

Relationship between Workload and Work Satisfaction of Secondary School Teachers at Lahore Cantt

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Abstract

The present study aimed to explore “relationship between workload and work satisfaction of secondary school teachers in Lahore, Cantt.” Sample of the study was comprised of four hundred secondary school teachers in public secondary schools at Lahore Cantt. Two instruments, workload and work satisfaction scales for teachers were administered in this study. Pearson Product Moment Correlation Coefficient (Pearson r), Independent samples t-test, and One-way ANOVA along with Post hoc (Tukey) were applied for analyzing the data. The results of the study determined that there was strong, positive correlation between workload and work satisfaction, $r = 0.67$, $n = 400$, $p \leq 0.05$, which showed that high level of workload of teachers associated with high level of work satisfaction of teachers. There was a significant difference found in male and female secondary school teachers regarding gender, age, teaching experience and qualification. No significant mean difference was found between teachers’ teaching subjects (arts and science). It is recommended that the workload of secondary school teachers might be reduced to its minimum level in order to increase their work satisfaction and improve teachers’ efficiency.

Keywords: Workload, Work satisfaction, Public sector, Secondary level schools

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Introduction

The workload is defined as “demands assigned to the workers in an organization” (Spector, 2001). Quantitative and qualitative are two different ways to define workload. Qualitative workload refers the physical and intellectual job responsibilities, whereas quantitative workload refers to the “amount of work that an employee completes within a specific period of time.” Naylor and Schaefer (2001) reported the teachers’ level of workload is higher as compared to the other professions. According to Butt and Lance (2005) it is found that teachers often take their tasks to their homes for completion of the work and they also have high expectations from the school. Ekanem (2012) argued that the number of tasks and obligations which required more time allocated to finish off belongs to teachers’ workload. According to Ballet and Kelchtermans (2008) workload comes forward into different forms, for example, duties performed by teachers outside the class, part time agenda and working more than forty hours a week, summer classes during summer vacations, travel, take other jobs of their interest etc.

In previous studies stress and problems faced by teachers are referred to a workload which leads teachers towards work satisfaction and dissatisfaction. Secondary school teachers play an important role in order to transmit knowledge and values to the students. Workload in narrow terms refers the “number of assigned teaching hours”, whereas in a broader sense it refers to the tasks performed by teachers related to their professional duties. An important dimension of one’s perception about workload referred as a problem. On the other side, workload may perceive according to the circumstances which a teacher experiencing with the time. “The concept workload is the perception that the work loaded above normal for the individual in the workplace.” If mathematically the natural workload is not calculated then it will perceive the workload above normal to the teachers at their workplace. In schools workload of teachers is very immense. Teachers are bound to teach many subjects due to a shortage of school teachers. Sumra (2005) reported that teachers are teaching a minimum of thirty periods per week and teachers’ belongs to urban (20%) have less workload than rural (50%) areas.

Work Satisfaction

Work satisfaction shows “employees’ emotional state of mind that reflects an effective reaction to the work and work conditions” (Hussin, 2011). In order to fulfill the basic needs everyone need to do the work. Therefore, the work attitude of workers in the workplace is an interesting field of study for many researchers. Due to the mental and physical wellbeing of employees it is also important to its significance. The turnover, absenteeism and productivity are closely related to employees’ work satisfaction. In order to get maximum financial remuneration it is also more significant rather than humanitarian aspects. Organizations’ top priority is to achieve their goals by increasing their employees’ satisfaction due to better performance showed by satisfied workers (Koustelios, 2001).

The quality of the physical environment and relationship with supervisors are the factors which influence employees work satisfaction. “Work satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or vacations.” The workers’ success and sense of achievement is called work satisfaction. There is a direct relationship of productivity and wellbeing with work satisfaction. The reward on one’s efforts based on their doing well in achieving organizational goals refers as work satisfaction. It also inferred as employees’ happiness and enthusiasm. It is the most important ingredient which leads to employees’ promotion, achievement of goals, feeling of fulfillment, recognition and income (Kaliski, 2007).

