

Working School Environment: A Predictor of Job Satisfaction of Teachers

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Abstract: The purpose of the study was to find out how teachers' job satisfaction in Lahore's public secondary schools related to their working environment. The study employed a correlation research design. The random sampling approach was used to select 500 teachers (250 male and 250 female) from 25 boys and 25 girls secondary schools. The School-Level Environment Questionnaire (SLEQ), the Teacher Job Satisfaction Questionnaire (TJSQ), and demographic performance (age, gender, and qualification) were the tools employed in this study. Both inferential (Pearson-product moment correlation, Independent sample t-test, and ANOVA) and descriptive (mean, standard deviation, and frequency) statistics were employed. The main finding, which was based on descriptive and inferential statistics, showed that there was a substantial correlation between teachers' job satisfaction and the working conditions in public secondary schools. The result of the study indicated that there was a significant difference between male and female teachers' perceptions of their working conditions in schools and their level of job satisfaction. The study also revealed that the working school environment and job satisfaction of public secondary school teachers were not significantly correlated with their age or level of degrees.

Keywords: Organizational Environment, Job Satisfaction, Teachers Perception



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Introduction

In the educational field, the physical working environment of schools is the most significant element affecting teachers' job satisfaction. Therefore, it won't come as a surprise to learn that gauging teachers' work satisfaction based on their working environment has become the main point of consideration for researchers. Most of the research has shown that the teachers of secondary schools were generally satisfied with their jobs, compared to previous research in the same area (Gesinde & Adejumo, 2012). The teacher's job satisfaction is the primary element that contributes to an educational organization's success, and it directly affects the results and outcomes of an organization. Job satisfaction facilitates organizational dedication and the well-being of teachers. It is the direction of feelings and emotions that the teachers or workers possess towards their job or work that they perform in their working environment (Akomolafe & Olatomide, 2013).

As indicated by Kepler (2003), job satisfaction is concerned with one's sentiments or perspective regarding the idea of work allocated. Job satisfaction will originate from working; it is not wealth, advantages and holidays; it is accomplishing work, and each activity will give satisfaction (Dormann & Zapf, 2001).

Work consists of the activities and how the task will be carried out and completed, including job direction, workload management, a sense of pleasure and success from the work, diversity among the given tasks and the basic value of the task to be done (Poza, 2000).

Job satisfaction will be affected by environmental and demographic factors. Employee work satisfaction is a key factor in an organization's performance (Robbins & Judge, [2009](#)). Studies indicate that, generally, teachers are satisfied with their jobs as far as their teaching work is concerned. On the other hand, they not satisfied with the working environment provided to them. Teachers' professional performance and the working environment provided within the school are both vital for the educational process (Akomolafe & Olatomide, [2013](#)).

It is evident that work satisfaction levels among teachers differ depending on their gender, age, and educational background. Generally speaking, men are more content with their jobs than women are. Compared to instructors with lesser qualifications, those with higher qualifications are not as happy in their jobs. Additionally, research showed that older teachers are perceived as having higher job satisfaction than younger teachers (Stone, [2000](#)).

According to Okonkwo and Obineli ([2011](#)), there is no discernible gender difference in public teachers' job satisfaction. The workplace having the necessary facilities will bring commencement towards the job satisfaction of teachers. When the employees are rewarded with suitable pay packages, then they will be more encouraged and focused on giving out quality work (Okonkwo & Obineli, [2011](#)).

Literature Review

Working School Environment

According to Hill ([2010](#)), teachers spend the majority of their workweeks in the workplace. Hence, it is the institution's responsibility to provide a positive work environment in the school that is more comfortable for the teachers because adequate working conditions would lead to better work production for the school by the teachers. In institutions, teachers should be provided with the latest information and technological tools so that they can perform their work more proficiently and conveniently and be more satisfied with their jobs (Hill, [2000](#)).

