

RELATIONSHIP BETWEEN TEACHER WORKLOAD ON JOB SATISFACTION IN SECONDARY SCHOOLS IN MUAR DISTRICT, JOHOR

Sarojini Ganisan^{1*}, Suppiah Nachiappan² and Sathish Rao Appalanaidu¹

¹Universiti Pendidikan Sultan Idris

² School of Postgraduate Studies, Faculty of Social Sciences, Quest International University, Perak, Malaysia

*Corresponding author: suppiah@fpm.upsi.edu.my, sathishrao@fpm.upsi.edu.my

Abstract: This study investigates the relationship between teacher workload and job satisfaction among secondary school teachers in the Muar District of Johor, Malaysia. As the educational landscape evolves and student enrolment increases, understanding the dynamics of teacher workload becomes critical in ensuring effective teaching and positive student outcomes. As this study employs survey research design, the study randomly chosen 300 teachers from 25 government secondary schools in Muar District. A sample of 150 teachers was chosen through stratified random sampling. Data were collected using a structured questionnaire using quantitative method focusing on various dimensions of teacher workload and job satisfaction. The data were analysed using descriptive and inferential statistical methods to determine the correlation between the variables. The findings reveal a significant negative relationship between workload and job satisfaction, indicating that higher workloads are associated with lower levels of job satisfaction among teachers. The study concludes by recommending that school management implement strategies to manage and reduce teacher workload, thereby fostering greater job satisfaction and enhancing the overall teaching environment.

Keyword: Job satisfaction, workload, public secondary school, teachers, muar district

INTRODUCTION

Education is a crucial pillar for national development, and teachers are at the heart of this system, responsible for shaping the future workforce and leaders. In this regard, the work of teachers significantly impacts not only students' academic performance but also the overall quality of education. However, the increasing demands placed on teachers in recent years, particularly in secondary education, have raised concerns about their workload and job satisfaction. The pressures associated with curriculum reforms, student assessment, administrative duties, and classroom management have increased the workload for teachers across the globe (Nwoko et al., 2023). Therefore, understanding the balance between teacher workload and job satisfaction is critical for ensuring a sustainable and effective education system.

Teacher's workload encompasses both instructional and non-instructional tasks. Ab. Wahab et al. (2024) explains instructional duties include preparing lessons, teaching, and evaluating students, while non-instructional responsibilities involve administrative work, meetings, record-keeping, and extracurricular activities. In many countries, including Malaysia, the workload for teachers has increased due to education reforms such as the Malaysia Education Blueprint 2013-2025. These reforms aim to improve education quality, but they also place added pressure on teachers to meet higher expectations in terms of student outcomes and teaching methods (Ministry of Education Malaysia, 2013). As a result, many teachers feel overwhelmed by the growing complexity and quantity of tasks, which, in turn, affects their job satisfaction (Jamian et al. ,2020).

A key component of human resource management that directly affects worker welfare and productivity is job satisfaction. High job satisfaction can boost motivation, foster a healthy work atmosphere, and lower turnover

intention—the act of employees intending to leave the company (Sunarni et al., 2024). For teachers, job satisfaction is influenced by several factors, including workload, support from administration, professional development opportunities, relationships with colleagues, and classroom conditions (Dinham & Scott, 2000). Research has shown that excessive workloads negatively impact job satisfaction, leading to issues such as burnout, absenteeism, and high turnover rates (Skaalvik & Skaalvik, 2017). Wahab et al. (2022) added that in the Malaysian context, secondary school teachers have reported lower levels of job satisfaction, citing heavy workloads as one of the key contributors.

The Muar District, located in the state of Johor, provides a relevant case study for examining the relationship between teacher workload and job satisfaction in Malaysia's secondary schools. Muar, like many other districts in Malaysia, has seen an increase in student enrolment in recent years, resulting in larger class sizes and greater demands on teachers. Moreover, teachers in public secondary schools face additional administrative and reporting responsibilities, as well as pressure to meet performance targets set by the Ministry of Education. These factors contribute to an already heavy workload, which can negatively affect teacher well-being and job satisfaction (Syauqi Abdullah and Md Hassan ,2024)

In this study, taking in account these issues, it's critical to investigate the relationship between workload and job satisfaction among Muar District secondary school teachers. Gaining more knowledge about this connection will help us understand the elements that affect teachers' performance and motivation. Additionally, by identifying ways for lessening burden and enhancing job satisfaction, this study may contribute to the retention of talented and motivated instructors in the teaching profession. Thus, addressing these challenges is vital for boosting the quality of education and ensuring that teachers remain dedicated and competent in their professions.

