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Multitasking and Job Satisfaction amongst Secondary School Teachers at the District of Klang, Selangor Malaysia

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ABSTRACT

The role of a teacher has always been challenging especially in the 21st century. Ranging from teaching, extra-curricular activities, sports, administrative, to non-academic matters, teachers teaching in the secondary schools tend to multitask their daily duties. Added with numerous responsibilities in the digital era, doing just one thing at a time seems to be very luxury yet awfully wasteful. Indeed, multitasking was considered essential in today's work efficiency. Based on observation and empirical studies, multitasking tends to influence and contribute to teachers' job satisfaction. Nonetheless, there are also gaps in the existing local literature pertaining to multitasking and job satisfaction amongst teachers in the Malaysian local school context. In view of this, the current study is conducted with the primary aim to investigate the relationship between multitasking and job satisfaction amongst the secondary school teachers in one of the districts of Klang, Selangor, Malaysia. A descriptive correlational research design using a mixed-methods approach was employed to explore the relationship between the two variables. Two instruments measuring multitasking by Woods, Boyd, Rand, Nardo and Boyd (2014) and Job Satisfaction survey by Spector (1997) were adapted to suit the local setting

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for data responded by 124 secondary school teachers. The quantitative findings revealed that there were significant, positive and moderate relationships between multitasking and job satisfaction. However, findings from the multiple regression indicated that only 11.3% of the variance in job satisfaction was contributed by multitasking. In addition, qualitative data tend to triangulate the quantitative findings. Besides positive responses, there were also voices that proposed otherwise. Consequently, all these findings lead to some important implications in terms of the corpus of knowledge and policy implication related to the two variables of educational management and leadership amongst the teachers cum instructional leaders in the academic setting.

Keywords*: job satisfaction, multitasking, secondary school teachers and instructional leaders*

INTRODUCTION

Multitasking is highly practised by many teachers cum instructional leaders in today's classroom as well as educational setting both at private and public institutions in Malaysia. Ranging from teaching, managing extra-curricular activities, administering both academic and non-academic matters, teachers are found to multitask numerous duties in a day. Added with administrative responsibilities in the digital age, juggling with two or more tasks at a time seems to enhance their job efficiency. Thus, multitasking is considered essential to many teachers whose roles are countless especially when dealing with students. In view of this, the researchers are of the opinion, that multitasking is related to job satisfaction. Based on observation and some literature pointing to the relationship between multitasking and job satisfaction, the researchers embarked on the current study investigating the relationship between multitasking and job satisfaction amongst the secondary school teachers at one of the districts in Klang Selangor, Malaysia.

LITERATURE REVIEW

The recent Minister of Education in Malaysia, Datuk Seri Mahdzir Khalid (2017, The Malay Mail) postulated that the rapid digital world has given rise to the notion that teachers will need to face the reality of the robust changes in their duty and roles as educators. He added that the teaching landscape in Malaysia has become very challenging that at one point only those who are willing to equip themselves with various critical skills including multitasking can sustain themselves in the teaching profession. Based on the Malaysia Education Development Plan 2013 – 2025, The Ministry of Education Malaysia, has revitalised teaching profession accordingly. Among the measures, multitasking is preferred due to the pressure of increased efficiency in schools.

In 2013, Sanbonmatsu, Strayer, Medeiros-Ward and Watson have defined multitasking as the concurrent performance of doing two or more functionally independent tasks, with each of the tasks having unique goals. Meanwhile, Woods, Boyd, Rand, Nardo and Boyd (2014) proposed that the definition of multitasking is divided into two general categories. The first definition of multitasking stands for the processes that happen in a person's brain and focuses on the process of working memory. Meanwhile, the second definition of multitasking stands for the actual actions in multitasking involving a dual task performance as well as task switching. However, Ahmad and Alkahtani (2016) proposed a simple definition of multitasking that it refers to the ability and capacity of a person to execute more than one task at a time. All in all, it can be observed that the definitions of multitasking are concerned with both mental processes and the actual action in performing two or more tasks simultaneously yet serving different objectives.

