

Fervently Optimistic: Teachers Emotional Exhaustion and a Balance between Workload and Job Satisfaction among High School Teachers

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Received: May 29, 2023 Accepted: July 26, 2023 Published: August 5, 2023

doi:10.5296/ijld.v13i3.21210 URL: <https://doi.org/10.5296/ijld.v13i3.21210>

Abstract

Professionals experience emotional exhaustion at the workplace as they balance workload and job satisfaction, often leading to burnout. Burnout is linked to job satisfaction, and both significantly affect job performance. Indeed, the effect was even more evident during the COVID-19 pandemic. Nevertheless, research has established job satisfaction and quality productivity among professionals, even among teachers, are positively related to emotional

exhaustion. This study investigated workload and mental health concerns among teachers. A group of 367 out of 4 447 targeted teachers in public secondary school settings were part of the study utilising a descriptive survey design. Data on burnout was obtained using the Maslach Burnout Inventory (MBI-S), while the JSS-S measured teachers' job contentment. The results showed that burnout is strongly linked to job satisfaction, and the study suggests that the underlying causes of burnout need to be addressed to improve teachers' work satisfaction.

Keywords: Teachers, workload, job satisfaction, emotional exhaustion, burnout

1. Introduction

Most studies have linked job satisfaction and professional work quality and output, which also applies to teachers. Kalamawei et al. (2016) found that satisfied professionals were more productive and attentive, resulting in higher-quality work output. Additionally, Khan (2014) observed that job satisfaction was associated with a higher level of productivity and a more positive outlook on work, and reduced absenteeism. Consequently, it is essential for a professional, including a teacher, to have a healthy mental state and be content with their work to perform at their best. On the other hand, workloads that exceed their capacity can cause them to feel overwhelmed and exhausted, leading to exhaustion feelings emotionally and personal attachment loss to work that they may have previously enjoyed (Anap et al., 2017; Bodenheimer & Shuster, 2020; Maslach & Leiter, 2017). This situation can ultimately lead to burnout.

Workload refers to the number of responsibilities assigned to a person in a specific period (Chirimi, 2016; Rasheed et al., 2016; Richardson, 2014). Some individuals engage in more than one type of workload, while others do only one. According to Van-Droogenbroeck et al. (2014), teachers' work comprises teaching and non-teaching loads, where teaching includes preparation for and actual teaching, while the non-teaching workload consists of administrative, meetings, and other assigned duties. The workload for teachers in public (government-sponsored) schools in Kenya is outlined by the Ministry of Education (Republic of Kenya, 2010; 2013) and by the Teachers Service Commission (TSC) (Teacher Service Commission, 2002; 2012; 2015a; 2015b). The TSC is responsible for teachers' recruitment, remuneration, and deployment (Republic of Kenya, 2010; Teacher Service Commission, 2002; 2015a). The teaching load involves classroom teaching and instructional activities, and forms the core teacher functional workload. However, the teachers' code of regulation and the head teacher's manual stipulates that in addition to classroom teaching, any other relevant responsibilities may be assigned to a teacher as needed (Teachers Service Commission, 2002; 2012; 2015a).

Formal and additional teaching duties constitute the teaching and non-teaching workload since the non-teaching tasks are aligned with teaching and learning. Non-teaching responsibilities include managing students' psychosocial welfare issues, performing administrative tasks, and supervising extracurricular activities in the school. These responsibilities may increase the workload for the individual teacher, leading to burnout and decreased work satisfaction (Cush et al., 2014; Kamau et al., 2014; Skaalvik & Skaalvik, 2017). According to Maslach (2017), Muasya (2016), burnout, a frequent exhaustive experience, is manifested physically, mentally, and emotionally. This experience results from exposure to prolonged stressful working

environments in the workplace. Feelings of exhaustion, disappointment, low energy, and low morale are frequently experienced.

Burnout facets are progressive, yet they also overlap. They progress in three different ways. The first is emotional fatigue, characterized by a sense of inadequacy and low energy and serves as a precursor to burnout. Depersonalization, a detachment phase, follows when a person feels cut off from other people. Thirdly, there is a decreased and prolonged sense of personal accomplishment, which has a significant impact on the workplace because it is accompanied by feelings of discouragement, demoralization, disheartenment, poor interpersonal relationships, absenteeism, increased somatic and physical illnesses, and increased demotivation (Maslach & Leiter, 2017; Maslach, 2017). Ultimately, the person's physical, mental, and emotional reserves are depleted. It is imperative that conditions at the workplace, such as working environments for teachers in schools, are checked to avoid such predicaments. This state is primarily because workplace conditions and individual factors contribute to burnout either positively or negatively.