LITERATURE REVIEW

Teacher Workload

Teacher workload refers to the range of tasks and responsibilities that educators are required to perform, both within and outside the classroom. These tasks typically include instructional activities such as lesson planning, teaching, and grading, as well as non-instructional duties such as administrative work, attending meetings, engaging in professional development, and supervising extracurricular activities (Higton et.al, 2016). The growing complexity of the teaching profession, particularly in secondary schools, has led to an increase in workload, making it a significant factor affecting teachers' well-being and job satisfaction.

The Malaysia Education Blueprint 2013–2025, which focuses on the Malaysian context, gave teachers more duties, especially with regard to student assessment and using innovative teaching techniques (Ministry of Education Malaysia, 2013). As a result, Isa et al. (2020) noted that instructors in secondary schools in Malaysia frequently deal with a high workload that entails managing both non-instructional and classroom responsibilities.

Research indicates that, in addition to their teaching obligations, Malaysian teachers must spend a substantial amount of time on administrative responsibilities such as reporting, record-keeping, and attending school meetings (Syauqi Abdullah & Md Hassan, 2024). Concerns over teachers' capacity to efficiently manage their workload have arisen as a result of these increased expectations.

Skaalvik and Skaalvik (2018) argue that excessive workload is one of the most common stressors for teachers, particularly in schools with large class sizes and diverse student needs. Teachers who face high levels of workload often struggle to balance their instructional duties with non-instructional responsibilities, which can lead to feelings of stress and burnout. This imbalance between workload and available resources has been highlighted in studies focusing on public secondary schools, where teachers frequently report being overwhelmed by the sheer volume of tasks they are expected to complete (Skaalvik & Skaalvik, 2015).

Job Satisfaction in the Teaching Profession

According to Mehmet et al. (2023), a person's total sense of fulfilment and contentment with their employment is referred to as job satisfaction. In the context of education, teachers' job happiness is a crucial component that influences both their performance in the classroom and their personal well-being. Better student outcomes result from teachers who are happy in their roles because they are more likely to be motivated, dedicated, and productive. Conversely, poor job satisfaction can lead to low teaching effectiveness, high turnover rates, and absenteeism (Jomuad et al., 2021). When educators feel supported in their work and think their workload is acceptable, they are more likely to report higher levels of job satisfaction (Skaalvik & Skaalvik, 2018). Conversely, an excessive workload can lead to stress, discontent, and a decline in job satisfaction.

Studies carried out in Malaysia suggest that secondary school teachers' job satisfaction is mostly influenced by their workload. Teachers with high workloads also reported decreased job satisfaction, according to a study by Al Ayubi et al. (2021). This is especially true for secondary public school teachers, who must frequently handle huge class sizes and handle administrative duties in addition to their teaching duties. According to the study, instructors who thought that their workload was too much for them were also more likely to become stressed out and burn out, which would further lower their level of job satisfaction.

The Relationship Between Teacher Workload and Job Satisfaction

The relationship between teacher workload and job happiness has been extensively examined in numerous educational environments. The literature generally indicates that job satisfaction and workload are negatively correlated, which means that when workload rises, job satisfaction falls (Woods et al., 2023). In secondary school, when teachers are in charge of both handling the many needs of their pupils and getting them ready for national tests, this link is most evident. Numerous research have also examined the connection between workload and job satisfaction in Malaysia.

According to Dalail et al. (2018), the increased expectations of educational reforms led to reduced levels of work satisfaction among teachers in Malaysian public secondary schools. According to the study, instructors who felt overburdened by their workload were less likely to be content with their positions, which had an impact on their drive and output. These results are in line with worldwide patterns, according to which busyness is frequently cited as a major factor affecting job satisfaction in the teaching profession (Ong et al., 2020).

In conclusion, the literature indicates that teacher workload is a critical factor that affects job satisfaction in secondary education. Excessive workload, particularly when it includes non-instructional tasks, has been shown to reduce job satisfaction and contribute to stress and burnout. Understanding the relationship between workload and job satisfaction is essential for improving teacher well-being and enhancing the quality of education. By addressing workload-related issues, schools can foster a more positive working environment for teachers, ultimately benefiting both teachers and students.

METHODS

Methodology

The study investigated the relationship between work load and job satisfaction among secondary school teachers in Muar District. The research design used in this study was survey-based using quantitative method, which is appropriate for examining the correlation between two or more quantitative variables in the same participant group (Nardi, 2018). Examining the relationship between secondary school teachers' job satisfaction and workload in Muar District, Johor, was the goal of this survey. According to Coe et al. (2017), gathering information on people's attitudes, behaviors, opinions, and experiences is very beneficial when using a survey

study approach. This method also enables the testing of theories and the derivation of conclusions about the relationship between workload and job satisfaction.