Over the years, little work has been done to discover how an employee's performance is impacted by their workplace during various situations around the world. With the passage of time, the study has become more important because of its great impact on society. If an institution improved its physical dimensions of the working environment, it could definitely increase its productivity and have an optimistic effect on the production of the institution (Buhai, [2008](#)). The work environment can motivate employees and is important in an organization to increase productivity, enthusiasm for the business and deeper interaction with customers. If the individuals are valued and respected in the workplace, they will actively contribute to business outcomes. For individuals and organizations, a positive environment has always been the best because it can overcome the stress of large work (Garg & Talwar, [2017](#)).

In addition to work commitment and enthusiasm, the work environment contains working traditions, working manners, as well as hierarchies which had implemented as well as practised inside the organization (Agarwal & Mehta, [2014](#)).

Nature of work, job accomplishment, recognition, responsibility assigned to the teachers, and chances for individual development and promotion help them to draw their value which had been provided to them through the institute. In addition, it will cause motivation, employee's happiness and satisfaction as well.

The hygiene factor is very important for the happiness of the employees in terms of external factors that affect their job satisfaction, but not enough to turn dissatisfaction into satisfaction. Herzberg's two-factor theory is about interrelated factors of motivation and Hygiene because stimulating elements can shift a worker from dissatisfaction towards satisfaction, while job dissatisfaction shifts into job satisfaction Hygiene factor (Herzberg, [1959](#)).

Chandrasekar ([2011](#)) stated that to increase the productivity of an organization, attention should be paid to designating the working conditions which will enhance the interest of the workers. He also stated that in the present time, managerial plans are essential for organizational performance, connections, and interaction between workers rather than wealth (Chandrasekar, [2011](#)).



Based on research conducted by Oswald (1984), the physical environment and the behavioural environment are the two different types of working environments. The user's connectivity with their office environment is said to be made up of elements related to physical components. Meanwhile, the elements are needed for contact between workers within the workplace, and it is said that the behavioural environment influences users in the workplace (Oswald, 1984).

Ajala (2012) argued that the workplace is an area provided and arranged by the company to achieve its target. A working area is defined as a working place suitable for work which has to be done there. It would either be an official layout or simply a working table. A true working environment is necessary in order to attract employees so that they will feel more comfortable. The environment is the immediate surroundings of the worker, which is being provided to him for his use. So, a workplace will provide an environment for the worker to perform given tasks (Ajala, 2012).

Job satisfaction is very important for teacher retention and is a key link in the reforms of the school. Retention among teachers and their satisfaction is influenced by the support of colleagues and their interactions. If teachers are satisfied with their jobs, attrition rates can be decreased, collegiality can be increased, and they can perform even better jobs. In a supporting and nurturing environment, it will be very difficult for a teacher to leave such a productive and comfortable workplace (Vansteenkiste, 2006).

Job Satisfaction

A flow of positive energy is very important for a teacher in the profession of teaching. This is because a teacher, being satisfied with his job, will have a positive influence on his students. High level of satisfaction in the teacher's job will give the motivation to the students to learn and will be a source of success for them in their studies. It has been synchronized that a number of actions of school performance are appreciably associated with worker satisfaction (Chandrasekar, 2011).

Nganzi (2013) reported that in the school environment, teacher job satisfaction is an inevitable phenomenon. If a school needs high-quality work, then teachers should be motivated and strengthen their careers. The most dedicated employee, dealing with excessively heavy workloads and unreachable deadlines, can lead to a decline in job satisfaction (Nganzi, 2013).

Herzberg (1959) divided the factors related to jobs into two groups: the motivational elements and the hygienic components. Regarding the hygiene element, it can transform dissatisfaction into motivation but cannot itself produce satisfaction. Additionally, as motivation increases job satisfaction, it will have a lasting impact. In the absence of sanitary factors, employee dissatisfaction will increase. These factors include the working environment, the calibre and degree of supervision, company policy and administration, interpersonal connections, job security, and compensation (Herzberg, 1959). These drivers will be connected to long-term positive effects on work performance, but the hygiene factors will only produce transient shifts in attitudes and performance that will soon revert to their previous levels.