As of today, there are studies conducted to investigate multitasking at the workplace such as recent studies by Brante (2009), Kirchberg, Roe, and Eerde (2015), and Ahmad and Alkahtani (2016). However, among these studies, little was investigated on multitasking at the workplace in the educational settings (Beiler, 2013). Hence, it is necessary to investigate topic on multitasking at workplace amongst teachers since they hold many responsibilities in schools and contribute a lot to a nation's growth and manpower. Besides teaching, teachers need to evaluate assignments/ exams/project papers, managing events, completing academic and non-

academic reports and so on. On top of that, Johanim Johari, Fee Yean Tan and Zati Iwani Tjik Zulkarnain, (2018) asserted that at times teachers are also expected to work during holidays to ensure that educational-related activities could be planned and implemented smoothly as in the coming school sessions. In short, teachers do not only serve as educators to transmit and disseminate knowledge, but concurrently they hold various roles such as a manager, planner, facilitator, and exemplary to the community.

Based on the teachers' workload mentioned above, it could be observed that multitasking could somehow enable teachers to achieve academic and non-academic goals as well as to enhance their job efficiency. However, not much was investigated weather multitasking is correlated and contributed to job satisfaction. Hence, past research revealed that job satisfaction is an essential variable that leads to better work performance and organisational effectiveness.

Neininger, Lehmann-Willenbrock, Kauffeld and Henschel (2010) stated that organisational performance can only be obtained if members are fully committed to achieve its organisational goals. In order for schools to achieve its organisational goals, teachers in schools need to be fully committed and highly functioned. However, while it is important for the teachers to be committed, the school administrators must also be aware of their teachers' needs and job satisfaction level. This is because job satisfaction will somehow affect the schools' growth and success. Further, when teachers can obtain their needs and wants, these will lead to positive emotional response towards their job situation, which is also called job satisfaction by numerous scholars such as Amzat and Idris (2012); Gurinder and Gursharan (2010).

In 1996, Baughman claimed that extrinsic factors surrounding the job such as salary, school safety, fringe benefits, support from the school administrators and job security would have a significant relationship on job satisfaction amongst teachers in schools. However, recent doctoral local research by Amzat (2011) stated otherwise. His research findings on intrinsic factors such as motivation and high management skills and leadership styles contributed to the high level of job satisfaction which mediated the high level of organisational performance and success. The study also suggested that if teachers were able to attain an adequate freedom, autonomy, and job

satisfaction, they would be in a position to fulfil educational objectives and national goals. Hence, based on the literature presented, it is now justified to conceptualise and measure the statistical relationship between multitasking (as one of the management skills and the independent variable) and job satisfaction (dependent variable) amongst teachers in Malaysian secondary school context.

PROBLEM STATEMENT

The study on the statistical relationship between multitasking and job satisfaction amongst teachers is rarely discussed and researched among academic scholars. However, it is an endless topic to be debated but only a few numbers of theses and theories have been developed to describe multitasking and job satisfaction in the education context. Thus, there are a few problems identified concerning the variables.

Firstly, teachers perform various teaching and learning tasks such as being the class teacher, head of subject panels, advisors to the school clubs and various social projects. Accordingly, being a teacher itself is already demanding. For example, the class teacher is required to do various clerical work such as filling the students' forms and report cards in detail to ensure that students' data is completed and saved in the school digital system for various purposes. With all these demanding tasks, the quality of the teacher's teaching might be affected and indirectly, the quality of education, in general, may be compromised. Sharifah, Suhaida and Soaib (2014) pointed out that the heavy workload and multitasking contributed to occupational stress amongst the teachers in school.

Sharifah, Suhaida and Soaib (2014) mentioned that before the school semester begins, teachers are normally required to work during the holidays to ensure educational planning for the upcoming sessions are running smoothly. Apart from this, teachers also need to prepare the teaching materials and at the same time mastering the contents of subjects taught to be imparted to the students. Therefore, teachers need to juggle with various tasks and eventually practise multitasking to enhance job efficiency. Since there are a lot of things to be done, teachers need to multitask to ensure the teaching and learning objectives are to be achieved. Hence, teachers

usually need to be in the class at least 20 minutes before the teaching and learning process starts.

Secondly, with various tasks to perform, teachers do not only serve as educators to impart knowledge, but also as managers, planners, facilitators and role models to the students. All these roles and tasks to perform might cause the teachers to eventually lose focus in their ultimate task, which is teaching the students in the classroom (Ministry of Education, 2007). Consequently, the heavy workload will have a toll on the teachers' morale, job satisfaction and eventually, the quality of the teachers' personal lives (Sharifah, Suhaida, & Soaib, 2014; Bridges & Searle, 2011). Teachers who work under pressure would commonly perform low at school and eventually scored low in many areas such as work quality, dedication, motivation, creativity, commitment, work skills and moral ethics. Hence, all these would also affect their job satisfaction and work performance. Besides that, it is compulsory for the teachers to attend school meetings and participate in various programmes and events such as camping, canteen day, sports day and many others which eventually result in an overload of work for them (Stoddard & Kuhn, 2008). Further, Leithwood (2006) reported that teachers' organisational commitment had reduced because they were overworked, and it affected their job satisfaction negatively. Realistically, teachers suffer when they have so much to attend to. Teacher's turnover and their job satisfaction would create teachers shortage issue (Ingersoll & Smith, 2003) and it might compromise the education quality. The lower their job satisfaction level, the less effective teachers would be at school and in the end, it might result in the students' low achievement in education (Rinke, 2008).

