

EFFECT OF WORKLOAD ON MOTIVATION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

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**Abstract:** Motivation plays a crucial role in the lives of teachers and has significant implications for both educators and their students. Lack of motivation among teachers has been an issue affecting many secondary schools' teachers including those in Kajiado County, Kenya. The objective of this research was to determine the effect of workload on the motivation of teachers in Kajiado County, Kenya. The study was anchored on Maslow's theory of Motivation. Data was collected using structured questionnaires. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 25.0 and descriptive statistics and inferential statistics were used in analysis. Descriptive statistics showed that respondents agreed that workload affected the motivation of teachers in Kajiado County, Kenya. Regression analysis showed that workload affected motivation positively and significantly ( $\beta = 0.125$ , Sig. = 0.047). The study concludes that a manageable workload ensures teachers can dedicate ample time to lesson planning, grading, and providing individualized support to students and recommends allowing teachers to take emergency leave days as it is essential for addressing the human and personal aspects of their lives, promoting well-being, and maintaining a positive and supportive school environment.

**Keywords:** Workload, motivation, Kajiado County, Kenya

## INTRODUCTION

Motivation is crucial in the lives of teachers and has significant implications for both educators and their students (Comighud & Arevalo, 2020). Motivated teachers are inclined to invest extra time and effort into lesson planning, adapting teaching methods, and finding innovative ways to engage and inspire their students which results in a higher quality of education and a more positive learning environment (Mustafa & Othman, 2016). Further, motivated teachers are more open to continuous learning and professional development. They seek opportunities to improve their skills and stay current with educational trends, benefiting both their own growth and the quality of education they provide (Lopez & Elmer, 2018).

Motivation among secondary school teachers is a complex and crucial aspect of the education system. Motivated teachers can have a profound impact on students' learning and development, making it essential to understand the factors that drive and sustain their motivation. Intrinsic motivation, which arises from personal satisfaction and a genuine passion for teaching, is at the core of teacher motivation (Grant, 2010). Teachers who love their subject matter and the act of teaching itself are more likely to remain motivated. This internal drive enables them to inspire and engage their students. Seeing their students succeed and grow academically, emotionally, and socially can be a powerful motivator for teachers. Witnessing the positive impact, they have on young minds and lives is deeply rewarding, making them more enthusiastic and dedicated to their roles (Lopez & Elmer, 2018).

Asad, Olurotimi and Abdulrauf (2015) investigated the elements that motivate teachers to remain committed to their jobs at public secondary schools located inside the Mbale Municipality and teachers' commitment to their jobs increases with their level of promotion, reward system, and training and development. Kirimi, Gikunda, Obara, and Kibett (2013) looked at the effect motivating factors had on the output of secondary school

agriculture teachers in Kenya's Imenti South District and findings indicated that the length of time a teacher stayed in school affected their performance. Okoth and Ocham (2015) determined Head-Teachers' Motivational Practices in Public Secondary Schools in Kenya and found out that shared leadership and recognition for teachers' performance of tasks by head teachers raised motivation. Kamunjeru, Chepkilot, Ochieng, and Raja (2012) also found out that there is a close connection between the ways in which teachers are compensated and their level of motivation.

The teaching profession demands a significant amount of time and effort, often extending beyond classroom hours. Excessive workloads, such as grading an overwhelming number of assignments, preparing complex lesson plans, and managing administrative tasks, can lead to burnout and reduced motivation (Majanga *et al.*, 2010). Schools and educational institutions must strike a balance between expectations and resources. Adequate support, including teaching assistants or aids, reasonable class sizes, and technology tools for streamlined administrative tasks, can significantly alleviate the burden on teachers. By reducing the load, educators can focus on what truly matters—delivering quality education and building strong relationships with their students (Bastari *et al.*, 2020).

Lack of motivation among teachers has been an issue affecting many secondary schools including Kajiado County and thus it is essential to adopt a holistic approach that combines supportive policies, community involvement, resource allocation, and professional development opportunities for educators (Mustafa & Othman, 2016). In Kajiado County, student turnover is high due to factors such as transient populations, cultural practices, and socioeconomic constraints. This frequent migration disrupts the continuity of students' education, making it difficult for teachers to establish lasting relationships and maintain a consistent learning environment and thus the need for this study.