Job satisfaction is characterized by pleasurable feelings, self-assurance and cheerfulness, and optimism about one's work. According to Hong et al. (2013) and Kumar et al. (2023), these feelings of satisfaction are equivalent to the employees' level of contentment and delight in their work. However, job satisfaction includes motivation and must coincide with employee expectations. It has several facets, including remuneration and other rewards and benefits, working conditions, promotion, collegiality, communication, and the worker's relationship with their supervisors (Richardson, 2014; Spector, 1994). Subsequently, teachers may have negative or positive work experiences during regular classroom teaching and instruction as well as when engaging in other duties (Klusmann et al., 2021; 2022a).

Although several scholars have examined how work-related burnout is connected to job satisfaction, a common consensus on the meticulous nature of the relationship has yet to be established. Certain studies argue that a negative link exists, while others contend that a partial positive association exists between these two variables under investigation. For instance, individuals working under sufficient working conditions, support, recognition, and other friendly work-based factors have less emotional stress and burnout, and subsequently, they experience increased satisfaction in their work (Collie et al., 2017; Collie et al., 2020). In addition, Njuguna et al. (2022a) revealed that supervisors' availability and provision of support led to increased job satisfaction and more commitment to work. Additionally, people who experience mental and physical enervation, impaired relationships, professional inefficiency, and disillusionment at higher levels are also more likely to experience less work satisfaction (Molero Jurado et al., 2019; Wei & Abudulla, 2016; Yorulmaz et al., 2017). Moreover, the inability to cope with work stress and a lack of autonomy also contribute to increased burnout and less satisfaction in the job (Esfandiari & Kamali, 2016; Goswami, 2013; Kroupis et al., 2017).

In Kenya, a study examined how burnout impacted the work productivity of the teachers working in secondary schools in Bungoma South Sub-County. The results revealed that general psychophysical weariness impacted the work output and the health of the individuals, affecting

their job satisfaction negatively (Wanyonyi & Poipoi, 2019). These results were attributed to the high job demands placed on the teachers. Furthermore, Klusmann et al., 2022a, 2022b; Njuguna, Odiemo, and Wango (2022a; 2022b), investigating how workload relates to emotional exhaustion argued that multiple workloads positively relate to emotional exhaustion leading to increased burnout, which includes teaching and learning and their outcomes.

Three theories explain the interdependence of workload, burnout, and job satisfaction. The theories are; Job demand-resource theory (Bakker & Demerouti, 2014; 2017), Maslach multidimensional theory (Maslach, 1998; 2017; Maslach, 2017), and the Two - factor theory (Herzberg, 1966; Herzberg et al., 2017). These theories outline the interactions among the three variables and how they may influence their relationships. The Job demand-resource theory claims that workplace burnout is caused by an apparent or actual mismatch between the job requirements and the resources that can be used to meet those requirements (Bakker et al., 2005). According to Lesener et al. (2019), the availability and capacity of job resources reduce burnout, while their absence increases burnout. Job resource factors enhance the accomplishment of the organisational set goals, moderate the demands making them manageable and augment personal and career growth (Bakker & Demerouti, 2007; Demerouti & Bakker, 2011). Adequate workplace resources, including teaching and learning and increased learning outcomes, may help to mitigate occupational stress and burnout (Njuguna et al., 2022a; 2022b).

Multidimensional theory suggests that burnout (emotional exhaustion, depersonalisation, diminished personal accomplishment) results from a disparity in the job demands and the coping abilities of the individual doing the work (Maslach, 1993; 1998; 2017). A multidimensional theory study by Mohamed (2016) reported that participants who experienced higher workloads also experienced high burnout. Aspects of moodiness, frustration, and agitation manifested in this state. The two-factor theory postulates that two groups of factors (motivator and hygiene) exist in organisations, and have different effects on individuals' work satisfaction (Herzberg, 1966; Stello, 2014). Alshmemri et al. (2017) support this position and explain the roles of motivator and hygiene dynamics in job satisfaction, with hygiene factors being viewed as less important.