The theory of the Hierarchy of needs by Maslow 1997 is presented in the form of a triangle having a number of needs its base. According to him, the accomplishment of needs at the base of hierarchy helps in moving employees to move onward the accomplishment of necessities by moving upward in the hierarchy (Herzberg, 1959).

Sell and Cleal (2011) established the job satisfaction model to investigate the response of employees working in harsh conditions. Their study indicates that many psychological and workplace variables directly affect job satisfaction from job, and increasing compensation did not improve the dissatisfaction level of employees (Sell & Cleal, 2011).

Westover (2010) reports that in many modern organizations, employee job satisfaction is given due importance. He pointed out that many people argue that every business entity, no matter how big or small it is, has its own way of motivating its workers. The employees' job satisfaction is divided into five different categories, namely demand completion, discrepancy, worth achievement and impartiality. Demand accomplishment will depend upon the satisfaction of the individual by accomplishment of his needs (Westover, 2010).



On the other hand, external motivational factors have no impression on the Nigerian teacher's job satisfaction. Ubom (2001) stated that the correct arrangement of non-material and material rewards can improve the worker's task management and increase dedication to the organization (Ubom, [2001](#)).

A study conducted by Castillo and Cano (2004) about job satisfaction of university staff shows that when proper attention is given to every employee, the job satisfaction of professors can be improved (Castillo & Cano, 2004).

A telecommunication sector study by Tariq ([2013](#)), showed that different variables such as workload, salary, workplace stress, and conflict with the family due to work can lead to employee dissatisfaction with the job, which can lead to turnover. In the final stage, organizational performances will be negatively influenced by these factors, and these independent factors will have a negative impact on organizational performance (Tariq, [2013](#)).

The teachers who had been resigned from the teaching profession indicated that teachers' dissatisfaction is based on school systems and administrative policies of the school. If school districts want high-quality teachers to continue their teaching profession as a lifelong career, then the teaching job must be changed fundamentally (Tariq, [2013](#)).

A teacher is a key to any educational arrangement. It is true that teachers are the power of any state. Teachers enabled the students to connect with the world by developing their performance styles and characteristics. Therefore, an individual becomes enabled to the act that will make the best investment of his talents. Just like that, the optimistic approach of a teacher towards teaching and ambition determined optimistic observation towards the environment. This has been found as the teaching performance of teachers has a vital place in the process of learning and academic achievement of students (Sharma & Jyoti, [2006](#)).

Job satisfaction with accomplishment is generated by daily activities and is related to job commitment and high job performance. Job satisfaction is a pleasant and optimistic emotional feeling that comes from estimating one's job experience. It contained a single directional as well as many directional statements. A single directional statement will give a general description of the job satisfaction. And the many directional statements will give detailed concepts (Sharma & Jyoti, [2006](#)).

Stone ([2000](#)) defined job satisfaction as an effective reaction towards the job and an approach to the assigned work. Job satisfaction involves employees' optimistic attitudes towards work. The statements indicate that the job contains the tasks inside as well as outside the workplace. Therefore, the working environment will have a direct or indirect effect on individuals' lives his environment.

Job satisfaction will also affect the worker's corporal and psychological well-being, organizational work and efficiency, comfort, economic development, and social disposition. Lack of job satisfaction in organizations can cause workers to be tired, which will reduce their organizational dedication. Job satisfaction is associated with situational as well as personal factors. Situational factors include the conditions related to jobs, such as salary, promotion, working conditions, self-sufficiency, feedback, task identity, task importance, and skill diversity (Stone, [2000](#)).

Factors that Affect Job Satisfaction

Emotional, psychological, and environmental elements can all have an impact on job satisfaction. Emotion and heredity are individual-related factors. Emotional factors include life, relatives and society (Wright & Kim, [2004](#)).

