

## THE RELATIONSHIP BETWEEN WORKLOAD AND JOB SATISFACTION WITH THE SUPERVISORS AMONG HIGH SCHOOL TEACHERS

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### ABSTRACT

*Teachers' job satisfaction is essential for effective teaching and performance, especially when teachers face multiple workloads. In Kenya, most teachers in public schools engage in more than one aspect of workload. How they manage these workloads greatly depends on the support from administrators and supervisors. This study investigated the relationship between workload and job satisfaction with supervisors among public high school teachers in Kiambu County, Kenya. The study was guided by the question: What is the relationship between workload and job satisfaction with the supervisors in public schools in Kiambu County? The study was anchored on two theories: Job-demand resource and Herzberg's Two-Factor theory. A descriptive survey design was used to target a population of 4,447 teachers teaching in Kiambu public secondary schools at the time of the study. Data were obtained from a proportionate stratified random sampling technique, and a sample of 367 teachers was selected. Workload questionnaires and a standardised job satisfaction survey (JSS) for educators were used to collect teacher data. The tools were piloted in Murang'a County, a neighbouring County to the northeast, to establish the validity and reliability of the instruments. The test of the hypothesis was done using the Multinomial logistic regression analysis. Data were analysed descriptively using percentages and frequency tables. The presentation was done using tables. The study found that workload was positively related to job satisfaction with the relationship with the supervisor. That is, supervisors gave support that was perceived as sufficient, and teachers were happy with their work. Teachers in most workload categories (5 of 7) were delighted with the support they received from their supervisors, while only 2 out of 7 showed less satisfaction with their relationship with the supervisors. Job satisfaction was attributed to adequate support extended to teachers, which enabled them to cope with their work. The study concluded that the relationship with the supervisor positively affected the relationship between workload and job satisfaction. The study recommended that supervisors be emotionally, psychologically, materially, and morally supportive of the teachers, treat them well, and involve them in the school's decision-making. Supervisors' support would make teachers own their work and deliver as a team to achieve the school's goals.*

Keywords: Workload, Job satisfaction, Job demands, Teachers, Supervisors, Support

### INTRODUCTION

Teachers' productivity is greatly influenced by their level of job satisfaction (Khan et al., 2014; Maldrine & Kiplangat, 2020; Shahi, 2020). The workload is the tasks an individual carries out at a given time. For teachers, workload constitutes the formal and informal responsibilities the school assigns to an individual teacher, which must be executed accordingly (Shafie et al., 2017). Rajan (2018) asserts that a person's workload has either a good or negative impact on job satisfaction. Nevertheless, Nguyen and Tuan (2022) noted that most public sectors opt to do more with less workforce, exposing workers to work overload and ultimately leading to low job satisfaction. Teachers' workload includes performing other duties besides teaching, such as administrative work, guidance, counselling, and supervision.

Job satisfaction is the negative or positive feelings individuals have about their work. It is about the perceptions that people have of their job. The satisfaction level depends on people's perceptions of their jobs, where high job satisfaction points to a favourable perspective, while low job satisfaction indicates an unfavourable perception of the job (Herawati et al., 2023). Job satisfaction with the supervisor is the feeling individuals experience when they evaluate the support they get from their supervisors. The feelings may be positive, such as lovely sentiments, confidence, joy, optimism, professional and moral support, and a good attitude, or negative feelings, such as unpleasant, low self-esteem, discouragements, disappointments, and unworthiness. The supervisor supports the workers when they care for them emotionally, technically, instrumentally, morally, and professionally.

### LITERATURE REVIEW

Teachers' happiness about their work, how they relate with their supervisors, and the support they get from them play an essential role in improving their performance and effectively achieving the school's overall goal. According to Kalamawei et al. (2016), contented professionals are more likely to be productive at work, stay at their place of employment for a more extended period, and pay attention to the quality of their work compared to their counterparts who may not be as satisfied with their jobs. Consequently, this study focused on the connection between workload and job satisfaction with the relationship with the supervisor.

Research findings agree that workload and the support of the supervisors are linked and affect workers' performance outcomes. Sahito and Vaisanen (2016), for instance, argue that workload is related to the quality of the supervisors' support. They conducted a qualitative study among 40 teacher educators drawn from Universities in Sindh Province in Pakistan to explore workload, promotion, and supervisor's support as dimensions of job satisfaction. The findings indicated that most teachers (67.5%) were satisfied with the workload, co-curricular activities, and supervisor support. Similar sentiments were reported in several other

studies where findings indicate that workload and supervisor support are related and critical in defining employees' work satisfaction (Hidayah Ibrahim et al., 2019; Qaisar Danish, 2019; Shi et al., 2020).

In a study exploring how caring supervisors can enhance employees' lives, Goh et al. (2015) and Talukder (2019) argued that availing support to the teachers moderated how they interacted with their daily workload. Supervisors' support moderated the interaction negatively by reducing the teachers' work-family conflict. Thus, caring and support given to individuals by supervisors is essential for them to balance life and work, thereby enhancing job satisfaction.

