



Explore the Relationship between Working Environment and Job Satisfaction of Primary School Teachers' in District Faisalabad

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Abstract: The major objectives of this research was to examine the effect of work environment on job satisfaction and performance. The study was based on quantitative and correlational research design. In this study, working environment was used as independent variable while job satisfaction and performance were treated as dependent variables. The population was primary school teachers from District Faisalabad whereas 183 participants were selected as sample of the research by applying simple random sampling technique. The self-administered questionnaire was used to collect the primary data through survey method while using five points rating Likert scale. SPSS software 23 was administered to analyze the objectives of the study by using descriptive and inferential statistics. The findings revealed that there was significant correlation of working environment with job satisfaction and performance of the teachers. Moreover, it was significant effect of working environment on job satisfaction and performance of primary school teachers. The findings of this research may be helpful to adopt the various teaching strategies for the enhancement of job satisfaction and performance of the academic faculty which is best tool for the development of whole educational institutions. Based on the results of the study, the positive and moderate relationship between the working environment and job satisfaction implied that improving the working environment in the schools would lead to improvements in teachers' job satisfaction.

Keywords: Psychology, Social science, Occupational psychology, Job satisfaction, Motivation.

1. Introduction

This study examined the impact of job satisfaction on the professional accomplishments of educators in primary educational institutions within the locality of Faisalabad. The initial chapter delineates the contextual backdrop of the study, articulates the problem statement, elucidates the study's objectives, poses research inquiries, highlights the significance of the study, specifies limitations and delimitation, and defines the study's scope. Job satisfaction is not a novel concept within the realm of organizational science and behavior. (Zembylas & Papanastasiou, 2006). Attempts to enhance academic achievement in educational institutions will never be successful if the issue of teacher job satisfaction is disregarded. When members of an organization are adequately motivated, they will provide services to their employers and clients with a high degree of efficiency and effectiveness. (Mbua, 2003). This indicates that motivated and content educators are more likely to positively impact students' learning, while the converse has adverse effects on student achievement. Educational leaders and administrators must give particular attention to the concepts of motivation and job satisfaction. The teaching profession holds a prominent position on the societal success

scale. Furthermore, teachers' organizational dedication and overall job contentment have been recognized as crucial factors in understanding their professional conduct (Dorfman, 1986).

Job satisfaction among educators is a complex concept that plays a crucial role in teacher retention and has been identified as a key factor in teachers' dedication. Furthermore, it significantly impacts the effectiveness of educational institutions. Research conducted in Faisalabad indicates that a large majority of teachers express dissatisfaction with their remuneration, housing arrangements, perks, workload, and social standing (Sumra 2004; Haki Elimu 2005). It is posited that substandard living and working conditions have substantially diminished the motivation of many teachers to fulfill their teaching and administrative responsibilities adequately. Recent studies carried out in various nations have shed light on the level of job satisfaction among educators, revealing that the intensification of teachers' workload reflects a broader societal trend towards increased work demands (Naylor, 2001; Van den Berg, 2002). Factors such as rigid and centralized accountability systems, lack of professional autonomy, incessant changes imposed from above, ongoing media scrutiny, diminishing resources, and modest compensation contribute to low teacher satisfaction levels in numerous developed countries worldwide (Van den Berg, 2002).

The impacts of the trends encompass diminishing job contentment, decreased capacity to cater to students' requirements, notable instances of mental health disorders resulting in heightened absenteeism, and elevated levels of claims for disability due to stress (Troman and Woods, 2000). Of utmost significance is the fact that teacher discontent is the primary catalyst for educators exiting the profession in numerous nations. Therefore, investigating teacher contentment is progressively crucial not only due to the increasing departure of teachers from the field but also because dissatisfaction is linked to diminished efficiency (Tshannen-Moran, Woolfolk-Hoy, Hoy, 1998).

1.1 Statement of the Problem

Infrastructure of our educational institutions exhibits substandard quality that fails to meet the needs of both students and teachers, resulting in unsatisfactory outcomes. The educational system is struggling to adapt to the current demands of society. Therefore, it is imperative to investigate the Impact of Working Environment on Job Satisfaction among Primary School Teachers in District Faisalabad.

