional answers to the question being asked. However, this was solved by the validation of the elements in the questionnaire that we're able to quantify the study variables. The questionnaires were self-administered directly to the respondents who filled and returned after their agreed period. Data obtained from the questionnaires were converted to numerical codes and scored on a 4-point scale in the order of magnitude of the construct being measured, then entered into the Statistical Package for Social Sciences (SPSS) version 22 for analysis. The data were analysed using both descriptive and inferential statistical methods. Descriptive analysis was done using frequencies and percentages to describe the basic characteristics of the population (Bhattacharjee, 2012). Inferential statistics involved regression analysis to determine the nature of the relationship between workload and job satisfaction

## 4.0 RESULTS AND DISCUSSION

The main aim of this study was to establish the effect of workload on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The workload, in this case, was described in terms of Class sizes, Administrative duties and Levels of staffing. A four-point Likert scale was used to rate responses of this variable ranging from 1 = strongly disagree to 4 = strongly agree. Further, the mean was used as a parameter to assess the reactions of the respondents to the statements posed. The closer the mean score on each item

was to 4, the more the agreement concerning the statement, while scores below 2.5 would indicate disagreement regarding the statement posed.

## 4.1 Descriptive Statistics on Teachers' Perception of the Workload

The study selected questionnaire items on the workload construct and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed, and conclusions are drawn. The findings are as presented in Table 1.

**Table 1: Effect of Workload on Job Satisfaction**

Statement	SD %	D %	A %	SA %	Mean	St. Dev
I teach many lessons per week	1	4.5	44.5	50	3.44	0.628
I work for more than the required hours when I am on duty	1	2.7	44.5	51.8	3.47	0.601
I am assigned administrative duties	1	6.4	91.8	1	2.93	0.324
I mark a lot of exam papers	0	6.4	74.5	19.1	3.13	0.49
I administer many exams in a month	0	6.4	81.8	11.8	3.05	0.425
I teach during weekends	0	7.3	90	2.7	2.95	0.314
I am involved in more than one co-curricular activity	0	5.5	82.7	11.8	3.06	0.413
I teach many remedial classes	0	11.8	79.1	9.1	2.97	0.459
The deadline are unrealistic	3.6	4.5	40.9	50.9	3.39	0.743
<b>Aggregate</b>					<b>3.154</b>	<b>0.489</b>

It is evident from the findings presented in Table 1 that most teachers teach many lessons per week as indicated by the majority (50%) of the respondents who strongly agreed and 44.5% who agreed. The majority (51.8%) of the respondents strongly agreed that they work for many hours when they are on duty. This shows that when teachers have many lessons, they could lack time during the day to prepare for the lessons and perform other duties. This implies that when teachers attend to class when unprepared it affects their overall level of satisfaction. Similarly, Majanga's et al. (2011) study on the influence of class size on classroom interaction in the wake of Free Secondary Education (FSE) found that teachers are dissatisfied with heavy workloads, handling many lessons, many pupils and working for long hours.

In most schools, the teachers were also assigned administrative duties as indicated by the majority (91.8%). According to Kaur (2017), excessive workload especially due to handling administrative work is a major cause of teacher dissatisfaction. Teachers' workload has been observed to increase tremendously as a result of more administrative duties including daily

monitoring of student duties, being in members of school committee as well as patrons of clubs, increased expectations from parents and learners, and the constant new non-educational thesis in schools. Libent (2015) also found that increased administrative paperwork were all indicators of increased teacher dissatisfaction. Similarly, findings of a survey on primary school teachers indicated that teacher to pupil ratios, long working hours and administrative issues have also been identified as sources of dissatisfaction for early educators (Mbogo, 2015).

Most teachers (74.5%) agreed that they mark a lot of examination papers since they administer many assignments in a month. According to Waga and Simatwa (2014), having many exam papers to mark affects the teacher's job satisfaction as it compels them to spend more time during the day for marking pupils' work and abandon other necessary responsibilities. As a result, it denies the teachers time to adequately prepare themselves for the next day's routine.

The study found out that most teachers also teach many remedial classes as indicated by the majority (79.1%). Further, most teachers (90%) claimed that they teach during weekends and that they are also involved in more than one co-curricular activities (82.7%). Kyara (2013) in Tanzania had also found that in some cases, teachers were forced to prepare remedial classes for slow learners. This affected teachers who resided far away from school due to the challenges of travelling in evening hours. In either case, compelling teachers to teach remedial classes without adequate arrangements affected their job satisfaction. However, according to findings in a study by Aminga (2013), majority of teachers were of the view that remedial lessons created a reputation to teachers and most often the reputation rests on the academic results they are able to achieve. This makes the provision of remedial lessons something that brings some relief and balance. The study concluded that if teachers were in a position to decide, they would like private tuition to continue being given to students.

In addition, the majority felt that the deadlines given to them were unrealistic as indicated by the majority (50.9%) who strongly agreed. This could also affect the teacher's job satisfaction as it means the teachers would be working under pressure and, thus, would have less time for other activities including preparation for other classes. Murawski (2015) explained that High School teachers needed to find at least a small amount of time (20 minutes minimum) once a week to meet and deliberate on work issues or socialize and get relieved from the work pressure.