Having a satisfied teacher workforce is vital and cannot be underestimated if effective performance and expected outcomes are to be realized. As such, teachers require recognition and support from the immediate and overall school administrators, increasing their morale. Research findings have shown that the administration's strategies employed by the principals determine the quality and productivity of the teachers (Baluyos et al., 2018; Yousaf et al., 2018). Although a negative relationship between teachers' workload-related stress and supervisor support has been highly reported, Kanwal et al. (2023) note that workload reduction and adequate support for teachers can positively contribute to good job performance.

The workload in the wake of the Coronavirus (Covid-19) has necessitated a transition to digital teaching practice where the teachers are expected to facilitate teaching and learning online or through slide shows. This need has created pressure among professionals as it has set out a new job demand in the workforce transformation. Digital transformation has led to the use of technology, which results in readjusting the human principles of working, job demands as well as job resources (Belkin et al., 2020; Hammer & Karmakar, 2021; Ruiner & Klumpp, 2022). The majority of the teachers are limited in digital literacy. Studies conducted on technology use among teachers have revealed that some teachers lack basic skills in using technology. For instance, Korkmaz and Toraman (2020) examined 1016 teachers' thoughts about online teaching after the Covid-19 pandemic. The descriptive analysis revealed that most teachers had challenges with digital teaching. This reality required that teachers get support as they familiarized themselves with the available technology and for them to cope. Lack of support, especially from their supervisors, causes frustration and affects their job satisfaction. Nevertheless, Luu (2019) argues that the availability of support can help employees with the basic information and skills required to cope.

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Teachers' workload also involves dealing with learners who bring various dynamics and forces to the class that may affect their work satisfaction. These dynamics include different students' abilities, personality traits, deviant behaviors such as physical confrontations of teachers by the students, lack of respect for the teachers, and general lack of discipline among students contribute to a stressful working environment for the teachers (Hardy et al., 2019; Holmes et al., 2019). Teachers are expected to be flexible and navigate their way out amid their workload. To balance all these forces and work successfully, the teachers must have positive attitudes, which requires support mainly from the administrators and supervisors, and failure to which they suffer stress and burnout leads to less job satisfaction (Dornyei & Muir, 2019). The study further noted that a hostile teaching environment, such as uncooperative and unfriendly learners, can contribute to the teachers' work challenges and lead to frustrations, stress, low-quality teaching, and, ultimately, low job satisfaction. Nevertheless, when the supervisor and the teachers relate well, and the supervisors' support and trust are assured, quality of teaching and a rise in job satisfaction levels can be achieved.

Teachers in secondary schools deal with students in their adolescent stage, marked with several challenges as the students negotiate their identity issues. Students go through challenges that affect their mental, physical, and emotional status and discipline issues. The teachers have a responsibility to help the students to cope with academic, career, personal, and social guidance (Supriyanto, 2020). These services depend on the teachers' time as they are done alongside their normal teaching workload. These demands can overwhelm the teacher and require the supervisors' moral, emotional, and material support to cope.

Additionally, Toropova et al. (2021), while exploring the importance of the school working environment regarding teachers' job satisfaction, revealed that workload, cooperation, and perceptions of students' discipline issues were the central factors determining teachers' job satisfaction. Nevertheless, Pilarta (2015), in a study conducted among teachers at Abra State Institute of Sciences and Technology to ascertain the relationship between job satisfaction and teacher performance, reported that although the workload was negatively related to job satisfaction factors like the quality of the relationship with the supervisors, teachers were happy with the workload responsibilities assigned to them. These findings suggested that high or low job satisfaction was not necessarily due to teacher workload.

Multiple workloads are also linked to job overloading, which can block job satisfaction that comes from the individuals' feelings of competence in performance, leading to increased burnout and demotivation (Aronsson et al., 2017; Ots et al., 2022; Ryan & Deci, 2017; Shoman et al., 2021). Job responsibilities such as administrative work, guidance, counselling, and supervision require

teachers to work extra hours to meet these demands. Working many hours can lead to physical, emotional and psychological overwhelming (Kotzé & Nel, 2020; Prilatama & Pramita, 2023).

The teacher retention rate, in most cases, is determined by the level of job satisfaction of the individual teacher, which results from several factors, among them the workload and the supervisors' support. Worth and Van den Brande (2020), exploring teachers' autonomy and retention in England, found a strong association between autonomy, workload, and job satisfaction, where increased workload led to low job satisfaction levels. Their study associated increased workload with the increased number of students and low autonomy among teachers and suggested increasing teachers' autonomy to increase job satisfaction. Furthermore, an overwhelming workload has the possibility of affecting job satisfaction negatively. In a quantitative study to examine the effects of various variables on job satisfaction and work performance, the results revealed that an overwhelming workload has a significant and negative effect on job satisfaction, while supervisors support has a significant and positive effect on employees' job satisfaction (Herawati et al., 2023).