1.2 The Objectives of the Study

The objectives of this study were to determine how job satisfaction affects teachers' achievement in Primary schools:

- a) To explore the relationship between working environment and job satisfaction of primary school teachers in district Faisalabad
- b) To investigate the significant differences between working environment and job satisfaction of male schools and female primary school teachers in district Faisalabad

1.3 Significance of the Study

All proposed strategies cannot be successful unless it matched with the need of teachers and value. Finally, since the issue of job satisfaction has received little attention in Faisalabad district Primary schools, the study might initiate other researchers to conduct further studies in this area. The study will be particularly helpful to policy makers in that it may assist in providing policies which may satisfy teachers and enable them improve the achievement of their students. The findings can also highlight various limiting factors to teacher's dissatisfaction. Moreover, from the finding of the study possible working able solutions may be realized and used towards improving teachers' satisfaction and would assist in improving students' academic achievement.

2. Review of Literature

Many scholars have posited that the escalating interest in human resources stems from the belief that employees and their management play a pivotal role in the success of organizations (Kamoche, 1996). However, in the era of globalization, one of the primary challenges faced by leaders is the effective management of human resources to enhance organizational performance. Consequently, the value of contented employees has become increasingly indispensable. Employee satisfaction and retention have perennially been significant concerns for the workforce worldwide. Various definitions have been ascribed to the concept of job satisfaction. Essentially, job satisfaction denotes the state in which employees derive pleasure from their work as a result of their job evaluation and accomplishments.

2.1 The Concept of Job Satisfaction

A multitude of definitions regarding the concept of job satisfaction have been articulated by various authorities in the field. For instance, Locke (1976) defined job satisfaction as the pleasurable or positive

emotional state that arises from evaluating one's job and job experiences. The greater the individual's happiness, the higher their level of job satisfaction. It is posited that a positive attitude towards work and a stronger organizational commitment can elevate job satisfaction, consequently boosting individual achievement. Similarly, Vroom (1964) regarded job satisfaction as an individual's positive inclination towards all facets of the work environment. As employees' accomplishments increase, it impacts the organization's success and profitability. Furthermore, Armstrong (2006) elucidated job satisfaction as the attitudes and sentiments individuals hold towards their work. This suggests that favorable attitudes towards the job signify job satisfaction, whereas negative attitudes result in job dissatisfaction. When an employee exhibits a high level of job satisfaction, they will harbor a positive outlook towards their job. Thus, it can be inferred that job satisfaction encapsulates the positive and gratifying emotions that employees harbor towards their work. Herzberg's two-factor theory is utilized in this study to examine the predictive capabilities of hygiene and motivation factors.

3. Methods and Materials

3.1 Population of the Study

All the educators of Government primary schools in the district of Faisalabad constituted the demographic sample for this research endeavor.

3.2 Sample Size and Sampling Technique

Simple random sampling technique utilized for the selection of a sample. A cohort comprising 100 educators from Government Boys Primary Schools and 100 educators from girls' primary schools was chosen for this investigation. A sample size of 183 primary school educators was derived from the aforementioned formula. Given the substantial number of educators, systematic random sampling was employed to designate participants for the study. The incorporation of both sampling methodologies aimed to ensure that the sample adequately represented the entire population under scrutiny, while also introducing an element of chance.

3.3 Instrumentation

It comprises four indicators such as motivational level, teaching methodology, professional training, and educational challenges. The questionnaire consists of two parts: one is a consent letter for respondents, and the second part is the questionnaire for the selected sample. The questionnaire is structured with a five-point rating Likert scale. Questionnaires were utilized to complement other data collection methods. Various self-administered questionnaires were formulated and disseminated to gather information. The questionnaires afforded respondents the liberty and opportunity to express their facts and opinions due to the guaranteed confidentiality. Unstructured questionnaires were employed to obtain data openly, with participants having the flexibility to provide any information they deemed crucial for the study. Subsequently, the questionnaires were distributed to teachers, ward education officers, head teachers, and officers.

3.4 Validation of Instrument

The instrument utilized to ascertain the responses of the participants involved seeking expert opinions on the original questionnaire. The experts assessed the adequacy of the items, their sequence, and the language used. Additionally, the experts were consulted to provide guidance on the suitability of the instrument. The experts meticulously scrutinized the rating scale and the appropriateness of the items. Their feedback and amendments were instrumental in refining the instrument for its final iteration.

3.5 Reliability

The instruments' reliability coefficients were measured using Cronbach's Alpha (α) and yielded values of 0.82, 0.87, and 0.84 for the respondents' general satisfaction levels, motivational factors, and hygiene factors, respectively. The outcomes indicated a high level of reliability due to the elevated coefficients.

To ensure the questionnaire's reliability, a pilot study was conducted involving a small sample of both Muslim and non-Muslim teachers. The results from the pilot study demonstrated that the questionnaire items were comprehensible and easily assessed by the participants, revealing a reliability level of 0.791 as determined by Pearson's Cronbach Alpha.