The overall index for workload given by the aggregate mean 3.154 and standard deviation 0.489 suggests that majority of the teachers agreed with the statements posted on the workload characteristics in their schools. The general trend was that the workload was high and this could affect the teachers level of job satisfaction. According to a study by Kagwiria and Amukowa (2014), on teacher's productivity in promoting quality education in schools in Kenya, large class sizes and heavy workloads in relation to pay (the effort-price of work) made teachers resistant to the introduction of new teaching methodologies and other innovations. Wesangula (2017) noted that while teachers were most satisfied with work itself, they were not satisfied with time –especially weekends- for family and interpersonal relationships implying that their jobs took up most of their time.

#### 4.2 T-Test on Workload Perception based on Gender

The study also sought to assess whether there were significantly different perceptions of the workload between male and female teachers in public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the workload among the two groups were indeed significant. The findings are summarized in Table 2.

**Table 2. A T-Test on Workload Perception based on Gender**

	Gender	N	Mean	Std. Dev.	Mean Difference	df	T	F	Sig.
Workload	Male	47	28.7	1.502	0.528	108	1.151	7.939	0.006
	Female	63	28.17	2.86	0.528				

The results in Table 2 indicate that the perception of the workload in the public secondary schools in the area was statistically significant, different across both genders of teachers ( $t = 1.151$ ;  $f = 7.939$ ;  $df = 108$ ;  $p = 0.006 > p = 0.05$ ). This implies that both categories of teachers did not necessarily share the same views on the levels of workloads in their schools. The significant difference in the perception of workload based on the gender of the teachers could be as a result of women doing a lot of chores at home compared to men and as such extra workload at school would affect them.

#### 4.3 Regression of Workload on Job Satisfaction among Teachers

The study carried out a bivariate regression analysis to determine whether there was a significant relationship between workload and job satisfaction among teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values were greater than  $p > 0.05$ . The findings are summarized in Table 3.

**Table 3. Regression of Workload on Job Satisfaction among Teachers**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	23.553	5.766		4.084	0.000
Workload	-0.422	0.152	-0.41	-2.77632	0.005
R	.410a	F	5.2773		
R Square	0.168	Df	1, 107		
Adjusted R Square	0.153	Sig.	.000b		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Workload

The results in Table 3 suggest that the Pearson Product-Moment correlation coefficient is  $R = 0.410$  and the adjusted R-square, that is, the standardized coefficient of determination,  $R^2$  is 0.153. This suggests that workload could independently explain up to 15.3% in the variations in job satisfaction among public secondary school teachers in the area. However, the model's F-statistic is 5.2773 with  $p = 0.000 \leq p = 0.05$  and  $df = 1, 107$ , is significant which implies that the workload when fitted into the model had explanatory power in explaining variations in the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County. Further, the bivariate model constant is significant ( $p \leq 0.05$ ), which indicates that there were other variables which when fitted into the model could explain the variations in the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County. These findings support those of Brazil (2013) whose study found that increased workload, lack of time in the day, larger class sizes and administrative paperwork were all indicators of increased teacher dissatisfaction. Similarly, findings support those of Libent (2015) which revealed that teacher to child ratios, long working hours and administrative issues were identified as sources of dissatisfaction for early educators.

The study hypothesis was tested under the null hypothesis thus;

H01: Workload has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya

**Table 4. Regression Results of Job Context factors on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-8.559	8.483		-1.009	0.315
Workload	0.123	0.062	0.108	1.9839	0.025

a Dependent Variable: Job Satisfaction

The beta value in the regression results in Table 4 indicate that the relationship between workload and job satisfaction was significant ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ). Consequently, the null hypothesis was rejected and the view adopted that workload did significantly influence job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. These findings agree with Kaur (2017) who argued that excessive workload especially due to handling administrative work is found to be a major cause of teacher dissatisfaction. They also agreed with Abubaha (2019) that, high demands on the job will create dissatisfaction if the returns do not commensurate with the duties. In agreement, the results of the study concur with that of Nganzi (2014) who found that moderate working hours contributed to job satisfaction among secondary school teachers.

## 5.0 CONCLUSION AND RECOMMENDATIONS

This study established that most teachers teach many lessons per week with majority of the teachers strongly agreeing that they worked for many hours when on duty. In most schools,

the teachers were also assigned administrative duties. Most teachers said that they mark a lot of examination papers since they administer many exams in a month. Furthermore, most teachers claimed that they teach during weekends and that they are also involved in more than one co-curricular activity. While most teachers also indicated teaching many remedial classes, the majority felt that deadlines given to them were unrealistic. Results from the regression analysis showed that workload has a significant effect on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ). Consequently, the study concludes that workload has a significant effect on job satisfaction. The finding implies that the current levels of workload experienced by teachers in secondary schools in Nakuru West sub-county affected their job satisfaction levels. In other words, a unit increase in workload could influence up to 0.108 units of teachers' job satisfaction.

## 5.1 Recommendations

Regarding the workload on the teachers, the study established that most employees put in more hours at work. The study recommends that policymakers at the Ministry of Education and the Teachers Service Commission (TSC) should make efforts to increase the number of teaching staff in the public secondary schools so as to reduce the workload on teachers. The study also recommends that schools principals and deputy principals ought to explore more ways through which they can reduce the extra workload on teachers and make them happier and more satisfied with their work.

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