In another study on job satisfaction and the principals' role in effective teaching using a sample of 40 participants drawn from secondary schools in Karachi, Pakistan, the findings indicated a negative relationship between workload and the supervisors' support. Teachers were unhappy with their supervisors' decisions, reducing their job satisfaction (Alwi et al., 2015). Teachers expressed that they felt left out in decision-making regarding assigning the various tasks to them, and later, their supervisors would criticise them for performing poorly. Additionally, Sahito and Vaisanen (2019) conducted a content analysis study utilising 30 studies on teachers' job satisfaction across developing countries. The study reviewed 21 studies conducted across 21 countries in Asia and Africa to establish the factors that caused job satisfaction and less satisfaction among teachers. The research findings revealed that poor administration, inadequate supervisory support, and mistrust were among the primary factors that contributed to less job satisfaction. Less job satisfaction was attributed to an oppressive leadership style. The study participants expressed a need for more trust for people in management and administrative positions, which led to less satisfaction among some teachers.

The teaching workload involves more than the actual class presentation. It also includes other tasks such as marking the assignments, examinations and processing the results for the students. Osifila and Abimbola (2020) examined the association between workload and job satisfaction in Nigeria. One hundred five (105) participants from Adekunle Ajasin University completed the questionnaire. The findings revealed that marking and processing the examinations were the most demanding responsibilities and the main contributors to low job satisfaction among educators. In Tanzania, Mwakasangula and Mwitwa (2021) studied the link between work stress and job satisfaction among teachers in public schools. The results exposed a negative link between workload and satisfaction and recommended a need for supervisors' training on the management of teachers.

Similarly, Okeke and Mtyuda (2017) revealed that curriculum instruction, supervision of extracurricular activities, student disciplining, and administrative roles were the major causes of teachers' dissatisfaction with their work. The study further showed that dealing with discipline issues among students and supervising co-curricular activities are overwhelming for the teachers and require understanding and support from their supervisors. Teachers expressed an overwhelming need for more support from the principals in their work.

In Kenya, teachers have their work responsibilities outlined by the Teachers Service Commission (Teachers Service Commission, 2012). At the core is the actual teaching activity, the teachers' regular responsibility in school, which is considered the primary workload for the teacher. However, teachers are expected to engage in other non-teaching activities that may be assigned to them occasionally as needed. According to Cush et al. (2014), Kamau et al. (2014), and Kaur (2017), teachers may engage in administrative duties, helping students deal with their psychosocial matters as well as supervising the co-curricular activities among students. These duties are excellent and essential for the smooth running of the school but this fact notwithstanding, the additional workload pressures individuals and may affect their satisfaction (Njuguna et al., 2022a).

The government of Kenya has recently introduced new education policies through the Ministry of Education (MoE) to facilitate access to education for all (Kosgey, 2015). For example, the MoE developed various policies such as the Free Day Secondary Education (FDSE) and the implementation of the 2018 education policy of 100 % transition of students to secondary from primary education (Mueni, 2018; Muganda, 2016; Republic of Kenya, 2012a; 2013; Oduor, 2018). This position was supported by data obtained from Kiambu County, indicating that the County enrolled 120,809 high school students in 2018 based on the 100% transition policy, which was high (Kiambu CDE, 2018). While these strategies are good because they have provided opportunities for many students to access education, they can add to the work pressure on the teachers. Kirochi (2015), in a previous study, noted that the additional administrative duties weigh teachers down most of the time, causing them to feel demotivated. According to him, the workload challenge in Kenya is complicated by implementing the Free day secondary education (FDE) and the 100% transition of students from primary to secondary education policies. However, this may happen when there are no infrastructures to address the changes, such as additional academic staff to reduce work pressure and a good support system. These activities can be demanding, especially with inadequate facilities, inadequate preparation, and a lack of the necessary skills to achieve these activities successfully (Kiende, 2019).

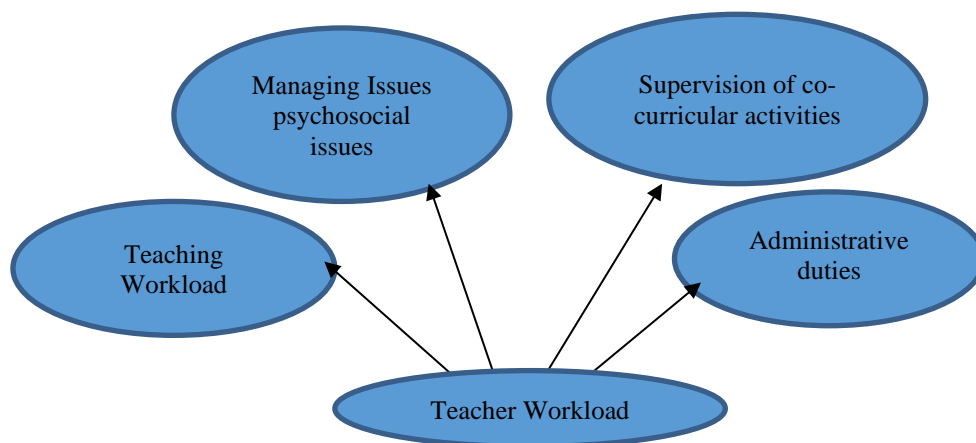
Dealing with students' indiscipline cases requires support, especially from the supervisors, failure to which the teachers may feel uncomfortable and dissatisfied dealing with such issues. Macharia (2018) examined the administrative factors that may affect teachers' job satisfaction in Kiambu County public schools. He used a sample of 133 teachers. The findings indicated that most of the teachers were not directly demotivated and dissatisfied because of the workload but indirectly due to the indiscipline cases presented by students, poor leadership style, and lack of support when dealing with such issues. Further, Macharia argued that teachers demonstrate their dissatisfaction by absenting themselves.