This study explores the link between workload and work satisfaction. Multiple workloads are conceptualised as job demands (Bakker & Demerouti, 2014; 2017), and the facets of job satisfaction as job resources (Herzberg, 1966; Stello, 2014). Accordingly, burnout occurs when individuals engage in multiple workloads and lack the resources to cope (Maslach, 2017). Consequently, this state of affairs may lead to less job satisfaction. However, if the resources to support work engagement and demands are available, individuals are more likely to be satisfied despite multiple workloads. Therefore, job resources act to cushion individuals from burnout as a result of multiple workloads.

2. Method

2.1 Aim of the Research

This paper explores the link between workload burnout and work satisfaction.

2.2 Research Questions

The research questions this paper aims to answer are:

1. What is the workload of the high school teachers?
2. Is there a relationship between workload-related burnout and teachers' job satisfaction?

2.3 Sampling Procedures, Sample Size, Power, and Precision

The study was conducted between October and March 2020 with 4447 teachers as the target population. Three hundred and sixty-seven high school teachers in public schools in Kiambu County were chosen through stratified random sampling. Using Yamane's (1973) formula, the sample determination was calculated as follows:

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

Where

n = Sample size

N = Total population size

e = Level of precision.

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

2.4 Research Design

The research adopted a descriptive survey design to explain the statistical relationship between the variables under investigation (workload, burnout, job satisfaction). 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; Mugenda & Mugenda, 2003). The descriptive survey design was suitable for the study since it provides an examination of the participants' situation as they were during the period of the study (Kothari, 2008; Mugenda, 2003).

2.5 Research Data Collection Instruments

The study collected data using questionnaires. The questionnaire used to collect data had three parts. Part A comprised the teacher workload instrument and contained 24 items developed by the researcher based on the guidelines outlined in the Kenyan Teachers' Code of Regulation and the information from the workload literature (Teachers Service Commission, 2012; 2015a; 2015b). The scale measured the four main categories of workload: teaching, administration,

students' psychosocial concerns, and supervision of extracurricular activities, and was scored on a 5-point Likert scale. Part B comprised the Maslach Burnout Inventory Scale (MBI-S). The scale comprises 22 items scored using a 7-point Likert scale (Maslach, 2017). The frequency with which the respondents reported feeling burned out was used to evaluate burnout. Emotional exhaustion, depersonalization symptoms, and decreased individual accomplishment were noted as indicators of burnout. Part C comprised the job satisfaction tool. Work satisfaction was assessed using the job satisfaction survey scale (JSS-S), which contained 36 items scored on a 5-point Likert scale (Spector, 1994). The scale was used to assess teachers' level of satisfaction with remuneration, promotion, working conditions, collegiality, and relationship with the supervisor. Before the data collection phase, permission was requested to use the research instruments. The MBI and JSS scales were adapted to fit the Kenyan context appropriately.

2.6 Data Analysis

Descriptive and inferential statistics were performed on the obtained data from the respondents. Descriptive statistics analysis on the item responses was done and presented using means, standard deviations, frequency tables and percentages. The researchers used inferential statistics (chi-Square) analyses to test the study hypothesis.

2.7 Research and Ethical Considerations

The study adhered to counselling ethics, research, and counselling standards (American Counselling Association., 2014; Bond, 2009). Permission for conducting the research was obtained from the (NACOSTI), a research institute in Kenya mandated to give the authorisation to conduct research, and it was granted in the form of a research permit. All the research instruments emphasized anonymity and confidentiality of information. Participants were also duly informed that the researcher would handle the information obtained from them carefully and only apply it to this study. Participants were also duly informed that the researcher would handle all the information obtained in this study carefully and only use it for this research. The participant's identity was reserved anonymously in the data collection period and report writing. Code numbers were used to protect confidentiality. None of the research participants was forced to participate in the study or provide any information. All participants were duly informed to participate at their discretion and could withdraw from the study without penalty. All participants were requested to sign consent forms indicating their willingness to provide information. They were also asked for consent information and assured that all information obtained would be kept confidential.

3. Results

Data obtained from the workload, burnout, and job satisfaction questionnaires were analysed using descriptive and inferential statistics. The summary of the computed descriptive statistics for the three variables is presented in Table 1.