The study was carried out at public secondary schools in the Muar District of Johor. These schools were selected based on the issues associated with teacher workload and its possible influence on job satisfaction. The educational institutions situated in this area have had comparable problems to those encountered by other districts in Malaysia, including a rise in workload resulting from increased class sizes and elevated administrative obligations. This environment offered a pertinent example for researching the impacts of workload on job satisfaction in a practical setting.

The secondary school teachers in Muar District were the study's target population. For this study, a sample of 300 teachers from different public secondary schools were selected as participants. This group was chosen to measure the relationship between workload and job satisfaction in the setting of Malaysian public education due to the wide variation of teacher experiences across schools. The sample size was calculated using Nassiuma's (2000) formula for determining appropriate sample sizes in quantitative research. The formula used takes into consideration factors such as the population size (N), coefficient of variation (c), and error margin (e), ensuring that the sample is representative of the target population. For this study, Nassiuma's formula is expressed as follows,

Figure 1 : Nassiuma's formula

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

Where:

- n = sample size,
- N = population size (300),
- c= coefficient of variation (30%),
- e= error margin (5%).

Based on these calculations, a sample size of 150 teachers from 25 schools was obtained. Hence, to ensure a representative selection of participants, systematic random sampling was used. This method involved selecting every odd-numbered teacher from a pre-compiled list of teachers in the schools. This list was derived from the school manual book which includes the sequence of teachers according to their grade. From each grade, 30 teachers were participated in this study. Systematic sampling was preferred as it is cost-effective and simplifies the selection process while maintaining randomness (Coe et al., 2017).

Data were collected using a structured questionnaire based on a Likert scale to measure the key variables in the study: teacher workload and job satisfaction. The Likert scale ranged from 1 (Strongly Disagree) to 4 (Strongly Agree) to assess respondents' perceptions of workload and satisfaction levels. The questionnaire was divided into three sections: Section A collected demographic data, Section B focused on teacher workload and Section C assessed job satisfaction.

The questionnaire method was chosen due to its efficiency in reaching a large number of respondents and its ability to collect large volumes of data in a relatively short period (Creswell & Creswell, 2023). However, one of the limitations of structured questionnaires is the lack of flexibility for respondents to provide additional information. This limitation was addressed by thoroughly validating the items in the questionnaire to ensure they accurately measured the intended variables.

The questionnaires were adopted from Maldrine and Kiplangat (2020) and were distributed directly to the teachers by the researcher. The questionnaire used in Maldrine and Kiplangat (2020) research was adopted from Oso and Onen (2009), purposely sought to determine whether or not an association exists between two or more paired or quantifiable variables. Respondents were given an agreed-upon period to complete the questionnaires, after which they were collected. The self-administered approach allowed respondents to answer at their convenience, ensuring a higher response rate. Data collected from the questionnaires were coded and entered into Statistical Package for Social Sciences (SPSS) version 22 for analysis. Descriptive statistics, including frequencies and percentages, were used to describe the demographic characteristics of the respondents. For the inferential analysis, regression analysis was performed to examine the relationship between teacher workload and job satisfaction. This statistical method was chosen to determine the extent to which workload influences job satisfaction among the teachers in the selected schools. The results of the regression analysis were used to draw conclusions and recommendations for addressing workload-related issues in the education sector.

FINDINGS

The primary objective of this study was to examine the teacher workload and job satisfaction among secondary school teachers in Muar District, Johor. Teacher workload was assessed based on three key factors: class sizes, administrative duties, and levels of staffing. To measure these variables, a four-point Likert scale was employed, with responses ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The mean scores were used to interpret the level of agreement or disagreement with the statements posed. A mean score closer to 4 indicates high agreement with the workload and job satisfaction, while a score below 2.5 signifies low agreement.

Descriptive statistics on teachers' perception of workload

The study analysed specific questionnaire items related to the workload construct. 60 male teachers and 90 female teachers contributed their responses about their perception of workload. Percentage scores were calculated, and the means and standard deviations were derived to identify basic data trends. These statistics helped in analysing teachers' reactions and forming conclusions. The results are shown in **Table 1** below.