Further, helping students deal with the issues that affect them and their school life require teachers to balance the time for class and attending to the students. Teachers, especially those involved in guidance and counselling, need time with the students to help them deal with life concerns. This time demand is crucial as it helps manage and run the school. However, most schools have no specific time for guidance and counselling activities, creating a gap in the workload. This gap leaves the teacher counsellor overburdened as it adds to the pressure on the available time, especially after the classes. Guidance and counselling without the supervisor's support will hinder this noble service's success. In a study examining the challenges experienced by the teachers who are also acting as school counsellors, teachers reported being overwhelmed with the work as they strive to balance the time between teaching and helping with guidance and counselling issues of the students (Gachenia and Mwenje (2021).

Additionally, Ndege et al. (2019) conducted a study investigating factors contributing to job turnover among teachers in the Nyando sub-county in Kenya. The findings affirmed that teachers' low job satisfaction was a significant cause for leaving teaching and joining other careers. The researchers emphasized the need for transformational leadership strategy training among the supervisors, especially the principals of the schools, to manage teachers well and increase their retention rate. These affirmed Koros et al. (2018) findings that most teachers are dissatisfied with their work. Furthermore, a supportive leadership style was related to job satisfaction. A study that established the relationship between a supportive leadership style and teachers' job satisfaction among teachers in Nakuru County, Kenya, revealed that a supervisor's support positively relates to job satisfaction (Thuku et al., 2018). In another study, Maldrine and Kiplangat (2020) associated job satisfaction with the support given by the principals while encouraging teachers in their work. The study investigated the relationship between supervision and job satisfaction. Data were obtained from 150 secondary school teachers from Nakuru West Sub County, Kenya using structured questionnaires, and it was analyzed using descriptive and inferential statistics. The study reported a positive relationship between workload and job satisfaction. Job satisfaction was attributed to the quality of the supervision offered. Teachers in schools where adequate support was given reported high job satisfaction regardless of the workload.

Supervision of co-curricular activities involves overseeing the activities done by the students outside the classroom. They are referred to as non-academic because they are not academically assessed. However, they are mandatory activities for the students and are done under a teacher's supervision. They include; sports, athletics, drama, music, clubs, societies, and science and mathematics congress. According to Mwaura (2017), almost half of Kenyan teachers have a supervisory role in co-curricular activities, which happen regularly in a year and are assigned by the school authorities. The supervision of these activities demands that the teacher sacrifices oversee them successfully. Also, they require the teacher to accompany the students during practice sessions and when they go to inter-school competitions. This factor is time-demanding and energy-consuming for the teachers.

In this paper, the workload is conceptualized as a multidimensional variable comprising four major categories: teaching, managing psychosocial issues of the students, administration, and supervision of co-curriculum activities. The major workload categories are illustrated in Figure 1.1.



**Figure 1.1.: Major Teacher Workload Categories**

Teacher workload was subdivided by combining the four main categories into eight sub-categories. Consequently, some teachers have more while others have few workloads. The workload sub-categories are summarised in Figure 1.2.