Table 1. Summary Descriptive Statistics of the Variables

Variable	Observations	Mean	Standard Deviation	Minimum	Maximum
Workload	344	5.139535	2.112922	1	8
Burnout	340	2.052941	.8183858	1	3
Job satisfaction	344	2.686047	1.368207	1	5

Evaluation from Table 1 shows that with 340 observations, burnout had a mean of ($M=2.0529$) and a standard deviation of ($SD=0.8184$). There were 344 observations in the workload and job satisfaction. Three hundred forty-four observations were made regarding workload and job satisfaction. Job satisfaction had a mean of ($M=2.6860$) and a standard deviation of ($SD=1.3682$), whereas the workload had a mean of ($M=5.1395$) and a standard deviation of (2.1129).

There were eight sub-categories of workload, namely; 1. teaching, managing students' issues, administration, and supervision of extracurricular activities; 2. teaching, administration, and managing students' issues; 3. teaching, managing students' issues and extracurricular activities supervision; 4. teaching, administration and supervision of extracurricular activities; 5. Teaching and managing students' issues; 6. teaching and administration; 7. teaching and administration and category 8 with teaching workload only. Table 2 presents the summary of the workload distribution.

Table 2. Distribution of Workload by Category

Categories	Frequency	Percentage
1.Teaching, Administrative, Management, Co-Curricular	33	9.59%
2.Teaching, Management and Administrative	21	6.10%
3.Teaching, Management and Co-curricular	26	7.56%
4.Teaching Administrative and Co-Curricular	18	5.23%
5.Teaching and Management	84	24.42%
6.Teaching and Administrative	53	15.41%
7.Teaching and Co-Curricular	67	19.48%
8.Teaching Only	42	12.21%
Total	344	100%

From Table 2 results, it is evident that an overwhelming majority of teachers (87.8%) had other duties, and only a few teachers devoted their time to teaching alone (12.2%). Category 5 had the majority of the teachers, 84 (24.42%) were in category 5 followed by category 7 with 67 (19.48%). Categories 6. With 53 (15.41%), 8. 42 (12.21%), 1. 33 (9.59%), 3. 26 (7.56%), 2. 21 (6.10%) and 4. 18 (5.23%) followed, respectively. It was evident that besides teaching, teachers also performed administrative and co-curricular activities, including managing students' psychosocial issues.

Burnout had three categories: emotional exhaustion, diminished personal accomplishment, and diminished personal accomplishment. Job satisfaction had five categories: promotion, remuneration, collegiality, working conditions, and the relationship with the supervisor. The distribution of burnout and job satisfaction within workload is demonstrated in Table 3.

Table 3. Distribution of the independent and dependent variables

Workload (IV)	Job satisfaction (DV)					Burnout (DV)		
	Remuneration	Promotion	Working Conditions	R/ship with colleagues	R/ship with supervisor	Emotional exhaustion	Depersonalisation	Personal accomplishment
Group 1	8.3%	9.9%	16.2%	8.4%	7.7%	13.3%	8.9%	7.3%
Group 2	6.0%	10.9%	5.4%	2.4%	2.6%	5.7%	1.8%	10.6%
Group 3	8.3%	4.0%	13.5%	8.4%	7.7%	7.6%	1.8%	13.0%
Group 4	1.2%	3.0%	27.0%	12.0%	10.3%	5.7%	8.9%	1.6%
Group 5	20.2%	33.7%	10.8%	20.5%	15.4%	25.7%	26.8%	21.9%
Group 6	15.5%	12.9%	10.8%	16.9%	23.1%	15.2%	12.5%	17.9%
Group 7	26.2%	14.8%	16.3%	22.9%	17.9%	17.1%	22.3%	17.1%
Group 8	14.3%	10.8%	0.0%	8.5%	15.3%	9.5%	16.9%	10.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Analysis of Table 3 shows that the majority of the respondents in the remuneration category of job satisfaction, 26.2%, were in group 7, while the minority, 1.2%, were in group 4. Most of

the respondents in promotion, 33.7%, were in group 5, while the minority, 3.0%, were in group 4. Most of the respondents in the working conditions, 27.0%, were in group 4, while the minority, 5.4%, were in group 3. The majority of respondents in the relationship with colleagues, 22.9%, were in group 7, while the minority, 2.4%, were in group 2. Most of the respondents in the relationship with the supervisors, 23.1%, were in group 6, while the minority, 2.6%, were in group 2. On burnout, most respondents in emotional burnout, 25.7%, were in group 5, while the minority, 5.7 were in groups 2 and 4. Most respondents experiencing depersonalisation, 26.8%, were in group 5, while the minority, 1.8%, were in group 2. Finally, most % of the respondents experiencing personal accomplishment, 21.9%, were in group 5, while the minority, 1.6%, were in group 2.