Lastly, Wong and Heng (2009) stated that as of today there is scarcity of research concerning the variable focusing on multitasking amongst teachers. In view of this, little has been conducted regarding the statistical relationship between multitasking and job satisfaction among teachers in Malaysian educational setting too. Therefore, this study intends to explore the statistical relationship between multitasking and job satisfaction amongst secondary school teachers in one of the districts of Klang, Selangor, Malaysia.

METHODOLOGY

A descriptive correlational research design using a mixed-methods approach was employed to explore the relationship between multitasking and job satisfaction variables amongst the secondary school teachers in one of the districts of Klang, Selangor, Malaysia. Two instruments measuring Multitasking by Woods and Whitney (2014) and Job Satisfaction survey by Spector (1997) were adapted to suit the local setting for data collection amongst 179 secondary school teachers in one of the districts of Klang, Selangor, Malaysia (total population). Few open-ended questions were also included with the aim to triangulate and validate the quantitative data. Questionnaires were sent via the drop-off survey method where it allows the respondents to answer the survey at their own convenience. Out of these 179 teachers, 70% (n=124) completed and returned the questionnaires. Statistical Package for Social Science (SPSS) Version 22 was used to analyse the quantitative findings. In addition, the qualitative data were coded and categorised in accordance to the quantitative dimensions with the aim to triangulate the overall quantitative findings.

To assist the interpretation of quantitative data, finding on the interval six-point Likert Scale of multitasking and job satisfaction was collapsed into three categories such as low, moderate and high levels of multitasking and job satisfaction. For both variables, data which were rated as "1 = Strongly Disagree, 2 = Moderately Disagree" with the mean score of 1.00 to 2.99 were collapsed as low level of multitasking and job satisfaction, while data which were rated as "3 = Slightly Disagree, 4 = Slightly Agree" with the mean score of 3.00 to 4.00 were collapsed as moderate level of multitasking and job satisfaction. Whereas data which were collapsed as "5 = Moderately Agree and 6 =Strongly Agree" with the mean score of 4.01 to 6.00 were collapsed as high level of multitasking and job satisfaction. Pearson Product Moment Correlation Coefficient test analysis was employed to measure the statistical relationship between the two variables. It was conducted to investigate whether there was any significant relationship between multitasking (independent variable) and job satisfaction (dependent variable) variable. To determine the degree of strength or magnitude of the relationship in the current study, Cohen's rule of thumb (1988) was referred. The Pearson Coefficient (r) value ranges from 0.5 to 1.00 is interpreted as strong relationship. This is followed by a moderate (0.30 – 0.49) and week relationship (0.10 – 0.29).

RESULTS AND DISCUSSION

Findings from demographic data is presented in term of gender, age, and race. Table 1 illustrates the demographic profile of the study.

Table 1: Demographic Profile of the Respondents (Frequency and Percentage)

Gender	**Frequency (n)**	**Percentage (%)**
Male	30	24.2
Female	94	75.8
Age (years old)	**Frequency (n)**	**Percentage (%)**
25 and below	15	12.1
26 – 35	38	30.6
36 – 45	40	32.3
46 – 55	28	22.6
56 and above	3	2.4
Race	**Frequency (n)**	**Percentage (%)**
Malay	105	84.7
China	6	4.8
India	10	8.1
Others	3	2.4
Total	124	100.0

There were 30 (24.2%) male and 94 (75.8%) female respondents involved in this study. 15 (12.1%) out of the total respondents aged 25 years old and below, 38 (30.6%) were between 26 to 35 years old, 40 (32.3%) were between 36 to 45 years old, 28 (22.6%) were between 46 to 55 years old and 3 (2.4%) were between 56 years old and above. In addition, 105 (84.7%) respondents were Malays, 10 (8.1%) of were Indians, 6 (4.8%) were Chinese and 3 (2.4%) were from other races.

Research Question 1

What is the mean score of multitasking level amongst the secondary teachers in one of the districts of Klang Selangor, Malaysia?