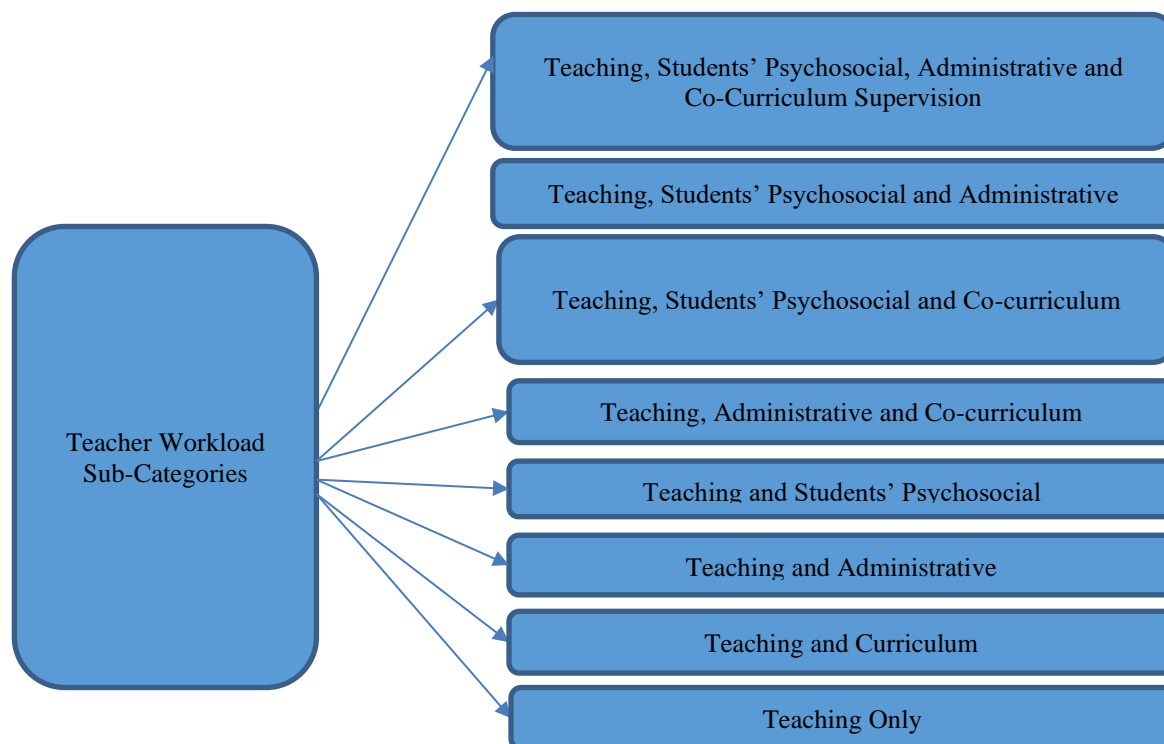


Figure 1.2: Teacher Workload Sub Categories

Workload influences the worker's chances of gaining from motivational factors such as the relationship with the supervisors due to low-performance appraisal (Alshmemri et al., 2017; Herzberg et al., 1993; Musyoka et al., 2018). Previous researchers have studied the relationship between workload and job satisfaction, each as a single variable. The current study conceptualised workload as having eight (8) sub-variables. Given this scenario, exploring how workload relates to teachers' job satisfaction with the supervisor was essential. This paper, therefore, explores the relationship between workload and job satisfaction with the supervisor. By doing so, the researchers hoped to add knowledge that might strengthen the support given to teachers by their supervisors to enhance teachers' commitment to their work and performance to realise the educational goal.

This study was anchored on the Job Demand-Resource theory (Bakker et al., 2014; Demerouti et al., 2014) and the Two-factor theory (Herzberg, 1959). Job demand resource theory suggests that the interaction of job demands and resources can influence job satisfaction. The influence may be because the availability of job resources cushions the person against the job demands. The two-factor theory proposes that while the motivator factors cause job satisfaction by fulfilling the individual's needs and increasing and enhancing commitment, hygiene factors neutralise job factors. Therefore, both motivators and hygiene factors are necessary for job satisfaction to be achieved. The study used the two theories to examine how satisfied the teachers were with their job, given their workload. Job demands were the various workloads the teachers were involved in, while the resources were the job satisfaction facets. The paper addresses two questions, "What is the nature of the teacher workload? What is the relationship between workload and job satisfaction with the supervisors among public high school teachers in Kiambu County, Kenya?"

## METHODOLOGY

The study investigated the relationship between workload and job satisfaction with supervisors among teachers. A descriptive survey design was used, and the target population was 4,447 teachers from public secondary schools in Kiambu County, Kenya (Njuguna et al., 2022b).

Descriptive Survey design helps collect data from the subjects to obtain their opinions, attitudes, values, characteristics, and feelings about the current status of the phenomena being studied (Kombo & Tromp, 2006; Kothari, 2004; Mahajan, 2020). The descriptive survey design was suitable for the study since it examines the participants' state during the study period (Kothari, 2008; Mugenda, 2003). The sample determination was calculated using the formula provided by Yamane (1973) as follows:

$n = \frac{N}{1+N(e)^2}$  Where  $n$  = sample size,  $N$  = Total population size and  $e$  = level of precision.

$$n = \frac{4447}{1 + 4447(0.05)^2} \quad n = 367 \text{ teachers}$$

Stratified random sampling was used to select 367 participants to be included in the study consisting of 56.4% female ( $n = 207$ ) and male 43.6% ( $n = 167$ ). The study created samples from strata proportional to the population from each stratum. The sample



was chosen randomly within each stratum to ensure that individuals in a particular sub-group had equal chances of being included in the study sample to avoid the obvious would-be bias (Etikan & Bala, 2017; Kothari, 2004).

The study gathered quantitative data by administering questionnaires to the selected participants, who were the primary source of information. Demographic variables were considered confounding variables in the relationship. The teacher workload was measured using a questionnaire developed by the researcher to measure workload variables in this study. It contained twenty-four structured items measured on a 5- point Likert scale. The teacher workload Likert scale was constructed based on the guidelines stipulated in the Teachers' Code of Regulation of 2012 and the information from the workload literature. The instrument was multidimensional, measuring the four main categories of teacher workload as conceptualized in this study. The workload categories included eight (8) items to measure teaching load, six (6) items to measure management of students' psychosocial issues, four (4) items to measure administrative workload, and six (6) items to measure supervision of co-curriculum activities (Njuguna et al., 2022c). The instruments measured the level of agreement ranging from 1. strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. strongly agree.

The job satisfaction survey scale (JSS-S) was used to measure teachers' degree of satisfaction with the job. The standardized JSS scale was adapted and modified from the original JSS by Spector (1994). JSS is a 5-Likert scale that evaluates how satisfied an individual is with job satisfaction facets. The scale measured how Permission to use this questionnaire had been sought and granted before the data collection stage. The facet of job satisfaction with supervisors was measured using eight (8) items on the scale. The measured ranged from 1= Strongly Dissatisfied 2=Dissatisfied, 3=Neutral, 4= Satisfied 5=Strongly Satisfied.