To establish how workload burnout was linked to job satisfaction, the hypothesis "there is a relationship between work burnout and job satisfaction among teachers with various workloads" was examined, and analysis was conducted using a Chi-square test. The chi-square results analysis is presented in Table 4.

Table 4. Chi-Square analysis for the Association between Burnout and Job satisfaction

Burnout	Job satisfaction			
	<i>Degrees of Freedom (DF)</i>	<i>Chi-Square Statistic (χ^2)</i>	<i>P-value</i>	<i>Cramer's V</i>
	8	17.3747	0.026	0.1598

Table 4 shows the Chi-square test results on the association between burnout and job satisfaction. The findings indicated a positive link between work satisfaction and feelings of burnout for teachers working in public secondary schools and handling multiple duties ($\chi^2=17.3747$, $DF=8$, $p=0.026$). The p-value of 0.026, less than the 0.05 significance level, shows that the association was statistically significant. Cramer's V was 0.1598, showing that workload burnout and job satisfaction were strongly and favourably associated. The current results reveal that a rise in workload-related burnout also increases individual work satisfaction. Consequently, although the respondents had high burnout due to multiple workloads, they were delighted with their work.

4. Discussion

This paper explored teachers' work satisfaction is connected to burnout resulting from workload. The results show that work-related burnout and job satisfaction are positively associated. The study findings suggest that job satisfaction increases in direct proportion to work-related burnout. Thus, teachers can have job satisfaction even when emotionally exhausted due to their workload. Job satisfaction was attributed mainly to improved remuneration and good relationship with colleagues and supervisors. These results imply that

a decent compensation package, timely promotions, good working conditions, and a good relationship with colleagues and supervisors can buffer teachers from burnout amidst multiple workloads. This study adds knowledge and information about teachers, especially considering the association between mental health, workload, job satisfaction, and burnout with the quality of teaching and learning (Klusmann et al., 2022a; 2022b). According to the UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA, 2017:8), investing in teachers and their motivation is transformative. UNESCO-IICBA concludes that Teachers must be encouraged to facilitate high-quality teaching and learning. Building effective teaching and learning environments at the school level requires understanding the factors that motivate instructors. This understanding is important for recruiting and keeping teachers in the teaching field.

The current findings concur with Khera (2017) report that workload burnout relates to professionals' job satisfaction of individuals working with the human population and (Kumar, 2015) report that depersonalisation is positively related to job satisfaction. Further, these findings align with Hansen et al., (2015) arguments that educators who regularly experience positive and erratic undesirable feelings are more likely to be happy with their job. Similar and related to this study, teachers and principals were found to have increased fatigue and exhaustion, including stressors related to the Coronavirus pandemic (Klusmann et al., 2022). Correspondingly, another study opined that the availability of work resources such as appreciation, adequate working conditions, and support positively related to depersonalisation (Collie et al., 2018). This observation sets the stage for the interdependence of workload and emotional exhaustion in the school environment, illustrated in Figure 1:

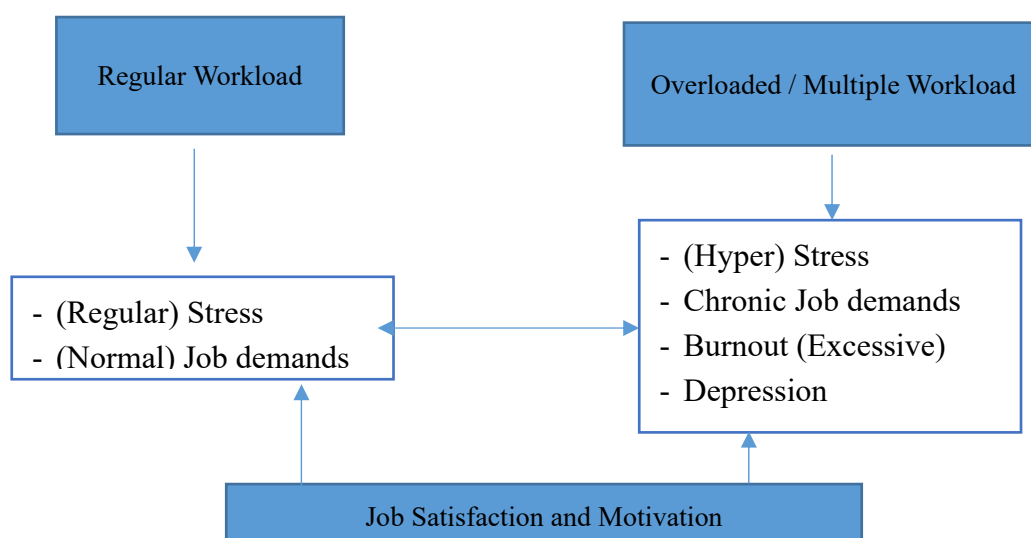


Figure 1. School Environment: Interdependence of Workload and Emotional Exhaustion

This infers that there are extremes between regular workloads and multiple (overloaded) workloads. These findings contradict earlier findings where burnout was found to have a negative impact on job satisfaction (Kim et al., Molero Jurado et al., 2019; Mullen et al., 2017; Papatirou et al., 2019; Sak, 2018; Yorulmaz et al., 2017; Wu et al., 2021). In another article, Mullen et al. (2018) argued that burnout and job satisfaction were inversely correlated and caused high teacher turnover and dissatisfaction. Additionally, other researchers noted that emotional exhaustion was the primary cause of lower job satisfaction (Kara, 2020; Tarcan et al., 2017), while according to Kim et al. (2017), the three aspects of burnout adversely impact a person's general job satisfaction. These findings thus indicate that workload-related burnout influences job satisfaction.

The study implies the need for increased counselling services in various spheres, especially in less developing countries (Wango, 2015). This is because several factors lead to teachers' emotional exhaustion, including teacher time demands, workload, and overall work-related stress (UNESCO-IICBA, 2017). Besides, a strong correlation exists between students' academic results and emotional exhaustion (Arens & Morin, 2016). Schools as workstations should also cushion psychological disturbance resulting from multiple workloads. It is imperative to take cognisance of the fact that, in schools, the function of the teachers and counsellors is crucial for assisting students in several instances, for example, those suffering from loss and bereavement (Wango & Gwiyo, 2023). Hence, this study incorporated teacher workload, job satisfaction, and emotional regulation. This shift in analysis leads to a new equilibrium illustrated in Figure 2:

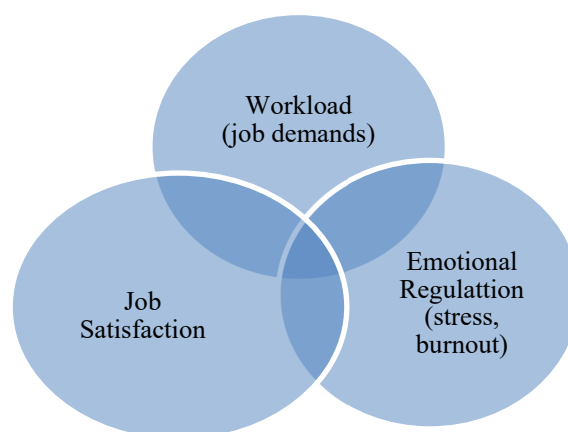


Figure 2. Teachers Balancing Act, Workload and Healthy Living

Figure 2 exemplifies the interrelated relationship between workload, job satisfaction, and emotional regulation. Although burnout may be high due to multiple workloads, it may not be negative if adequate resources and other incentives were readily available to satisfy and motivate individuals to work well (Mohamed, 2016; Skaalvik & Skaalvik, 2017; 2020). Additionally, job resources are crucial because even when the demands pressure the working situation, they serve as job satisfaction bolsters (Bakker & Demerouti, 2014; 2017; Herzberg,

1966).

These findings also confirm Sithole and Solomon's (2014) study results that as long as individuals' needs are met, the workload is satisfying and manageable regardless of the amount. Therefore, employees' health, including that of teachers, is multi-dimensional and exists in a schematic approach as defined by the work (workload), job satisfaction, and psychological well-being (emotional regulation vis-à-vis emotional exhaustion). The result is demonstrated in Figure 3.