### THERETICAL FRAMEWORK

This study was anchored on Maslow's theory of Motivation. Maslow categorized the physiological, safety, belongingness, and esteem needs as deficiency needs because they arise from a lack or deficiency. Self-actualization needs are growth needs, as they focus on personal development and self-improvement. Individuals typically address their needs in a hierarchical order, starting with physiological needs and progressing to higher-level needs. Lower-level needs must be reasonably satisfied before higher-level needs become motivating (Cherrington, 1989).

Maslow's Hierarchy of Needs theory is relevant in that teachers, like everyone else, have physiological needs that must be met, including adequate compensation, a safe and clean working environment, and reasonable work hours (Nzure, 1999). When these basic needs are satisfied, teachers can focus their energy on their teaching responsibilities. Further, teachers require a safe and secure workplace free from threats, violence, or excessive stress. Providing a supportive and respectful work environment is essential for addressing their safety and security needs. Teaching often involves collaboration with colleagues, students, and parents (Cherrington, 1989). Schools can promote a sense of belonging and camaraderie among teachers by encouraging teamwork and facilitating positive relationships.

### EMPIRICAL REVIEW

Wakoli (2016) investigated the effect of teacher workload on their productivity in the Kanduyi Division of the Bungoma District. A total of ten primary schools were included in the research, including 24 principals, assistant principals, and assistant principals, 76 classroom teachers, and 3 education officers. Notwithstanding the increased enrollment brought about by the provision of free primary school education, the study indicated that teacher overload is a major issue that continues to hamper the attainment of education goals and objectives in primary schools. As a result, this has a detrimental effect on productivity.

Chirimi (2016) looked at how the workload of secondary school science teachers in the Hanang area of Tanzania affected their pupils' ability to grasp scientific topics. The study used a case-study design, and the sample of 101 participants was collected by a combination of simple random and intentional sampling. The study, which draws on primary and secondary sources, reveals an increasing problem with the distribution of teaching responsibilities among science teachers. Secondary school students in Tanzania have been blamed for the country's current educational crisis. The research was carried out at a location other than Kenya, and its primary emphasis was on

how teachers' salaries affect their levels of motivation while the present research investigated the aspects of the internal work environmental factors that have an impact on the motivation of public secondary school teachers. Rose and Sika (2019) sought to answer the question, "How does the amount of work a teacher has to do affect the academic attainment of their students in secondary schools?" The research surveyed 33 secondary schools, including a total of 164 instructors and 1,035 fourth grade students, using a descriptive survey design. A subset of 311 fourth graders, 49 educators, and 30 school administrators were selected from this larger pool. The study shows that the level of effort expected of instructors significantly affects student outcomes. But unfavorable in that student performance dropped by one percentage point for each additional unit added to teachers' workload. According to the study's results, it's crucial to reduce instructors' workloads while bolstering their ability to manage attendance records. This study looked at the motivation of teachers as the dependent variable, while this study focused on how to improve students' academic performance.

**RESEARCH METHODOLOGY**

This study adopted a descriptive design since it offers qualitative descriptions of trends, approaches and insights of the population where a study of a sample of that population is done. The study population consisted of 1176 principals and teachers while the sample size was 298 respondents: 25 principals and 273 teachers. Questionnaires were used in collecting data and administering of the questionnaires was via drop and pick later approach to reduce the risk of collecting data that is inaccurate, incomplete, or biased and improving the data quality. Data was analyzed using descriptive and inferential statistics using Statistical Package of Social Sciences. The regression model was

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where

- Y = Motivation
- $\beta_1$  = Coefficients of workload
- $X_1$  = Workload
- $\epsilon_0$  = Error term assumed to be a constant

**RESULTS AND DISCUSSION**

**Descriptive statistics**

The study sought to determine the effect of workload on motivation of teachers in Kajiado County. Mean summaries showed that in case of emergency (of the teachers) the teachers are allowed to take emergency leave days had a mean of 1.54 and a standard deviation (SD) of 1.01. The work schedules are planned as per priorities had a mean of 1.63 and SD of 1.12. Extra workloads are adequately compensated had a mean of 2.49 and SD of 1.28. The teachers are given convenient leave days to allow for rest had a mean of 2.54 and SD of 1.30. There is flexibility of schedules and time tables had a mean of 2.60 and SD of 1.33. The working schedules are flexible to allow you prepare and plan effectively had a mean of 2.70 and SD of 1.31 while the workloads are proportionately allocated to the respective teachers and adequately compensated had a mean of 3.70 and SD of 1.20.