Through the help of the research assistants, the researcher visited schools and met teachers through the school principals. The study's procedure and primary purpose were explained to the research participants. The cover letter also had the message of assuring the participants that their participation was voluntary and confidentiality of their shared information. The research assistants distributed the consent letters and questionnaires to the respondents who willingly agreed to participate. The filled questionnaires were returned to the researcher assistants. They were verified and scrutinised to ensure that only the appropriately filled questionnaires were analysed.

## STATISTICAL ANALYSIS

Descriptive and inferential statistics were performed on the obtained data from the respondents. The quantitative analysis involved transforming data into numerical values by coding. The data was then keyed into a computer using STATA software version 14.0 to assist in the analysis. Data presentation was done using frequency tables. Inferential statistics were used to analyse the relationship between workload and job satisfaction with the relationship with the supervisor. Multinomial logistic regression analysis was used to analyse the relationship. The analyses were carried out at 5% levels of significance.

## RESULTS

The study's primary purpose was to establish the relationship between workload and teachers' job satisfaction with the relationship with the supervisor. The teacher workload had eight categories. The descriptive statistics on the distribution of workload responses by workload category are presented in Table 1.

**Table 1: Workload Distribution by Categories**

| Workload Category  | Frequency  | Percentage  |
|--|------------|-------------|
| 1 Teaching, Administrative, Management, Co-Curricular (TMAC) | 33         | 9.59%       |
| 2 Teaching, Management, and Administrative (TMA)             | 21         | 6.10%       |
| 3 Teaching, Management, and Co-curricular (TAC)              | 26         | 7.56%       |
| 4 Teaching, Administrative, and Co-Curricular (TAC)          | 18         | 5.23%       |
| 5 Teaching and Management (TM)                               | 84         | 24.42%      |
| 6 Teaching and Administrative (TA)                           | 53         | 15.41%      |
| 7 Teaching and Co-Curricular (TC)                            | 67         | 19.48%      |
| 8 Teaching Only (T)  | 42         | 12.21%      |
| <b>Total</b>   | <b>344</b> | <b>100%</b> |

Table 1 shows the distribution of responses by workload categories. The teacher workload was subdivided into eight (8) categories according to the workload combinations. From the table, the majority of the respondents, 84 (24.42%), were in workload category 5, with a combination of two workload categories, namely teaching and managing students' psychosocial issues; Workload category 7, 67 (19.48%) had teachers involved in teaching and supervision of co-curricular activities; Category 6, with a combination of teaching and administrative workloads, had 53 (15.41%); Category 8 with teachers with only one responsibility, classroom teaching, had 42 (12.21%); Category 1, with teachers having all four combined workloads, had 33 (9.59%); Category 3 where the workload involved teaching, management, and supervision of co-curriculum had 26 (7.56%); Category 2 with teaching, management, and administrative duties had 21 (6.10%). The minority 18 (5.23%) were in workload category 4 and involved in teaching, administrative duties, and supervision of co-curricular activities. From the analysis of the workload distribution, it is evident that most teachers engage in various responsibilities apart from teaching, while others are only involved in teaching responsibilities.

**Distribution of Job Satisfaction Responses within the Workload Categories**

The study used descriptive statistical analysis to establish the relationship between workload and job satisfaction. Descriptive analysis was done based on the workload categories and job satisfaction facets. The distribution of job satisfaction within the workload categories is presented in Table 2.

**Table 2: Distribution of Job Satisfaction Responses within the Workload Categories**

| Workload Variables (IV)<br>Category |   | Job Satisfaction facets (DV)<br>Promotion      Relationship with Supervisor |             |
|-------------------------------------|---|---|-------------|
| 1                                   | Teaching, management, administrative, co-curricular supervision | 9.9%  | 7.7%        |
| 2                                   | Teaching, management, administrative                            | 10.9%   | 2.6%        |
| 3                                   | Teaching, management, co-curricular supervision                 | 4.0%  | 7.7%        |
| 4                                   | Teaching, administrative, and co-curricular supervision         | 3.0%  | 10.3%       |
| 5                                   | Teaching, management  | 33.7%   | 15.4%       |
| 6                                   | Teaching, administrative  | 12.9%   | 23.1%       |
| 7                                   | Teaching, co-curricular   | 14.8%   | 17.95       |
| 8                                   | Teaching only   | 10.8%   | 15.3%       |
| <b>Total</b>                        | <b>Total</b>  | <b>100%</b>   | <b>100%</b> |

Table 2 presents the distribution of the independent variable in each aspect of the dependent variable. The workload was the independent variable and had eight categories, namely, “1”, “2”, “3”, “4”, “5”, “6”, “7”, and “8”. Job Satisfaction was the dependent variable with two facets: promotion and relationship with a supervisor. The data reveals that; most % of the respondents in promotion, 33.7%, were in group “5” while the minority, 3.0%, were in group “4”. Of most respondents in the relationship with supervisor category of job satisfaction, 23.1% were in group “6”, while the minority, 2.6%, were in group “2”. The above findings are expected because high school teachers have different workloads. In addition, the different workloads are likely to be sources of job satisfaction for individuals differently.