Communication between superiors and subordinates is also an important factor in job satisfaction. Communicating behaviours like facial expressions, eye contact, voice expressions, body movements, and language is important for the relationship between superiors and subordinates. These non-verbal communications from superiors help to increase the interpersonal relationships of subordinates and also affect their job satisfaction. Sometimes, nonverbal communication seems to be more influential than verbal communication. Managers are mostly satisfied with their subordinates who use non-verbal directness, friendliness, and open communication channels. However, an anti-social and unfriendly manager can produce lower job satisfaction among the employees of an institution (Feather & Rauter, [2004](#)).



Studies have shown that genetic factors also affect job satisfaction because genetic factors play a role in internal achievements or challenges rather than external environmental factors (such as working conditions). In addition, personality is related to job satisfaction. Negative emotions are closely related to neurotic behavioural traits. Low job satisfaction is more common in people who experience strong negative emotions. Extroverted personalities are linked to positive feelings, and those who possess them report high levels of job satisfaction.

As a result, those who experience strong positive feelings are more likely to be content with their lives and careers.

Disaffection and sources of control are the two personality factors which are relevant to job satisfaction. A major analysis of 135 types of job satisfaction studies shows a positive correlation between self-control and job satisfaction (Wright & Kim, [2004](#)).

Some features of life, like labour, relatives, society and many more, can influence job satisfaction. Emotional happiness contains the following characteristics: it will be a phenomenological event, it involves a few expressive circumstances, and it refers to the entire life of a person. It played an imperative role in shaping job satisfaction (Wright & Kim, [2004](#)).

Knox ([2011](#)) studied classroom atmosphere and instructor work satisfaction. The work satisfaction of instructors and the school atmosphere were assessed by questionnaires, interviews, and notes. The study used a sequential inter-method. A total of 148 teachers from two high schools responded to questionnaires. Data was taken through interviews and observations for further exploration of the results. Even the two schools were academically similar. The teachers of both schools indicate very different perceptions about their job satisfaction. The results indicate that teachers of School A explained that the management style of the new principal reduced their job satisfaction. The teachers at School B complain that the supervisor burdened them with additional work that resulted in diverting them from their instructional duties.

Tabassum et al. ([2011](#)) focused on the contentment of secondary school educators in their jobs. With a 100% response rate, the study's sample consisted of 200 Home-based instructors. Data were gathered using the Minnesota Satisfaction Questionnaire (MSQ), and findings were analysed using SPSS-15. According to the research, work happiness among secondary school teachers is only poor, yet there is no distinction in job satisfaction between instructors in rural and urban areas. Thus, resolving the problems will enhance instructors' job happiness.

Zulfu Demirta, [2010](#) investigated how satisfied elementary school teachers were with their jobs. The research has been designed using the survey model. The TSS, or teaching satisfaction survey, is used to gather data. The study's conclusions demonstrate how highly instructors were thought to be satisfied with their jobs. There is a discernible difference between the averages in terms of age. The age groups with the highest averages are 36–40. The low averages are also seen in the age group of 41 and older. Regarding professional seniority, there had been no discernible variations.

Objectives of the Study

The objectives of the study were:

1. To investigate the relationship between the working school environment and job satisfaction of public secondary school teachers.
2. To find out the gender-wise difference in working school environment and job satisfaction among public secondary school teachers.
3. To find out age-wise differences in working school environment and job satisfaction among public secondary school teachers.
4. To find out qualification-wise differences in working school environment and job satisfaction among public secondary school teachers.



Hypothesis of the Study

- H₁: There is a significant relationship between the working school environment and the job satisfaction of public secondary school teachers.
- H₀₂: There is no significant gender-wise difference in working school environment and job satisfaction among public secondary school teachers
- H₀₃: There is no significant age-wise difference in working school environment and job satisfaction among public secondary school teachers.
- H₀₄: There is no significant difference in qualification-wise in the working school environment and job satisfaction among public secondary school teachers.
- H₀₅: There is no significant relationship between the age and qualification of teachers in the working school environment and job satisfaction among public secondary schools.