Data from both quantitative and qualitative methods were collected, analysed and presented as the followings. Mean scores and standard deviations of items were analysed accordingly amongst the secondary teachers in one of the districts of Klang Selangor, Malaysia. A total of 12 items divided into two dimensions of multitasking; the ability and preference to multitask dimensions, with six-point Likert scale were used to measure the level of multitasking amongst the secondary school teachers. Table 2 illustrates the mean scores of overall and dimensions in multitasking amongst the secondary teachers in one of the districts of Klang, Selangor, Malaysia (M=3.90, SD=.78), indicating a moderate level of multitasking practices. This result can also be interpreted that the overall, the respondents were slightly agreed upon multitasking. In addition, Table 2 illustrates the mean scores and standard deviations of the two dimensions in multitasking; ability and preference. The mean scores for both dimensions ranged between 3.58 to 4.22. The highest mean score was reported on ability to multitask dimension (M=4.22, SD=.85), implying that the respondents rated high level of multitasking or rated slightly agreed on the ability to multitask. Meanwhile, the lowest mean score between the two dimensions was reported from preference to multitask dimension (M=3.58, SD=.92) implying the respondents rated moderate level of multitasking or rated slightly disagreed to almost slightly agreed on the preference to multitask dimension.

Table 2: Mean Scores of Multitasking Dimensions

Dimensions	N	Mean	SD	Level
Dimension 1: Ability to Multitask	124	4.22	.85	High
Dimension 2: Preference to Multitask	124	3.58	.92	Moderate
Overall Mean Score	124	3.90	.78	

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree and 6 = Strongly Agree

Research Question 2

What is the mean score of job satisfaction level amongst the secondary teachers in one of the districts of Klang, Selangor, Malaysia?

Quantitative data were collected and analysed to answer research question 2. Both mean scores and standard deviations were analysed to interpret the findings on job satisfaction level amongst the teachers. A total of 34 items with six-point Likert scale were used to rate all nine dimensions of job satisfaction level amongst the teachers. All the nine dimensions of job satisfaction were: salary, supervision, contingent reward, operating condition, communications, promotion, fringe benefit, co-workers and nature of work.

Table 3 illustrates those teachers rated high level of job satisfaction in all nine dimensions with mean scores ranging from 4.28 to 5.12. The highest mean score was obtained from nature of work dimension (M=5.12, SD=.84) indicating that the respondents rated high level of job satisfaction. This is followed by communication (M=5.06, SD=.85) and contingent reward (M=4.76, SD=.91) dimensions. Meanwhile, the lowest mean score dimension was obtained from operating condition dimension (M=4.28, SD=.82). Even though it was the lowest mean score rated amongst the nine dimensions in Job Satisfaction, the finding was interpreted as slightly agreed which was categorised as high level of job satisfaction.

Table 3: Mean score of Job Satisfaction.

Dimensions	N	Mean	SD
Dimension 1: Salary	124	4.67	0.89
Dimension 2: Promotion	124	4.52	0.86
Dimension 3: Supervision	124	4.57	0.82
Dimension 4: Fringe benefit (extra benefit)	124	4.64	0.95
Dimension 5: Contingent reward	124	4.76	0.91

Dimension 6: Operating condition	124	4.28	0.82
Dimension 7: Co-workers	124	4.50	0.77
Dimension 8: Nature of work	124	5.12	0.84
Dimension 9: Communications	124	5.06	0.85
Overall Total Mean Score	124	4.68	0.67

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree and 6 = Strongly Agree

Research Question 3

Is there any significant relationship between multitasking and job satisfaction levels amongst the secondary teachers in one of the districts of Klang Selangor, Malaysia?

The Pearson Product Moment Correlation Coefficient was employed to analyse the relationship between multitasking (independent variable) and job satisfaction (dependent variable) amongst the secondary school teachers. Table 4 shows that there was a significant relationship between multitasking and job satisfaction (r=.336, p=.000). Based on Cohen (1988), this social-science based relationship is categorised as moderate correlation. Thus, this correlation shows that the higher the multitasking practices, the higher the job satisfaction level amongst the respondents.

Table 4: Correlation between Multitasking and Job Satisfaction

Variables		Job Satisfaction
Multitasking	Pearson Correlation	.336**
	Sig. (2-tailed)	.000
	N	124

**. Correlation is significant at the 0.01 level (2-tailed).

Further analysis according to two multitasking dimensions was conducted. Table 5 depicts a significant, positive and moderate relationship between the ability to multitask and job satisfaction (r=.406, p=.000) and also a significant, positive and low relationship between preference to multitask and job satisfaction level (r=.190, p=.035). Hence, findings can be implied that the relationship between ability to multitask and job satisfaction level is higher than preference to multitasking and job satisfaction.