The study ascertained the extent of the relationship between workload and job satisfaction by testing the hypothesis that “there is a relationship between workload and job satisfaction among teachers in public secondary schools. The workload was the independent variable, and job satisfaction with the supervisor was the dependent variable. The test analysis was done using a multinomial logistic regression analysis procedure. The multinomial logistic regression analysis results are presented in Table 3.

**Table 3: Multinomial Logistic Regression on Relationship with Supervisor against Workload and Job Satisfaction with the Relationship with the Supervisor**

| R/with Supervisor     | $\beta$ | Robust $\beta$ | SE | t-statistic | P-Value | 95% CI             |
|-----------------------|---------|----------------|----|-------------|---------|--------------------|
| <b>WORKLOAD (IV)</b>  |         |                |    |             |         |                    |
| CATEGORY 2            | -.6956  | 1.2675         |    | -1.34       | 0.181   | [-4.1799, .7886]   |
| CATEGORY 3            | 1.1200  | 1.1794         |    | 0.95        | 0.342   | [1.1916, 3.4315]   |
| CATEGORY 4            | 1.3226  | 1.0579         |    | 1.25        | 0.211   | [-.7509, 3.3961]   |
| CATEGORY 5            | -.3248  | .9612          |    | -0.34       | 0.735   | [-2.2087, 1.5590]  |
| CATEGORY 6            | 2.1009  | .9645          |    | 2.18        | 0.029*  | [.2105, 3.9912]    |
| CATEGORY 7            | .9465   | .8383          |    | 1.1         | 0.259   | [-.6966, 2.5895]   |
| CATEGORY 8            | 1.4456  | .9609          |    | 1.50        | 0.132   | [1.4377, 3.3289]   |
| <b>GENDER</b>         | -.5094  | .4774          |    | -1.07       | 0.286   | [-1.4449, .4263]   |
| <b>AGE IN YEARS</b>   |         |                |    |             |         |                    |
| 31-40                 | 1.4895  | 1.1011         |    | 1.35        | 0.176   | [-.6686, 3.6475]   |
| 41-50                 | 1.1557  | 1.3330         |    | 0.87        | 0.386   | [-1.4569, 3.7683]  |
| 51-60                 | .5329   | 1.3414         |    | 0.40        | 0.691   | [-2.0963, 3.1620]  |
| <b>MARITAL STATUS</b> | .8021   | .4562          |    | 1.76        | 0.079** | [-.0920, 1.6961]   |
| <b>EDUCATION</b>      | -.7886  | .5366          |    | -1.47       | 0.142   | [-1.8404, .2632]   |
| <b>EXPERIENCE</b>     |         |                |    |             |         |                    |
| 16-25 YEARS           | -.1153  | .9949          |    | -0.12       | 0.908   | [2.0652, 1.8345]   |
| 26-35                 | .3317   | 1.2120         |    | 0.27        | 0.784   | [2.0439, 2.7071]   |
| <b>SUBJECTS</b>       |         |                |    |             |         |                    |
| LANGUAGES             | 1.1298  | .6747          |    | 1.67        | 0.094** | [.1925, 2.7071]    |
| HUMANITIES            | -2.0626 | .9052          |    | -2.28       | 0.023*  | [3.8368, -2.884]   |
| TECHNICAL             | .0983   | .5619          |    | 0.17        | 0.861   | [-1.0029, 1.1995]  |
| <b>LESSONS</b>        |         |                |    |             |         |                    |
| 22-27                 | .4295   | .8288          |    | 0.52        | 0.604   | [-1.1948, 2.05339] |
| 28-32                 | -1.0974 | .8487          |    | -1.29       | 0.196   | [-2.7609, .5661]   |
| >32                   | -.4377  | .9189          |    | -0.48       | 0.634   | [-2.2388, 1.3635]  |
| <b>CATEGORY</b>       |         |                |    |             |         |                    |
| EXTRA COUNTY          | -1.9066 | .8051          |    | -2.37       | 0.018   | [-3.4845, -.3286]  |

|                       |  |         |        |       |       |                   |
|-----------------------|--|---------|--------|-------|-------|-------------------|
| COUNTY                |  | -0.0612 | .6782  | -0.09 | 0.928 | [-1.3904, 1.2680] |
| SUB COUNTY            |  | -.3919  | .7352  | -.53  | 0.594 | [-1.8329, 1.0491] |
| CONSTANT              |  | -1.0225 | 1.7637 | -0.58 | 0.562 | [-4.4793, 2.4342] |
| PSEUDO R <sup>2</sup> |  | 0.1755  |        |       |       |                   |
| NO. OF OBSERVATIONS   |  | 334     |        |       |       |                   |

Note: \* and \*\* mean statistically significant at the 5% levels of significance respectively

Table 3 presents the multinomial logistic regression results on the relationship with a supervisor as a facet of job satisfaction as a dependent variable against workload. There were 334 observations. The model had a Pseudo R<sup>2</sup> of .1775, which meant the proportionate improvement in the model's fit relative to the null model was 17.6%. The independent variable (workload) had eight categories. The study used workload category "1" (teaching, managing students' psychosocial issues, administration, and co-curricular supervision) for workload reference, while job satisfaction used the promotion facet. The study findings indicate that the teachers in workload categories "2" and "5" were less satisfied, while the rest five categories were more satisfied with their relationship with their supervisors than those in category 1.