4. Data Collection

The researcher journeyed to the various selected educational institutions to distribute the questionnaires. At each school, the researcher personally handed out the questionnaires to the participants and promptly collected them after completion, ensuring no questionnaire was misplaced.

Table 1: Comparison Difference between Mean Scores of Males and Females Schools about working environment

Working environm Ent	N	Mean	SD	d f	t	Sig
Males	110	3.74	0.26	181	0.191	.000
Females	73	3.65	0.40			

Table 1 indicates that there is significant difference between males schools and females schools for working environment. The value of $t(181) = 0.191$, $p = .001$ is significant at 5% significance level. The null hypothesis that there is no significant difference between mean scores of males and females schools about working environment was rejected. It means that working environment of males schools and females schools were different. It is also evident from the test results that male's schools have better working environment as compared to females' schools according to the perceptions of the teachers.

Table 2: Comparison Difference between Mean Scores of Males and Females Schools about polices

Polices	N	Mean	SD	d f	t	Sig
Males	110	3.48	0.52	181	9.23	.000
Females	73	4.05	0.50			

Table 2 indicates that there is significant difference between males schools and females schools for polices. The value of $t(181) = 9.23$, $p = .001$ is significant at 5% significance level. The null hypothesis that there is no significant difference between mean scores of males and females schools about polices was rejected. It means that polices of males schools and females schools were different. It is also evident from the test results that female's schools have better polices as compared to males' schools according to the perceptions of the teachers.

Table 3: Comparison Difference between Mean Scores of Males and Females Schools about supervision

Supervisi On	N	Mean	SD	d f	t	Sig
Males	110	3.15	0.42	181	16.95	.000
Females	73	4.14	0.12			

Table 3 indicates that there is significant difference between male's schools and females schools for supervision. The value of $t(181) = 16.95$, $p = .001$ is significant at 5% significance level. The null hypothesis that there is no significant difference between mean scores of males and females schools about supervision was rejected. It means that supervision of males' schools and females' schools were different. It is also evident from the test results that female's schools have better supervision as compared to males' schools according to the perceptions of the teachers.

Table 4: Comparison Difference between Mean Scores of Males and Females Schools about salary

Salary	N	Mean	SD	d f	t	Sig
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Males	110	3.12	0.84			
				181	0.288	.951
Females	73	3.16	0.79			

Table 4 indicates that there is significant difference between males schools and females schools for salary. The value of $t(181) = 0.288$, $p = .001$ is significant at 5% significance level. The null hypothesis that there is no significant difference between mean scores of males and females schools about salary was accepted. It means that salary of males' schools and females' schools were not different.

Table 5: Comparison Difference between Mean Scores of Males and Females Schools about advancement

Advance ment	N	Mean	SD	d f	t	Sig
Males	110	3.55	0.67	181	0.561	.851
Females	73	3.60	0.60			

Table 5 indicates that there is significant difference between males schools and females schools for advancement. The value of $t(181) = 0.561$, $p = .001$ is significant at 5% significance level. The null hypothesis that there is no significant difference between mean scores of males and females schools about advancement was not rejected. It means that advancement of males' schools and females' schools were not different.

5. Conclusion

- Table 1 indicates that there is significant difference between males schools and females schools for working environment. The null hypothesis that there is no significant difference between mean scores of males and females schools about working environment was rejected. It means that working environment of males schools and females schools were different. It is also evident from the test results that male's schools have better working environment as compared to females' schools according to the perceptions of the teachers.
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5.1 Recommendations of the study

- Since some schools are located in remote areas within Faisalabad district, it was recommended that the government should offer incentives in form of hardship allowances to teachers in remote schools to motivate them.

- Lack of facilities such as textbooks in schools was partly due to lack of limited financial power. It is therefore recommended that, the provision of capitation grants to schools should not only base on the number of pupils in schools because there are some expenses which bear fixed costs such as electricity and water.
- Lack of library facilities in most schools has been found to be the reason for poor storage of books and materials and therefore destruction of textbooks. It was therefore recommended for all schools to establish and use libraries for proper storage of book materials.
- Much attention should give to both motivation and hygiene factors that would lead to an increased sense of accomplishment, autonomy, more challenging working situations and provide more opportunities for advancement.
- Formulate clear policies and procedures to ensure teachers have promotion opportunities.
- Design and implement appropriate incentive strategies based on the specific context of the organizations including educational institution.

5.2 Recommendations for Further Researches

Since this study was confined itself to investigate the extent to which job satisfaction affects teachers and pupils in Faisalabad district, especially in public schools, there is need to conduct a similar study to involve more private schools.

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