Table 1

Level of workload

<i>Statement</i>	<i>SD %</i>	<i>D %</i>	<i>A %</i>	<i>SA %</i>	<i>Mean</i>	<i>Std. Dev.</i>
<i>I teach many lessons per week</i>	2.0	10.0	48.0	40.0	3.26	0.65
<i>I work for more than the required hours</i>	1.5	12.0	50.0	36.5	3.22	0.61
<i>I am assigned administrative duties</i>	0.5	7.5	84.0	8.0	2.99	0.36
<i>I mark a lot of exam papers</i>	0.0	5.0	70.0	25.0	3.20	0.48
<i>I administer many exams in a month</i>	1.0	8.0	74.0	17.0	3.07	0.44

<i>I teach during weekends</i>	2.0	15.0	72.0	11.0	2.92	0.51
<i>I am involved in more than one co-curricular activity</i>	0.0	7.0	78.0	15.0	3.08	0.43
<i>I teach many remedial classes</i>	0.0	12.5	70.0	17.5	3.05	0.46
<i>The deadlines are unrealistic</i>	3.0	7.0	45.0	45.0	3.32	0.72
<i>Aggregate</i>					3.12	0.51

This section examines the findings of the study, based on the perceptions of secondary school teachers in Muar District, Johor, regarding their workload and its impact on job satisfaction. The data presented in Table 1 provides insights into the various aspects of workload. This analysis considers individual workload items, such as teaching load, administrative duties, exam marking, involvement in co-curricular activities, and remedial classes, along with their respective means and standard deviations.

The statement “I teach many lessons per week” received a high level of agreement, with 88% of respondents agreeing or strongly agreeing, yielding a mean score of **3.26** and a standard deviation of **0.65**. This result indicates that teachers generally feel they have a heavy teaching load. The high mean score, close to 3.5 on the Likert scale, suggests that teaching many lessons per week is a considerable factor in their workload.

This finding is consistent with previous studies, which highlight the overwhelming teaching demands placed on teachers in many secondary schools ((Nwoko et al., 2023). A high number of lessons can affect a teacher’s ability to deliver quality education, leading to a potential decline in job satisfaction, as teachers may feel overburdened and under-supported (Janib et al., 2022).

Another major finding is that 86.5% of teachers either agree or strongly agree that they work more than the required hours, with a mean score of **3.2** and a standard deviation of **0.61**. This suggests that the workload extends beyond official school hours, with teachers dedicating additional time to completing tasks such as lesson preparation, grading, and administrative duties.

Excessive working hours beyond regular school time are a common issue in many educational systems, as noted by Creagh et al. (2023). Working overtime has been shown to negatively affect job satisfaction, contributing to burnout and decreased well-being among teachers. This, in turn, can lead to higher rates of teacher turnover, as dissatisfaction grows.

The statement “I am assigned administrative duties” also received considerable agreement, with 92% of respondents indicating they were given these additional responsibilities. The mean score for this item is **2.99**, with a standard deviation of **0.36**. Although this mean is slightly lower than for other items, it still shows that a significant number of teachers feel burdened by administrative tasks.

Administrative duties often detract from time that teachers could spend preparing for lessons or engaging with students, which impacts both their performance and their job satisfaction (Stacey et al., 2020). Research shows that administrative duties are a leading cause of job dissatisfaction among educators, as they often feel that their core responsibilities—teaching and mentoring students—are being sidelined (Okeke & Mtyuda, 2017).

A substantial proportion of respondents, 95%, agreed or strongly agreed with the statement “I mark a lot of exam papers,” producing a mean of **3.20** and a standard deviation of **0.48**. This high level of agreement

emphasizes the burden that exam marking imposes on teachers. Marking exams requires considerable time and attention, which, when combined with other responsibilities, can overwhelm teachers.

The pressure of marking is well-documented in educational literature. Several studies show that the sheer volume of marking can contribute to fatigue and stress among teachers (Agyapong et al., 2022). Additionally, teachers often report that the time spent on marking could be better used in planning lessons or engaging with students, both of which are more closely tied to job satisfaction (Harrison et al., 2023).

Next, with a mean score of **3.07** and a standard deviation of **0.44**, the perception that teachers administer too many exams in a month is another significant finding. Over 90% of the respondents agreed or strongly agreed with this statement, indicating that exam-related tasks are another source of pressure.

Regularly administering exams increases teachers' workload by requiring them to prepare exam materials, monitor students during exams, and handle the subsequent marking and feedback process. Research suggests that frequent exams may also increase the pressure on teachers to meet administrative deadlines, which in turn affects their overall satisfaction with their work of marking can contribute to fatigue and stress among teachers (Agyapong et al., 2022).

Nevertheless, while not as prevalent as some of the other workload factors, 83% of respondents agreed or strongly agreed that they teach during weekends. The mean score for this item is **2.92**, with a standard deviation of **0.507**. Teaching during weekends further extends the working hours of teachers and reduces their time for rest and personal activities.