## DISCUSSION

The study purposed to explain the relationship between workload and job satisfaction with the relationship with the supervisor among teachers teaching in public secondary schools in Kiambu County, Kenya. The workload was the independent variable, while job satisfaction was the dependent variable. The discussions on the findings are presented in this section. The study revealed that most teachers were involved in both teaching and non-teaching workloads. These findings agree with previous findings that teachers in Kenya engage in more workloads (Kamau et al., 2014, Gachenia and Mwenje, 2021; Mwaura, 2017; Okeke & Mtyuda, 2017).

Further, the study found that most of the workload categories (5 out of 7) were positively related to job satisfaction with the relationship with a supervisor, and only two categories were negatively related compared to promotion. Where teachers felt that the much-needed support from their supervisors in their work was extended, they enjoyed the relationship regardless of the nature of the workload. On the other hand, where the support given was perceived to be low, teachers perceived their workload as unmanageable and this affected their relationship with the supervisor. Low job satisfaction was related to a lack of involvement in decision-making regarding work assignments and allocation that affected them, criticism from the supervisor, unfair treatment, feelings of being disregarded, and poor communication were all associated with less job satisfaction. Therefore, regardless of the workload category, teacher workload was related to job satisfaction with the supervisor.

The negative findings concurred with the previous study's findings that people are unhappy when there is perceived dictatorial leadership, lack of involvement in decision-making, and communication regarding issues involving the individuals at the workplace, which decreases job satisfaction (Alwi et al., 2015; Sahito & Vaisanen, 2019). The positive quantitative findings concurred with the findings of other studies (Munyengabe et al., 2016; 2017; Nyamubi, 2017), all of whom argued that teachers were satisfied with the relationship and support from the supervisors. Similarly, Semachew et al. (2017) asserted that the relationship with the supervisor was the highest source of satisfaction in comparison to other variables of job satisfaction. Additionally, supervisors who use democratic and authoritative leadership styles in supervising and relating with the teachers were found to facilitate teachers' job satisfaction (Alwi et al., 2015). Higher satisfaction was associated with adequate supervisors' moral, psychosocial, and emotional support and personal understanding amidst workload assignments, fair workload distribution, and adequate supervision and guidance. The findings indicated that a good relationship with the supervisor contributed to maintaining job satisfaction among teachers amidst a perceived high workload. These findings supported earlier findings that workload negatively affected teachers' satisfaction with the job and that where the supervisors are supportive and less oppressive, the workload is seen as manageable (Mwakasangula & Mwita, 2021; Osifila & Abimbola, 2020). Therefore, supervisors' support of the teachers acts as a coping strategy cushioning them from the effects of the workload.

The current findings on the relationship between workload and job satisfaction fit well with Herzberg's (1959) two-factor theory, which proposes that motivators and hygiene factors are necessary for increasing job satisfaction, and the Job demand-resource JD-R theory, which states that the availability of job resources can protect the individual from the effects of job demands (Bakker et al., 2017). According to JD-R theory, job demands are not necessarily harmful, and they mainly become damaging when they outgrow the available resources and personal abilities to meet the demands. This study intended to establish the relationship between workload and job satisfaction with a supervisor among teachers. The relationship with the supervisor is the hygiene factor (Herzberg, 1959) while the workload is the job demand. When teachers relate well with their supervisors, they feel supported and are happy with their work. The availability of resources makes the individuals remain motivated to work even when job demands pressure them. Thus, relating well with the supervisor acts as a buffer to cushion the teachers from the negative effects of the workload demands. The results support the hypothesis that there is a relationship between workload and job satisfaction with the supervisor.

## CONCLUSION

The inquiry aimed to establish the relationship between workload and teachers' job satisfaction in public secondary schools. The study conclusion is that regardless of the amount of work involved, the workload is related to job satisfaction with the relationship with the supervisor. The current study contributes significantly to knowledge generation by explaining how workload relates to job satisfaction with the supervisors' support among teachers. The findings point to the need for school administrators and



supervisors across all levels of school leadership to support the teachers working under them. This willingness to support would assist the teachers in coping with the assigned workload regardless of how much they would benefit from the support and feel not alone in their struggles. This support from the supervisor will lead to increased overall job satisfaction among teachers. The study recommended that supervisors be emotionally, psychologically, materially, and morally supportive of the teachers, treat them well, and involve them in the school's decision-making. Supervisors' support would make teachers own their work and deliver as a team to achieve the school's goals. The Ministry of Education, on its part, needs to make friendly policies on workload distribution, encourage positive relationships between administrative supervisors and the other teachers, and also post enough teachers to avoid work overload and strained relationships, especially in areas where with dire teacher shortages. Further, the study adds to theoretical knowledge and information on the applicability of the Job Demand-Resource and Herzberg's two-factor theories in teaching.

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