Methodology

Research Design

The research paradigm of this study was positivism, and a quantitative research approach was used. The correlational research design was applied to find out the relationship between the working environment and job satisfaction of public secondary school teachers in district Lahore.

Population

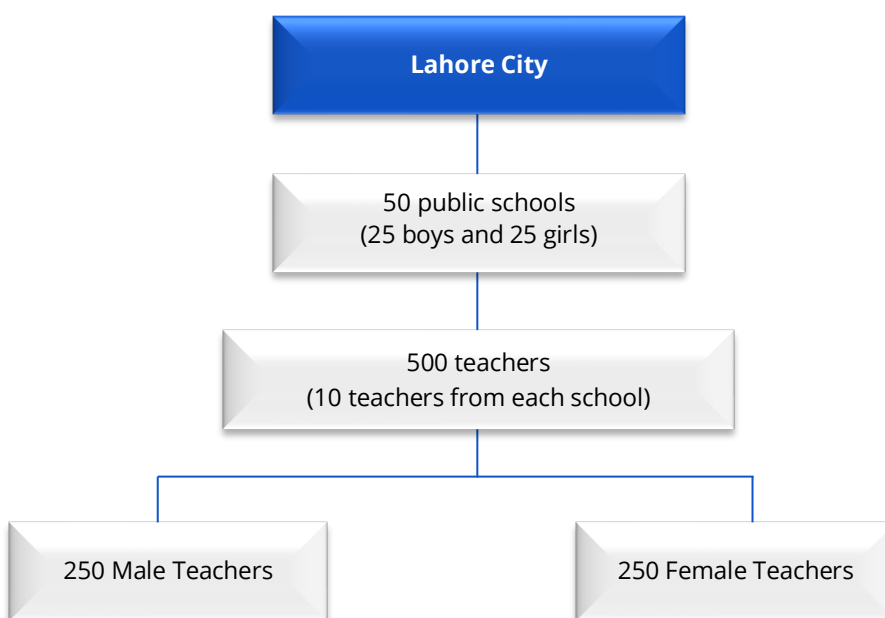
The population of the study consisted of teachers employed by Lahore's public secondary schools. Lahore has 363 public secondary schools (163 for boys and 200 for girls) (School Education Department, 2024).

Sample

Through Random sampling technique at the first stage of sampling 25 boys and 25 girls public secondary schools were selected out of 363 schools from district Lahore and 10 teachers from each school were selected which makes 250 female and 250 male teachers as sample of the study.

Figure 1

Sampling Framework



Instrumentation

The following instruments were used in this study to collect data from teachers:

1. Teacher Job Satisfaction Questionnaire (TJSQ)
2. School-Level Environment Questionnaire (SLEQ)

Teacher Job Satisfaction Questionnaire (TJSQ)

The TJSQ questionnaire, which was developed by Lester (1987), has 66 items, from which 40 items were worded positively, and 26 items were worded negatively. This scale evaluates the positive and negative magnitude of the teacher's job satisfaction, and this was a 5-point Likert-type instrument. The reliability of the instrument was 0.84. The scale contains nine sub-scales, namely the supervision factor with 14 items, colleague factor with 10 items, working condition factor with 7 items, pay factor with 7 items, responsibility factor with 8 items, work itself factor with 9 items, advancement factor with five items, security factor with 3 items and recognition factor with 3 items.

School-Level Environment Questionnaire (SLEQ)

The researcher adapted the SLEQ questionnaire, which was developed by Johnson, Stevens and Zvoch (2007), comprised 56 statements and contains eight sub-scales, each consisting of seven items. Out of 56 items, 29 statements were worded, 27 remarks were expressed negatively and 27 were complimentary. A five-point rating system has been applied to each statement. Strongly disagree, agree, disagree, neutral, and agree were the replies. Student support, affiliation, professional interest, staff independence, participatory decision-making, innovation, resource sufficiency, and work pressure are the eight sub-scales of the SLEQ.