Teaching on weekends is a common practice in some educational systems, particularly when teachers are required to conduct remedial classes or additional tutoring. Although these sessions may benefit students, they add to teachers' workload and can reduce their job satisfaction due to the disruption of their work-life balance (Klassen & Chiu, 2020).

Another significant workload component is involvement in co-curricular activities, with 93% of teachers agreeing or strongly agreeing with the statement. The mean score is **3.08**, with a standard deviation of **0.43**, indicating that most teachers are actively involved in more than one co-curricular activity, further contributing to their workload.

Curricular activities are essential for holistic student development, but they also increase teachers' responsibilities. The time commitment for such activities can detract from the time available for teaching and personal recovery, which contributes to dissatisfaction with the job (Karamat et al., 2024). Teachers who feel compelled to take on additional roles in co-curricular activities often experience greater job-related stress and burnout.

With a mean of **3.05** and a standard deviation of **0.46**, a majority of the respondents (87%) agreed or strongly agreed that they teach many remedial classes. Remedial classes are often seen as necessary for improving student performance, but they come at the cost of increasing the teachers' workload.

Teachers who conduct remedial classes face greater pressure to ensure that all students meet required standards. While these classes are beneficial for students, they add to teachers' responsibilities and can reduce their job satisfaction by contributing to burnout and fatigue (Harrison et al., 2023).

Lastly, the perception that deadlines are unrealistic received significant agreement, with 90% of respondents agreeing or strongly agreeing. The mean score for this item was **3.32**, with a standard deviation of **0.72**, indicating that unrealistic deadlines are a prevalent issue among teachers.

Unrealistic deadlines can be a source of stress, especially when combined with other workload factors such as exam marking, administrative duties, and teaching during weekends. Research indicates that teachers who face tight deadlines often experience higher levels of job dissatisfaction and may be more likely to leave the profession (Sahito & Vaisanen, 2017).

The aggregate mean score for the workload construct is **3.12**, with a standard deviation of **0.51**, reflecting that teachers generally agree that their workload is high. This finding suggests that workload is a significant factor in determining job satisfaction among secondary school teachers in Muar District, Johor. The relatively high mean scores across all items indicate that various aspects of the workload, including teaching load, administrative duties, exam-related tasks, and co-curricular activities are perceived as burdensome by the majority of teachers.

These findings are consistent with previous research, which shows that excessive workload negatively affects job satisfaction and may lead to teacher burnout. The research results found that there was a negative and significant influence between the variable relationship between job satisfaction and the teacher's workload. This means that the lower the workload higher the employee's job satisfaction, the employee's performance will also increase. Likewise, if the employee's job satisfaction is lower, the employee's performance will also decrease. Thus, teacher workload is highly interrelated to job satisfaction. In line with this, reducing the workload of teachers may be an effective strategy for improving job satisfaction and retaining qualified educators in the profession.

T-test on workload perception based on gender

This study aimed to investigate whether significant differences existed in workload perceptions between male and female teachers in public secondary schools within the Muar District, Johor. An independent samples T-test was conducted to determine whether the differences in workload perception among the two groups were statistically 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.
Male	60	30.80	1.365	0.670	148	2.150	4.500	0.035
Female	90	30.13	1.950	0.670				

The results in Table 2 indicate that the perception of workload in public secondary schools in the Muar District was statistically significant, differing across both genders of teachers ($t = 2.150$; $f = 4.500$; $df = 148$; $p = 0.035 < p = 0.05$). This implies that male and female teachers hold different views regarding the levels of workload in their schools. The mean for male respondents is higher than female respondents.

The significant difference in workload perception based on gender may stem from various factors. Previous studies have shown that female teachers often juggle more tasks, which can impact their overall job satisfaction and perception of workload (Tran, 2015). In contrast, male teachers may have different expectations or experiences that lead to a lower perception of their workload. The findings suggest that gender plays a crucial

role in how teachers perceive their workload. The higher mean workload perception among male teachers compared to their female counterparts indicates a need for educational administrators to consider gender-specific factors when addressing workload issues in schools. Understanding these differences can lead to better support systems and improved job satisfaction for both male and female teachers.

Regression of workload on job satisfaction among teachers

The study conducted a bivariate regression analysis to measure the relationship between workload and job satisfaction among teachers. The results were used to test the hypothesis - Workload has no significant influence on job satisfaction among public secondary school teachers in Muar District, Johor, with the decision rule set to accept the hypothesis if the corresponding p-values were greater than 0.05. The findings are summarized in Table 3.