Table 5: Correlation between Multitasking Dimensions and Job Satisfaction

Variables		Job Satisfaction
Ability to Multitask	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	124
Preference to Multitasking	Pearson Correlation	.190*
	Sig. (2-tailed)	.035
	N	124

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed)

Research Question 4

What is the relative contributions of multitasking level as independent variable towards dependent variable of job satisfaction level amongst the secondary teachers in one of the schools of Klang District, Selangor, Malaysia?

Multiple regression of statistical test was employed to measure the relative contributions of multitasking level as the independent variable towards dependent variable of job satisfaction level amongst the respondents. Table 6 shows that a significant equation (F (1,122) =15.534, p<.000), with R2 of .113. The respondents predicted that job satisfaction was equal to y=3.547 (constant) +.291 (multitasking). This implied that 11.3% (R2=.113)

of the variance in job satisfaction can be predicted from independent variable of multitasking. Thus, it can be inferred that the remaining of 88.7% was due to other factors that were not taken into consideration of this study.

Table 6: Relative Contribution of Multitasking Level towards Job Satisfaction Level

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.336a	.113	.106	.636

a. Predictors: (Constant), Overall Multitasking Mean

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.280	1	6.280	15.534	.000[b]
Residual	49.321	122	.404		
Total	55.601	123			

a. Dependent Variable: Job Satisfaction, b. Predictors: (Constant), Multitasking

Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.294			12.058	.000
	Multitasking	.074		.336	3.941	.000

a. Dependent Variable: Job Satisfaction

Qualitative Findings on the Relationship of Multitasking and Job Satisfaction

Besides the quantitative findings above, qualitative data were also collected from an open-ended question amongst the respondents. The qualitative data were gathered through the following questions: Based on

your teaching/working experiences in this school, is there any relationship between multitasking and job satisfaction? Yes or No? Why is that so, kindly explain?

Qualitative data shows that 92% (N=114) of the respondents responded positively (Yes) that there was a relationship between multitasking and job satisfaction whereas only 8% (N=10) responded negatively (No). Correspondingly, various responses were gathered as to why they responded positively or negatively.

Respondent number 10 mentioned that,

"From my experiences after working more than 10 years in this school, I could feel that more and more teachers nowadays are doing more than one task at a particular time as compared to those days. Multitasking is paramount in the digital age. While teaching, I have to observe my students frequently as to who is/are concentrating on me. Sometimes I have to walk around and check on their workbooks, notebooks or laptop, etc. and went back and fourth to ensure that they align with my teaching. During exam weeks I would juggle with so much admin work, marking and students' activities too. Sometimes multitasking is carried out subconsciously or automatically that I don't know how I did it. But of course, my objective is to finish up my never-ending work. Eventually, I feel good and satisfied that I have fulfilled my objectives of the day. Hence, I would agree that there is a relationship between multitasking and job satisfaction."

Respondent number 27 mentioned that,

"Multitasking is a must if you are a teacher. Just imagine, I have 35 to 40 students per class and multiply with four or five classes. A teacher could easily teach 100 students per day. It is good if I can finish a lot of teaching objectives and admin work daily. But this requires juggling or multitasking for teachers. Personally, once I have fulfilled my tasks for the day, I would feel very satisfied even though I tend to be very tired by the end of the day. All in all, I would say that teachers are considered efficient if they can juggle and multitask their work."

Interestingly, respondent number 35 stated that,

"I did so much of multitasking at school with few aims in mind… I teach, do admin work, attend meetings and at the same time administering

my students using smartphone – Whasapp; monitoring and communicating with the parents using Whasapp too……multitasking affects my job satisfaction because the more I could multitask, the faster I could finish my job and concentrate on other things, and above all able to go back early."

Further, respondent number 48 mentioned that,

"To me multitasking is considered as a talent. Some people are very good when they multitask but on the other hand, some would perform poorly when they multitask too. As for me, multitasking fulfils my job satisfaction. As I am good with technology, I could teach efficiently, multitask with admin work and students related activities. Technology has enabled me to be more efficient with time and juggled with a lot of things. In today's world, technology has bridged the time and distance gaps. Overall, I do not mind to multitasking since I became more efficient and this definitely increases my job satisfaction in teaching."