Data Analysis and Results

The purpose of the data analysis was to examine the link between teachers' job satisfaction and the working circumstances they face in schools. Both inferential and descriptive statistics were used to analyse the data. ANOVA, the independent sample t-test, and Pearson correlation were among the data analysis methods used.

This study looks at the relationship between the working school environment and teachers' satisfaction at public secondary schools in Lahore. One of the duties of data analysis is to do descriptive analysis to find the frequency and proportion of demographic variables. (2) Pearson correlation is used to look at the relationship between the study variables. The gender disparities are evaluated using the t-test for independent samples. (4) ANOVA to evaluate the association between research factors and demographic variables (age, qualification).

Table 1

Demographics

Variables	F	Percentage
Gender		
Male	250	49.9
Female	250	49.9
Age		
20-30 years	146	29.1
30-40 years	191	38.1
Above 40 yrs	163	32.5
Qualification		
BA-BSc	97	19.4
MA-MSc	298	59.5
MPhil-PhD	105	21.0



Table 1 indicates the percentage and frequency of the demographic variables. The table shows the frequency of gender as 250 male teachers and 250 females, and the percentage is 49.9 for each. The frequency of participants of age 20-30 years was 146; for the age group 30-40, it was 191, and for the age group above 40 years, the frequency was 163. And the frequency in terms of qualification was 97 for the BA-BSc group, 298 for the MA-MSc group and 105 for the MPhil-PhD group.

Table 2

Relationship between the working school environment and job satisfaction as measured by the Pearson r correlation

Variables		Supervision factor	Colleague factor	Working condition factor	Pay factor	Responsibility factor	Work itself factor	Advancement factor	Security factor	Recognition factor
School Level	R	.28	.24	.16	.02	.22	.26	.17	.22	.17
Environment	P	.00	.00	.00	.58	.00	.00	.00	.00	.00
Questionnaire	N	500	500	500	500	500	500	500	500	500

Note: Correlation is significant at 0.05 levels (2-tailed)

A significant relationship was found between school-level environment and supervision factor ($R=.28, P < 0.05 = .00$), colleague factor ($R=.24, P < 0.05 = .00$), working condition factor ($R=.26, P < 0.05 = .00$), responsibility factor ($R=.22, P < 0.05 = .00$), work itself factor ($R=.26, P < 0.05 = .00$), advancement factor ($R=.17, P < 0.05 = .00$), security factor ($R=.22, P < 0.05 = .00$), recognition factor ($R=.17, P < 0.05 = .00$). Non-significant relationship was found between school-level environment and pay factor ($R=.02, P > 0.05 = .58$). Hence, hypothesis 1 is accepted.

Table 3

Independent sample t-test for differences in gender

Variables	Male (n=250)		Female (n=250)		df	t	P
	M	SD	M	SD			
1. Supervision factor	3.49	.47	3.34	.43	495	3.54	.00
2. Colleague factor	3.52	.45	3.38	.44	498	3.42	.00
3. Working condition factor	3.57	.51	3.39	.51	498	3.90	.00
4. Pay factor	3.20	.52	3.12	.56	498	1.65	.10
5. Responsibility factor	3.77	.53	3.62	.57	498	2.99	.00
6. Work itself factor	3.35	.45	3.24	.50	498	2.61	.00
7. Advancement factor	3.60	.55	3.22	.64	498	7.02	.00
8. Security factor	3.52	.78	3.24	.86	498	3.74	.00
9. Recognition factor	3.18	.84	3.43	.71	498	3.63	.00
10. School Level Environment Questionnaire	3.09	.21	3.02	.18	494	4.36	.00

The significant gender difference was found in terms of supervision factor ($t=3.54, P < 0.05 = .00$), colleague factor ($t=3.42, P < 0.05 = .00$), working condition factor ($t=3.90, P < 0.05 = .00$), responsibility factor ($t=2.99, P < 0.05 = .00$), Work itself factor ($t=2.61, P < 0.05 = .00$), advancement factor ($t=7.02, P < 0.05 = .00$), security factor ($t=3.74, P < 0.05 = .00$), recognition factor ($t=3.63, P < 0.05 = .00$) and school level environment ($t=4.36, P < 0.05 = .00$). Non-significant gender difference was found in terms of Pay factor ($t=1.65, P > 0.05 = .10$). Hypothesis 2 was rejected as significant gender difference in working school environment and job satisfaction among public teachers were found.