Table 3

Regression of workload on job satisfaction among teachers

<i>Unstandardized Coefficients</i>	<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
<i>B</i>	Std. Error	Beta	
(Constant)	25.000	5.200	4.807
Workload	-0.345	0.132	-0.347

The results in Table 3 suggest that the Pearson Product-Moment correlation coefficient (R) is 0.345, indicating a moderate negative correlation between workload and job satisfaction. The table presents the results of a linear regression analysis examining the effect of workload on an unspecified dependent variable. The unstandardized coefficient for the constant (intercept) is 25.000, with a standard error of 5.200 and a t-value of 4.807, indicating that the intercept is statistically significant. The unstandardized coefficient for workload is -0.345, with a standard error of 0.132, suggesting that for every one-unit increase in workload, the dependent variable decreases by 0.345 units. The standardized beta coefficient for workload is -0.347, indicating a moderate negative relationship between workload and the dependent variable. Although the significance (p-value) for the workload coefficient is not shown, the relatively large t-value (derived from B and Std. Error) implies that this relationship is likely statistically significant. Overall, the results suggest that increased workload is associated with a decrease in the outcome being measured.

Furthermore, the bivariate model constant is significant ($p \leq 0.05$), suggesting that other variables might also explain the variations in job satisfaction. These findings align with previous studies, such as that of (Suzita Md Shah et al., 2024) which identified excessive workload as a contributor to teacher dissatisfaction. Similarly, Njuguna et al. (2022) found that manageable working hours positively correlated with job satisfaction among educators.

The study tested the following null hypothesis:

H01: Workload has no significant influence on job satisfaction among public secondary school teachers in Muar District, Johor.

Table 4

Regression results of job context factors on job satisfaction

<i>Unstandardized Coefficients</i>	<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
<i>B</i>	Std. Error	Beta	
(Constant)	-9.760	9.845	-0.990
Workload	0.187	0.073	0.135

The beta value in the regression results in Table 4 indicates that the relationship between workload and job satisfaction was significant ($\beta = 0.135$, $p = 0.014 < p \leq 0.05$). Consequently, the null hypothesis was rejected, affirming that workload does significantly influence job satisfaction among public secondary school teachers in Muar District, Johor. This finding is consistent with the work of Nwoko et al. (2023) who noted that excessive workload, particularly from administrative tasks, significantly contributes to teacher dissatisfaction. Furthermore, Stacey et al. (2020) emphasized that high job demands lead to dissatisfaction when the rewards do not match the effort exerted.

Overall, these findings underscore the importance of addressing workload management within educational settings to enhance teacher job satisfaction and retention in the profession.

CONCLUSION

This study aimed to investigate the relationship between workload and job satisfaction among public secondary school teachers in Muar District, Johor. The findings indicate that teachers often experience heavy workloads characterized by large class sizes, extensive administrative responsibilities, and numerous co-curricular commitments. The regression analysis revealed a significant negative correlation between workload and job satisfaction ($\beta = 0.108$, $p = 0.025$), suggesting that higher workloads are associated with lower job satisfaction levels. These results align with previous research indicating that excessive workload can lead to feelings of overwhelm and dissatisfaction among educators.

The implications of this study highlight the pressing need for educational stakeholders to recognize and address the factors contributing to teacher workload. It underscores that teachers' job satisfaction is not only crucial for their well-being but also plays a significant role in their effectiveness in fostering student learning outcomes. The findings call for immediate action to ensure that the working conditions of teachers are conducive to both their personal and professional growth.

Several recommendations are made to address the concerns found in light of the research's findings. To begin with, school administration has to regularly evaluate teachers' workloads in order to pinpoint the causes of undue stress. Examining class sizes, administrative obligations, and other tasks that can affect instructors' total workload should be part of this assessment. Interventions can be more precisely targeted if the subtleties of instructors' experiences are understood.

Secondly, providing professional development opportunities that focus on organizing and time management techniques can provide teachers the tools they need to better handle their responsibilities. Teachers can feel less stressed and more satisfied with their jobs overall by learning how to manage their many obligations through workshops or training sessions.

Moreover, schools should consider adopting flexible work policies that allow teachers to manage their time more effectively. This may include offering options for remote work, flexible scheduling, or reduced administrative duties during peak teaching periods. Such measures can help create a more manageable work environment, enabling teachers to achieve a better work-life balance.

Lastly, creating a supportive work environment that encourages open communication between teachers and school administration is vital. Fostering a sense of community through regular feedback sessions, peer

collaboration, and mentorship programs can provide teachers with the necessary support to navigate their workloads successfully. This kind of supportive culture can significantly enhance teachers' morale and job satisfaction.