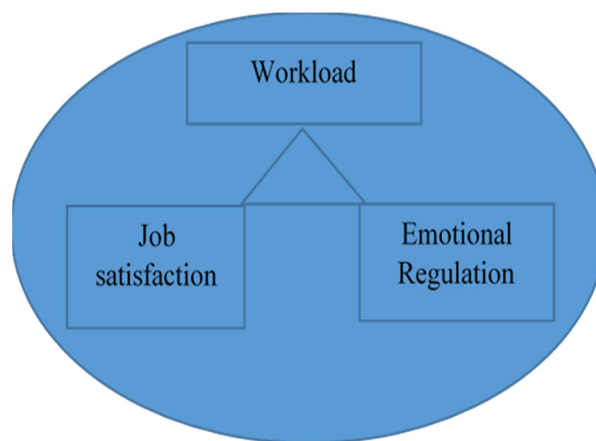


Figure 3. Health Multidimensional Schematic Approach

Figure 3 further amplifies the interconnected between workload, job satisfaction, and emotional regulation as essential health components. The current findings also fit well with the Job demand-resource theory (Bakker et al., 2005; Bakker et al., 2007; Klusmann et al., 2021). Job demand-resource theory, in particular, ascertains that work demands may not inevitably be negative, and they mainly become damaging if they outgrow the available resources and personal abilities, thus getting out of control. The relationship should be regulated, as illustrated in Figures 2 and 3. Thus, Demerouti et al. (2014) recommend that paying good salaries to workers is a powerful strategy for reducing burnout and low job satisfaction. This is because it enables them to meet and afford their needs. Therefore, as long as the resources are available, individuals, including teachers, remain motivated to work despite high job demands. The results of this study support the assumption that workload-related burnout is related to job satisfaction.

Despite the strengths of this study, there are several limitations. First, it explored the linkages between workload, job satisfaction, and burnout instead of longitudinal studies. Therefore, there is a need to ascertain the changes in burnout over time and under diverse circumstances (Oliva, 2019). Second, the study involved secondary school students in only one region, Kiambu County, which is more cosmopolitan than other areas. While theoretical models highlight similarities, including in demands and resources, there is an obvious need to sample teachers at other levels, such as early childhood education and primary schools, and in outer

regions away from the capital city (Roth & Menor, 2003). Thirdly, there is a need for future research to incorporate other influencing dynamics, for instance, the recent experienced presence and extent of the COVID-19 pandemic, increased rate of Internet usage as well as digital skills, as well as the increasing rise of mental disorders and other characteristics of the school environment in Kenyan context (Wango, 2015). Overall, there is a need to study other work demands and resources, including emotional exhaustion versus emotional regulation and personal accomplishments. Hence, future research should include these and other dimensions of well-being.

5. Conclusions

Health concerns and workload are positively related to emotional exhaustion. This has been noted before, during, and after the Coronavirus (COVID-19) period, which was strongly stressful. The current revelations add new information to the body of knowledge about workplace burnout and job satisfaction, as well as increasing emphasis on the significance of teachers' well-being (Hilger et al., 2021; Zewude & Hercz, 2021). The Ministry of Education has since launched a guidance and counselling policy (Republic of Kenya, 2022) that provides operational guidelines, helping learners, teaching, and supporting staff. Overall, the availability of resources in schools can cushion teacher workload demands, leading to greater job satisfaction. This study further adds to knowledge generation on workload, burnout, and job satisfaction by explaining how workload and burnout relate to job satisfaction. The study found Job Demand-Resource and the two-factor theories applicable. The Teachers Service Commission may also require friendly policies on the workload, which may be possible burnout reduction strategies, increasing job satisfaction. Suggestions include adequate staffing to avoid work overload, improved working conditions, good remuneration, and prompt promotions, especially in areas where teachers may be negatively affected. Further, at the school level, colleagues and those supervising the teacher may need to cultivate good working relationships to work harmoniously, such as fair workload distribution, teamwork, and offering the necessary support when needed. Additional longitudinal studies are also needed among students and teachers. A reduction in work demands, further research, and improved enabling factors would lead to improved health by avoiding emotional exhaustion leading to amplified job satisfaction.

Acknowledgments

The researchers acknowledge the University of Nairobi for the glad chance to be part of the greater academic fraternity. We also acknowledge with utmost gratitude all the individuals who participated in this study. The authors also declare no potential conflicts of interest to this article's research, authorship, and publication.

Funding

The researcher did not receive any funding support for the research, authorship, and publication of the research article.

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