In our daily lives work plays an important role. The sound basis of our economic life styles is reshaped to work. Many studies Brkich, Jeffs, and Carless (2002); Singh and Greenhaus (2004) regarding employees’ attitude and perception towards work has been conducted. The positive match between individual abilities and work requirements positively affected the employees’ work satisfaction and their performance. If employees’ requirements are fulfilled, then the work is performed well by them. They also remain happy and satisfied with their work if their skills and abilities are matched with their work. In this regard motivation plays an important role to lead a good performance of employees. Satisfaction is the desirable inspiration for any worker to be satisfied and perform well. Satisfied worker gives high performance as compared to dissatisfied worker (Chambers, 1999). Teachers’ in secondary schools show a high level of satisfaction if they receive good remuneration, developing interpersonal relationships,

working with students, and area of variability. The dissatisfied factors described by Merrill and Pounder (1999) are difficulties in different policies, scarifying personal life, lack of opportunities regarding development and growth, problems with high authorities, and limited autonomy.

Statement of the Problem

In our daily life workload is a major issue which leads employees towards satisfaction and dissatisfaction. Now a day teachers' performance, well-being and organizational commitment is falling down due to heavy workload. Due to the heavy workload teacher did not perform their duties well. There is a need to overcome the issues related to workload as a teacher can perform well and should be satisfied. Therefore, this study explores the relationship between workload and work satisfaction of secondary school teachers in Lahore Cantt.

Significance of the Study

Workload and work satisfaction both are the most significant in the fields of educational and institutional levels. No one can deny the importance of these two factors and these two factors will directly influence the performance of the students and institutions. A person who is satisfied with his/ her work can be more productive for the institution and students' academic achievements in a most effective way. This research hopes to raise better understanding of the pre- service and in-service teachers in workload management in school. Apart from the education department to reduce amount of excessive workload for the teachers because teachers should focus on imparting knowledge and skills in the teaching process to students. Besides, this research expects to assist the workload, implication and difficulties (stress) and how to manage the stress and workload. This study will be beneficial to improve the performance of teachers and the students and how to achieve desirable objectives of the school. It will be helpful to bring positive change in the performance of the institutions and the progress of the students. It will be useful for the principals in how to maintain high quality standard of education in the institutions and how gain trust and support of teachers and other staff members than in this way the turnover rate of teachers will be decreased and efficiency in teacher performance will be increased. So, the present study will bring fruitful and positive change in the achievement and success of the students and in the institutions.

Objective of the present study

The major objective of the study was to “explore the relationship between workload and work satisfaction of secondary school teachers at Lahore Cantt.”

Population and Sample

The population of the study comprised of all secondary school teachers from Lahore Cantt. In Lahore Cantt, there are 84 government boys’ secondary schools and 93 government girls’ secondary schools are present (School Education Department, 2014).

Sampling

Multistage sampling technique was used to draw samples of the study. Firstly, out of two districts of Lahore, Cantt was selected randomly as one division. Secondly, from Lahore Cantt, forty public secondary schools were selected. Thirdly, because of two strata (boys and girls secondary schools) in the population, the stratified random sampling technique was used to draw samples from every stratum. Finally, from each school ten teachers were selected randomly. Hence, as a sample of the study, 400 teachers were selected.

Data Collection and Analysis

A survey was conducted to collect data. Workload Scale for Teachers and the Work Satisfaction Scale for Teachers were used as the instruments of this study. “Pearson Product Moment Correlation Coefficient (Pearson r), One- way ANOVA and Independent Samples t-test were applied for data analysis”. Interpretation of results was established on the basis of findings.

Table 1

Correlation, Standard Deviations and Means of Male and Female Teachers’ Workload and Work Satisfaction

Variables	<i>I</i>	<i>2</i>	<i>M</i>	<i>SD</i>
Workload	-	0.67	94.44	15.42
Work Satisfaction			98.86	11.23

This table 1 shows that “there was strong, positive correlation between two variables, $r = 0.67$, $n = 400$, $p \leq 0.05$, it means that higher level of teachers’ workload associated with higher levels of teachers’ work satisfaction. Therefore, it is concluded that teachers are satisfied along with high workload.