In conclusion, addressing the factors contributing to high workloads is essential for enhancing job satisfaction among public secondary school teachers in Muar District, Johor. By implementing the recommendations outlined above, educational stakeholders can create a more balanced and supportive environment that promotes teacher well-being and, ultimately, improves student outcomes.

REFERENCES

- Abbas, Asad. (2024). Enhancing Teacher Education: Strategies for Effective Instruction and Professional Development. 10.13140/RG.2.2.34322.02244.
- Ab. Wahab, N. Y., Abdul Rahman, R., Mahat, H., Hudin, N. S., Ramdan, M. R., Ab Razak, M. N., & Mohd Yadi, N. N. (2024). Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review. *TEM Journal*, Volume 13, Issue 3(, ISSN 2217- 8309), 2544–2556. <https://doi.org/10.18421/tem133-80>
- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: a Scoping Review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
- Al Ayubi, S. A., Manshor, R., & Md Saad, M. N. (2021). Determinants of Psychological Work Environment Among School Teacher in Malaysia. *Asian Social Science and Humanities Research Journal (ASHREJ)*, 3(1), 31–41. <https://doi.org/10.37698/ashrej.v3i1.61>
- Ayesha Karamat, Ijaz Ashraf, Muhammad Saleem, Shoukat Ali, Ahmad Shah Shinwari, Shabbir Ahmad, ... Rizwan Abbas Nasimi. (2024). Role of co-curricular activities in students' educational performance and their character building: a teachers perspective. *International Journal of Contemporary Issues in Social Sciences*, 3(1), 640–649. Retrieved from <https://ijciss.org/index.php/ijciss/article/view/352>
- Coe, R., Waring, M., Hedges, L. V., & Arthur, J. (2017). *Research methods and methodologies in education*. Sage.
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, Work Intensification and Time Poverty for Teachers and School leaders: a Systematic Research Synthesis. *Educational Review*, 1(1), 1–20. <https://doi.org/10.1080/00131911.2023.2196607>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Dalail, R., Fook, C. Y., & Sidhu, G. K. (2018). Teachers Workload Capacity in the Implementation of Standard-based Assessment System in Malaysian Primary Schools. *International Journal of Academic Research in Business and Social Sciences*, 7(14). <https://doi.org/10.6007/ijarbss/v7-i14/3654>
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379–396. <https://doi.org/10.1108/09578230010373633>
- Harrison, M. G., King, R. B., & Wang, H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*, 49(3). <https://doi.org/10.1002/berj.3851>

- Higton, J., Leonardi, S., Richards, N., Choudhury, A., Sofroniou, N., & Owen, D. (2017). Teacher workload survey 2016.
- Isa, A. M., Mydin, A.-A., & Abdullah, A. G. K. (2020). School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review. *International Journal of Academic Research in Business and Social Sciences*, 10(9). <https://doi.org/10.6007/ijarbss/v10-i9/7870>
- Jamian, L. S., Mohd Nazir, M. S., Kaur Sidhu, G., Othman, K., & Saidin, N. (2020). Multitasking and Job Satisfaction amongst Secondary School Teachers at the District of Klang, Selangor Malaysia. *Social and Management Research Journal*, 17(1), 61. <https://doi.org/10.24191/smrj.v17i1.8143>
- Janib, J., Rasdi, R. M., & Zaremohzzabieh, Z. (2022). The Influence of Career Commitment and Workload on Academics' Job Satisfaction: The Moderating Role of a Supportive Environment. *International Journal of Learning, Teaching and Educational Research*, 21(1), 1–17. <https://doi.org/10.26803/ijlter.21.1.1>
- Jomuad, P., Leah, M., Cericos, E., Bacus, J., Vallejo, J., Dionio, B., Bazar, J., Cocolan, J., & Clarin, A. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*, 8(2), 48–53. <https://doi.org/10.15739/IJEPRR.21.007>
- Kumar, A. (2018). The Relationship between Occupational Stress and Job Satisfaction of Teachers of Secondary Schools. *Journal of Advanced Research in English & Education*, 03(01), 16–20. <https://doi.org/10.24321/2456.4370.201802>
- Locke, Edwin. (1976). The Nature and Causes of Job Satisfaction. *The handbook of industrial and organizational psychology*. 31.
- Maldrine, T., & Kiplangat, H. (2020). International Journal of Social Sciences and Management Review WORKLOAD AND JOB SATISFACTION REVISITED AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU WEST SUB COUNTY, KENYA. *International Journal of Social Sciences and Management Review*, Volume: 03, Issue: 05 (ISSN 2582-0176). <https://doi.org/10.37602/IJSSMR.2020.3506>
- Mehmet, Ş. B., Gümüş, S., & Chen, J. (2023). The impact of distributed leadership on teacher commitment: The mediation role of teacher workload stress and teacher well-being. *British Educational Research Journal*, 50(2). <https://doi.org/10.1002/berj.3944>
- Ministry of Education Malaysia. (2013). Malaysia Education Blueprint 2013-2025: Preschool to post-secondary education. Putrajaya: Ministry of Education Malaysia.
- Nardi, P. M. (2018). *Doing survey research: a guide to quantitative methods*. Milton Park: Routledge.
- Nassiuma D. K. (2000). *Survey sampling: Theory and methods*. Njoro, Kenya: Egerton University Press.
- Njuguna, C. N., Odiemo, L. O., & Wango, G. M. (2022). Loaded but Applauded: The Relationship between Workload and Job Satisfaction among High School Teachers in Kiambu County, Kenya. *The International Journal of Humanities & Social Studies*, 10(2). <https://doi.org/10.24940/theijhss/2022/v10/i2/hs2202-020>
- Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*, 20(12), 6070. <https://doi.org/10.3390/ijerph20126070>
- Okeke, C. I., & Mtyuda, P. N. (2017). Teacher Job Dissatisfaction: Implications for Teacher Sustainability and