Table 4
One-way ANOVA for the relationship of age with study variables

Variables	Source of variance	df	f	P	η^2
Supervision factor	Between Groups	2	.454	.636	.001
	Within Groups	499			
	Total	500			
Colleague factor	Between Groups	2	2.241	.107	.008
	Within Groups	499			
	Total	500			
Working condition factor	Between Groups	2	1.721	.180	.006
	Within Groups	499			
	Total	500			
Pay factor	Between Groups	2	2.550	.079	.010
	Within Groups	499			
	Total	500			
Responsibility factor	Between Groups	2	.196	.822	.000
	Within Groups	499			
	Total	500			
Work itself factor	Between Groups	2	2.020	.134	.008
	Within Groups	499			
	Total	500			
Security factor	Between Groups	2	.627	.534	.002
	Within Groups	499			
	Total	500			
Advancement factor	Between Groups	2	2.818	.061	.011
	Within Groups	499			
	Total	500			
Recognition factor	Between Groups	2	2.549	.079	.010
	Within Groups	499			
	Total	500			
School level environment questionnaire	Between Groups	2	3.122	.057	.012
	Within Groups	495			
	Total	500			

Regarding the factors of supervision, co-workers, working conditions, compensation, responsibility, the work itself, advancement, security, recognition, and educational environment, there was no discernible association between age and any of these variables ($P > 0.05$). The findings supported the first component of the hypothesis by demonstrating that among public secondary school teachers, age had no discernible impact on the working school environment or job satisfaction.



Table 45
One-way ANOVA for the relationship of qualification with study variables

Variable	Source of variance	df	Mean Square	f	P	η^2
Supervision factor	Between Groups	2	.143	.694	.500	.002
	Within Groups	494	.206			
	Total	496				
Colleague factor	Between Groups	2	.315	1.560	.211	.006
	Within Groups	497	.202			
	Total	499				
Working condition factor	Between Groups	2	.004	.016	.984	.000
	Within Groups	497	.272			
	Total	499				
Pay factor	Between Groups	2	.100	.340	.712	.001
	Within Groups	497	.294			
	Total	499				
Responsibility factor	Between Groups	2	.845	2.779	.063	.011
	Within Groups	497	.304			
	Total	499				
Work itself factor	Between Groups	2	.893	3.969	.059	.015
	Within Groups	497	.225			
	Total	499				
Security factor	Between Groups	2	.589	.849	.428	.003
	Within Groups	497	.693			
	Total	499				
Advancement factor	Between Groups	2	.754	1.931	.146	.007
	Within Groups	497	.391			
	Total	499				
Recognition factor	Between Groups	2	.296	.473	.623	.001
	Within Groups	497	.625			
	Total	499				
School level environment Questionnaire	Between Groups	2	.016	.398	.672	.001
	Within Groups	493	.040			
	Total	495				

No significant relationship between qualification was found in terms of supervision factor, colleague factor, working condition factor, pay factor, responsibility factor, work itself factor, advancement factor, security factor, recognition factor and school-level environment ($P > 0.05$). The results accepted the second part of the hypothesis by showing an insignificant relationship between qualification in a working school environment and job satisfaction among public secondary school teachers.