Table 2

Comparison of Male and Female Secondary School Teachers' Perceptions regarding Workload and Work Satisfaction

Variables	Gender	N	df	t-value	M	SD	Sig.
Workload	Male	200	398	8.61	100.54	13.88	0.000
	Female	200			88.33	14.45	
Work Satisfaction	Male	200	398	5.79	101.99	10.44	0.000
	Female	200			95.73	11.15	

Table 2 shows that “there was significant mean difference at $p \leq 0.05$ level of significance existed between male and female teachers about workload and work satisfaction in terms of gender. Hence, it is depicted that male teachers emphasized more on workload and work satisfaction in terms of gender”.

Table 3

Comparison of Arts and Science Secondary School Teachers' Perceptions regarding Workload and Work Satisfaction

Variables	Group	N	Df	t-value	M	SD	Sig.
Workload	Arts	206	378.37	1.39	95.48	14.08	0.165
	Science	194			93.32	16.69	
Work Satisfaction	Arts	206	398	0.54	99.16	10.06	0.589
	Science	194			98.55	12.37	

Table 3 shows that “there was no significant mean difference in $p \leq 0.05$ level of significance existed between male and female teachers about workload and work satisfaction in terms of their teaching subjects.”

Table 4

Qualification wise Comparison of Secondary School Teachers about Workload and Work Satisfaction

Variables		Mean Square	Sum of Squares	F	df	Sig.
Workload	Between Groups	2747.07	8241.21	12.55	3	0.000
	Within Group	218.79	86643.34		396	
Work Satisfaction	Total		84884.56		399	
	Between Group	741.44	2224.33	6.09	3	0.000
	Within Group	121.59	48150.37			
	Total		50374.71		399	

Table 4 shows that “there was a significant mean difference existed at $p \leq 0.05$ levels of significant between male and female teachers about workload and work satisfaction in terms of their academic qualification”. Hence, it is depicted that male and female teachers have different perceptions regarding workload and work satisfaction in terms of their academic qualification.

Table 4(a)

Post Hoc (Tukey) of Difference between the Perception of Male and Female Teachers regarding Qualification

Variables	Academic Qualification (I)	Academic Qualification (J)	Mean Difference	Sig.
Workload	B.A/B. Sc.	M. Phil	16.86241*	0.000*
	MA/M. Sc.	M. Phil	13.32176*	0.000*
	M. Phil	B.A/B. Sc.	16.18418*	0.000*
		MA/M. Sc.	13.32176*	0.000*
Work Satisfaction	B.A/B. Sc.	M. Phil	8.20369*	0.000*
	MA/M. Sc.	M. Phil	5.72093*	0.000*
	M. Phil	MA/M. Sc.	5.72093*	0.000*

Post hoc (Tukey) was applied to find differences of secondary school teachers' perception about workload and work satisfaction in terms of their qualification. A significant difference was found between male and female teachers' perception about workload and work satisfaction regarding their academic qualification at $p \leq 0.05$ level of significant.

Table 5

Experience wise Comparison of Secondary School Teachers about Workload and Work Satisfaction

Variables		Mean Square	Sum of Squares	F	df	Sig.
Workload	Between Groups	3386.65	16933.28	17.11	5	0.000
		197.84	77951.27		394	
Work Satisfaction	Within Group		94884.56		399	0.000
	Total	1284.55	6422.74	11.51	5	
	Between Group	111.55	43951.96		394	
	Within Group		50374.71		399	
	Total					

Table 5 shows that “there was a significant mean difference existed at $p \leq 0.05$ level of significant between male and female teachers about workload and work satisfaction in terms of their teaching experience. Hence, it is depicted that male and female teachers have different perceptions regarding workload and work satisfaction in terms of their teaching experience”.