**Table 1: Workload**

Workload statements	Means	Standard deviations
There is flexibility of schedules and time tables	2.60	1.33
The working schedules are flexible to allow you prepare and plan effectively	2.70	1.31
The teachers are given convenient leave days to allow for rest	2.54	1.30

The workloads are proportionately allocated to the respective teachers and adequately compensated	3.70	1.20
Extra workloads are adequately compensated	2.49	1.28
The work schedules are planned as per priorities	1.63	1.12
In case of emergency (of the teachers) the teachers are allowed to take emergency leave days	1.54	1.01
<b>Aggregate mean</b>	<b>2.46</b>	

Bartel et al. (2021) denoted that teacher, like any other professionals, may face personal emergencies or crises that require immediate attention. Allowing emergency leave acknowledges the teachers' humanity and the need for time to address urgent personal matters, such as family emergencies, health issues, or unexpected life events. Further, allowing emergency leave recognizes the importance of mental health and well-being. In times of personal crises, having the ability to take leave can help teachers prioritize their mental and emotional health, ensuring they return to the classroom ready to provide effective instruction. Teachers who are dealing with personal emergencies may find it challenging to focus on their work (Brown & Monaco, 2021).

Allowing them to take emergency leave helps them address the urgent matter, reducing stress and distractions, and ultimately enabling them to return to their teaching duties with increased focus and productivity (Afsaw, Pana-Cryan & Rosa, 2012). Recognizing and accommodating teachers' personal emergencies can contribute to teacher satisfaction and retention. Teachers who feel supported during challenging times have a high likelihood to stay with the school in the long term, reducing turnover and the associated costs of recruiting and training new staff (Miller, Williams & Yi, 2011). A school culture that prioritizes the well-being of its teachers fosters positive relationships and a sense of community. Teachers who feel supported have a high likelihood to be engaged, collaborative, and committed to the school's mission and goals (Klusmann et al., 2022).

**Regression analysis**

Regression model determined the effect of workload on motivation of teachers as shown as in Table 2.

**Table 2: Regression coefficients**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.230	0.222		5.544	0.000
Workload	0.125	0.065	0.140	1.913	0.047

As per the results generated, the equation translated to;

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

$$\text{Performance} = 1.230 + 0.125 (0.065)$$

Where; Motivation = Constant + Workload

The findings indicate that workload affected motivation positively and significantly ( $\beta=0.125$ ,  $\text{sig}=0.047$ ). The study findings indicate that enhancing workload leads to 12.5% increase in motivation of secondary school

teachers. The findings support a study by Rose and Sika (2019) who found out that the level of effort expected of instructors significantly affects student outcomes. Jacobson (2016) conducted study at a high school in a densely populated area of the northeastern United States found out that workload decreases the workers' level of efficiency in their job, which in turn caused a decrease in their level of productivity, which led to a decline in their total academic performance supporting the findings of this study.

### CONCLUSION AND RECOMMENDATION

A manageable workload ensures teachers can dedicate ample time to lesson planning, grading, and providing individualized support to students. A manageable workload contributes to teacher well-being, reducing stress and burnout. Teachers with reasonable workloads can maintain enthusiasm, creativity, and effectiveness in the classroom. This fosters a positive learning environment, supports student success, and enhances the overall quality of education in public secondary schools. The study recommends allowing teachers to take emergency leave days as it is essential for addressing the human and personal aspects of their lives, promoting well-being, and maintaining a positive and supportive school environment, demonstrating a commitment to their overall health and success.

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