Findings

1. The mean value of Teacher job satisfaction is 225.28 with a 21.19 standard deviation. The mean value of the working environment is 171.01 with an 11.20 standard deviation.
2. The mean value of the Supervision Factor for the Teacher Job Satisfaction Questionnaire (TJSQ) subscales is 47.78, with a standard deviation of 6.34. The Colleague Factor's standard deviation is 4.50, and its mean value is 34.51. The standard deviation of the working condition factor is 3.64, and its mean value is 24.37. The pay factor's standard deviation is 3.79, and its mean value is 22.15. The Responsibility factor has a standard deviation of 4.43 and a mean value of 29.57. The Work Itself Factor's standard deviation is 4.29, and its mean value is 29.66. The standard deviation of the Advancement Factor is 3.13, and its mean value is 17.05. The Security Factor has a standard deviation of 2.5 and a mean value of 10.14.



3. A significant relationship was found between school-level environment and supervision factor ($R=.28$, $P < 0.05 = .00$), colleague factor ($R=.24$, $P < 0.05 = .00$), working condition factor ($R=.26$, $P < 0.05 = .00$), responsibility factor ($R=.22$, $P < 0.05 = .00$), work itself factor ($R=.26$, $P < 0.05 = .00$), advancement factor ($R=.17$, $P < 0.05 = .00$), security factor ($R=.22$, $P < 0.05 = .00$), recognition factor ($R=.17$, $P < 0.05 = .00$). Non-significant relationship was found between school-level environment and pay factor ($R=.02$, $P > 0.05 = .58$). Hence, hypothesis 1 is accepted.
4. The significant gender difference was found in terms of supervision factor ($t=3.54$, $P < 0.05 = .00$), colleague factor ($t=3.42$, $P < 0.05 = .00$), working condition factor ($t=3.90$, $P < 0.05 = .00$), responsibility factor ($t=2.99$, $P < 0.05 = .00$), Work itself factor ($t=2.61$, $P < 0.05 = .00$), advancement factor ($t=7.02$, $P < 0.05 = .00$), security factor ($t=3.74$, $P < 0.05 = .00$), recognition factor ($t=3.63$, $P < 0.05 = .00$) and school level environment ($t=4.36$, $P < 0.05 = .00$). Non-significant gender difference was found in terms of Pay factor ($t=1.65$, $P > 0.05 = .10$). Hypothesis 2 was rejected as significant gender difference in working school environment and job satisfaction among public teachers were found.
5. Non-significant relationship of age was discovered regarding the factors of supervision, coworkers, working conditions, compensation, responsibility, the work itself, advancement, security, recognition, and the educational environment ($P > 0.05$). The findings supported the first component of the hypothesis by demonstrating that among public secondary school teachers, age had no discernible impact on the working school environment or job satisfaction.
6. Non-significant relationship of qualification was found regarding the factors of supervision, coworkers, working conditions, compensation, accountability, the task itself, advancement, security, acknowledgement, and the educational environment ($P > 0.05$). The findings supported the second part of the hypothesis by demonstrating a negligible correlation between public secondary school teachers' qualifications and their job satisfaction and the working school environment.

Conclusion

According to the results of the Pearson correlation analysis, public secondary school teachers' job satisfaction and the working school environment are significantly correlated. The results of the Independent Sample T-Test show that there are notable gender disparities in the working conditions and job satisfaction of public secondary school teachers. A one-way ANOVA reveals a negligible correlation between public secondary school teachers' age and qualifications and their job happiness in the working school setting.

Discussion

The study's main goal was to determine how teachers' job satisfaction and the working school environment relate to one another. As indicated by the findings, there was a substantial correlation between public secondary school teachers' job satisfaction and their working school environment, which runs counter to Ghazi's (2012) finding that there was no connection between the two. Sell & Cleal (2011) found that no relationship exists between job happiness and the workplace. However, the results of the Independent Sample T-Test show that there are notable gender disparities in the working conditions and job satisfaction of public secondary school teachers, which is contradictory to Perie and Baker (2004) as they reported an insignificant gender difference in the working environment and job satisfaction.

Recommendations

1. This study can be used in private secondary schools to check the working school environment and job satisfaction of teachers.
2. This study can be used at the primary or elementary public school level.
3. Future researchers can use the working environment with organizational commitment or any other variable.
4. A provincial-level study on the same topic can reveal interesting results.



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