Table 5(a)

Post Hoc (Tukey) of Difference between the Perception of Male and Female Teachers regarding Experience

Variables	Teaching Experience (I)	Teaching Experience (J)	Mean Difference	Sig.
Workload	1-5 Years	11-15 Years	16.41667*	0.000
		16-20 Years	13.49817*	0.001
		21-25 Years	9.45238*	0.004
	6-10 Years	11-15 Years	14.85536*	0.000
		16-20 Years	11.93686*	0.000
		21-25 Years	7.89107*	0.017
	11-15 Years	1-5 Years	16.41667*	0.000
		6-10 Years	14.85536*	0.000
		21-25 Years	6.96429*	0.001
	16-20 Years	1-5 Years	13.49817*	0.000
		6-10 Years	11.93686*	0.000
		21-25 Years		
	26-30 Years	11-15 Years	13.86722*	0.001
Work Satisfaction	1-5 Years	11-15 Years	9.56746*	0.000
		16-20 Years	8.99512*	0.001
	6-10 Years	11-15 Years	8.90119*	0.000*
		16-20 Years	8.32885*	0.000*
	11-15 Years	1-5 Years	9.56746*	0.000
		6-10 Years	8.90119*	0.000
		26-30 Years	7.62363	0.003
	16-20 Years	1-5 Years	8.99512*	0.000
		6-10 Years	8.32885*	0.000
		26-30 Years	7.05128*	0.001
	26-30 Years	11-15 Years	7.62363*	0.003
		16-20 Years	7.05128	0.001

Post hoc (Tukey) was applied to find differences of secondary school teachers' perception about workload and work satisfaction in terms of their experience. A significant difference was found between male and female teachers' perception about workload and work satisfaction regarding their teaching experience at $p \leq 0.05$ level of significance.

Table 6

Age wise Comparison of Secondary School Teachers about Workload and Work Satisfaction

Variables		Mean Square	Sum of Squares	<i>F</i>	<i>df</i>	<i>Sig.</i>
Workload	Between	3231.39	16156.99	16.172	5	0.000
	Groups	199.81	78727.56			
Work Satisfaction	Within Group		94884.56		399	
	Total	1481.12	7405.61	13.58	5	0.000
	Between Group	109.05	42969.09		394	
	Within Group		50374.71		399	
	Total					

Table 6 shows that “there was a significant mean difference existed at $p \leq 0.05$ level of significance between male and female teachers about workload and work satisfaction in terms of their age”. Hence, it is depicted that male and female teachers having different age groups have different perceptions regarding workload and work satisfaction.

Table 6(a)

Post Hoc (Tukey) of Difference between the Perception of Male and Female Teachers regarding Age

Variables	Age (I)	Age (J)	Mean Difference	<i>Sig.</i>
Workload	20-25 Years	31-35 Years	12.40784*	0.035
		36-40 Years	23.03333*	0.000
		41-45 Years	22.12114*	0.000
		46-50 Years	15.18889*	0.002
	26-30 Years	36-40 Years	14.77097*	0.000
		41-45 Years	13.85877*	0.000
		46-50 Years	6.92652*	0.037
	31-35 Years	20-25 Years	12.40784*	0.035
36-40 Years		10.62549*	0.000	

	36-40 Years	20-25 Years	23.03333*	0.000
		26-30 Years	14.77097*	0.000
		31-35 Years	10.62549*	0.000
		46-50 Years	7.84444*	0.000
	41-45 Years	20-25 Years	22.12114*	0.000
		26-30 Years	13.85877*	0.000
		31-35 Years	9.71330*	0.002
		46-50 Years	6.93225*	0.018
	46-50 Years	20-25 Years	6.92652*	0.037
		36-40 Years	7.84444*	0.002
Work Satisfaction	20-25 Years	26-30 Years	13.36129*	0.000
		31-35 Years	12.45490*	0.001
		36-40 Years	19.78000*	0.000
		46-50 Years	19.54146*	0.000
			15.35556*	
	26-30 Years	20-25 Years	13.36129*	0.000
		36-40 Years	6.41871*	0.002
		41-45 Years	6.18017*	0.006
	31-35 Years	20-25 Years	12.45490*	0.001
		36-40 Years	7.32510*	0.001
		41-45 Years	7.08656*	0.002
	36-40 Years	20-25 Years	19.78000*	0.000
		26-30 Years	6.41871*	0.001
		31-35 Years	7.32510*	0.001
		46-50 Years	4.42444*	0.000
	41-45 Years	20-25 Years	19.54146*	0.000
		26-30 Years	6.18017*	0.006
		36-40 Years	7.08656*	0.002
	46-50 Years	20-25 Years	15.35556*	0.000
		36-40 Years	4.42444*	0.043