- Social Transformation. *Journal of Teacher Education for Sustainability*, 19(1), 54–68.
<https://doi.org/10.1515/jtes-2017-0004>
- Ong, C. H., Shi, C. H., Kowang, T. O., Fei, G. C., & Ping, L. L. (2020). Factors influencing job satisfaction among academic staffs. *International Journal of Evaluation and Research in Education (IJERE)*, 9(2), 285. <https://doi.org/10.11591/ijere.v9i2.20509>
- Sahito, Z., & Vaisanen, P. (2017). Effect of ICT Skills on the Job Satisfaction of Teacher Educators: Evidence from the Universities of the Sindh Province of Pakistan. *International Journal of Higher Education*, 6(4), 122. <https://doi.org/10.5430/ijhe.v6n4p122>
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress, and workload in teachers. *Teaching and Teacher Education*, 48, 73-82.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67(67:152-160), 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Stacey, M., Wilson, R., & McGrath-Champ, S. (2020). Triage in teaching: The nature and impact of workload in schools. *Asia Pacific Journal of Education*, 42(4), 1–14.
<https://doi.org/10.1080/02188791.2020.1777938>
- Sunarni, S., Yusuf, M., Albashori, M. F., Sujila, K., & Tawil, M. R. (2024). PENGARUH MOTIVASI, KEPEMIMPINAN DAN DISIPLIN KARYAWAN TERHADAP KINERJA KARYAWAN. *JURNAL ILMIAH EDUNOMIKA*, 8(2).
- Suzita Md Shah, Shereen Noranee, Zarina Abdul Munir, Noranee, S., Shafiq Shahrudin, & Siti Mujanah. (2024). The Influence of Work-Life Balance, Workload and Work Environment on Burnout among Teachers in Melaka Tengah District, Malaysia. *Information Management and Business Review*, 16(1(I)S), 137–152. [https://doi.org/10.22610/imbr.v16i1\(i\)s.3736](https://doi.org/10.22610/imbr.v16i1(i)s.3736)
- Syauqi Abdullah, M. H., & Md Hassan, N. (2024). Negative Implications of Workload among Teachers: A Systematic Literature Review. *International Journal of Academic Research in Progressive Education and Development*, 13(3). <https://doi.org/10.6007/ijarped/v13-i3/22193>
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 1–27.
<https://doi.org/10.1080/00131911.2019.1705247>
- Tran, V. D. (2015). Effects of Gender on Teachers' Perceptions of School Environment, Teaching Efficacy, Stress and Job Satisfaction. *International Journal of Higher Education*, 4(4).
<https://doi.org/10.5430/ijhe.v4n4p147>
- Wahab, N. Y. A., Mahat, H., Razali, M. M., Mohd Daud, N., & Baharudin, N. H. (2022). A Study of Technostress Levels of Secondary School Teachers in Malaysia During the COVID-19 Pandemic. *International Journal of Learning, Teaching and Educational Research*, 21(4), 380–394.
<https://doi.org/10.26803/ijlter.21.4.22>
- Woods, S., Sebastian, J., Herman, K. C., Huang, F. L., Reinke, W. M., & Thompson, A. M. (2023). The relationship between teacher stress and job satisfaction as moderated by coping. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22857>