However, there was a respondent who tend to multitask and perform better when working under pressure. Respondent number 56 mentioned that,

"Not everyone can multitask. But I train myself to multitasking since I have pressure to finish my work on time. Dealing with hundreds of students and doing both teaching and admin work require good time management. Thus, I only have 24 hours to finish certain datelines and work-related matters. So far, I learned that I had to multitasking for example, doing A within a few minutes… stop and doing B, and coming back to A and stop again and jumping to C. The most challenging is when I am doing A and B or A and C simultaneously in a short period of time. Sometimes, there is quality to my work but sometimes there isn't any quality at all. But if I were to work under pressure, multitasking could be the only solution… and amazingly, this contributed to my job satisfaction."

Besides having a relationship between multitasking and job satisfaction, there were also negative responses from the respondents. For example, respondent number 8 mentioned that,

"There is so much work to be done in a very short period of time, from teaching the students to doing all the admin work. Hence, I cannot ignore things that need to be fulfilled within the stipulated time. Multitasking or doing two or three things concurrently may create a stressful environment to me or some other teachers. Hence, this could create negative relationship with my job satisfaction. And honestly, I am not happy with multitasking."

Further respondent number 19 said,

"When there is so much work to do, I tend to multitask. I thought I was good in it but it turned up to be the other way round. The more I multitask, the more disorganised I became. In fact, multitasking put more pressure on me. The truth is, I cannot do so many things at a time. I just couldn't find satisfaction in multitasking as I juggle with a lot of things. Thus, I could not focus in my work… All I need is more time to complete the various tasks given."

Last, respondent 90 stated that,

"Personally, I couldn't find any relationship between multitasking and job satisfaction. I tend to multitask only when there is so much work to be done. I have the ability to multitasking but given the choice, I prefer not to. This is because, I may not be able to deliver quality when two or few things were carried out at the same time. At times, I totally forgot that I have to come back to the task number one because I was so engrossed doing task number two. All in all, I would say that I can multitask, I do have the ability to be doing more than one task at a time but given the choices I don't prefer doing it. Multitasking can be very stressful if one does not able to handle it."

CONCLUSION

The aim of this study is to investigate the statistical relationship between multitasking and job satisfaction amongst the secondary school teachers at one of the districts in Klang, Selangor, Malaysia. Overall finding revealed that there was a positive, significant and moderate relationship between the two variables. This finding seems to be paralleled to a similar study conducted by Gu (2016) who reported that there was a significant relationship between heavy workload and job satisfaction among school teachers. Further analysing looking at the individual dimensions show that there was a positive and significant relationship between the ability to multitask dimension and job satisfaction (r=.406, p=.000). This finding seems to be aligned with a study conducted by Woods *et al.* (2014) that mentioned the ability to multitask at workplace dimension seemed to influence the performance outcome variable, both positively and negatively among respondents. Finally, overall finding from the Multiple Linear

Regression indicated that 11.3% (R2=.113) of the variance in job satisfaction dependent variable was contributed by independent variable of multitasking. As part of the triangulation and validation to the quantitative findings, the qualitative findings were collected, analysed and presented from a simple set of open-ended questions. Majority (92%) of the teachers agreed that there was a relationship between multitasking and job satisfaction. Qualitative findings would suggest that the teachers tend to multitask in many ways for various reasons and these lead to high level of job satisfaction variable. However, about 8% of the teachers rated that there was no relationship between the variables studied since they would become more stressful to juggle and multitask their teaching and work-related matters.

Above all, lack of quality delivery, focus and numerous meeting datelines have given more pressure to multitask amongst the secondary school teachers. Hence, they perceived multitasking negatively instead of fulfilling their job satisfaction. All in all, both quantitative and qualitative data above would raise some implications to the corpus of knowledge related to the two variables of educational management and leadership in academic organisation. While most of the past studies dedicated on the separate variables exclusively, the current study is focusing on the statistical relationship between the two variables; multitasking and job satisfaction amongst the secondary school teachers in Malaysia. It can be observed through findings that multitasking has become an important component of job satisfaction. Therefore, teachers can learn to multitask their routine activities for a meaningful job satisfaction and performance. Lastly, findings could also provide some policy implication to the stakeholder such as the Ministry of Education, and schools administrators such as the headmasters and principals regarding teachers' workload so that they could develop or plan a better way to apply multitasking in teachers' working environment such as job training and development programmes that could enhance the teacher's level of multitasking as well as to improve their job satisfaction.

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