Post hoc (Tukey) was applied to find differences of secondary school teachers' perception about workload and work satisfaction in terms of different age groups. A significant difference was found between male and female teachers' perception about workload and work satisfaction regarding their different age groups at $p \leq 0.05$ level of significance.

Findings and Discussion

Exploring “relationship between workload and work satisfaction of secondary school teachers at Lahore Cantt” was the main objective of the study. The findings of the investigation revealed “a strong, positive correlation between secondary school teachers’ workload and work satisfaction”. In contrast to various researches such as Mustapha and Ghee (2013) acknowledged inverse relationship between daily workload representing the satisfaction of employees more with reduced workload; however, it is reinforced by the facts. Kocoglu, Gurkan, and Aktas (2014) originated employees’ more satisfaction with heavy workload.

It is depicted that “male teachers were more satisfied along with the workload as compare to female teachers” Findings of the study conducted by Al-Mashaan (2003); Gazioglu and Tansel (2006); Sousa-Poza and Sousa- Poza (2003) identified that due to opportunities and better chances for employment male teachers are more satisfied as compared to the female teachers. However, it may also justified that workload tasks are the great opportunity for teachers to learn more (Shah, Jaffari, Aziz, Ejaz, Ul-Haq, Raza (2011). More experience can get through the exposure of the tasks performed by employees. Heavy workload does not mean negative impact, but on the other hand it is indicated that performance is hindered due to heavy workload (Shah et al., 2011).

Science and arts teachers showed no significant mean difference in workload and work satisfaction at secondary school level. Hence, it was reflected that no significant difference was found between workload and work satisfaction in terms of teaching subjects arts/ science. There was a significant difference found between male and female teachers in terms of academic qualification. It showed that male and female teachers think differently about workload and work satisfaction in terms of qualification. This study supported by (Akhtar 2000; Akhtar & Mazhar, 2014) who verified that there is a significant difference between high and low qualification. As in the case with work experience, it was found that “there was a significant difference between male and female teachers about workload and work satisfaction in terms of teaching experience. The findings of the study are supported by the study conducted by (Akhtar 2010) who verified that there is significant difference existed between experienced and less experienced teachers. It showed that teachers work satisfaction increased with the increase of

experience. The reason was that in the context of Pakistan, seeking a job is the most difficult task as employment prevails over the country. Years after years with no vacancies are advertised in the teaching profession. The teachers who entered the profession have to continue it even they are not willing to do so”.

Age was positively associated with workload and work satisfaction (Schorder, 2008). As the present study showed that “there was a significant mean difference between workload and work satisfaction in terms of age. The results are aligned with the study conducted by Schorder (2008) who identified that workload and work satisfaction are positively correlated with age. Work satisfaction may increase along with age.

Recommendations

Some recommendations are formed below as a result of conducting this study:

1. The positive correlation between workload and work satisfaction was formed, where an increase in workload of teachers their work satisfaction may also be increased.
2. Teachers’ effectiveness and efficiency might be improved with professional development. Therefore, conferences, workshops and seminars may also be conducted in order to improve teaching learning process.
3. There should be a balance between teaching and administrative tasks for teachers’ and students’ better performance.
4. At public and private schools a comparative study on work load and work satisfaction can be advantageous for educationalists and policy makers.

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