

RELATIONSHIP OF WORKING SCHOOL ENVIRONMENT WITH JOB SATISFACTION OF TEACHERS IN GOVERNMENT SECONDARY SCHOOL IN LAHORE

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ABSTRACT

The study was conducted to investigate the relationship of working school environment with job satisfaction of teachers in government secondary schools of Lahore. The correlation research design was used for the study. The population of the study was 30 government secondary schools of Lahore. Convenient sampling technique was used to draw a sample of 500 (male=250, female=250) teachers. The instruments used in this study were Teacher Job Satisfaction Questionnaire (TJSQ), School-Level Environment Questionnaire (SLEQ) and demographic Performa (age, gender and qualification). Descriptive (Mean, Standard Deviation and Frequency) and inferential statistics (Pearson-product moment correlation, Independent sample t-test and ANOVA) were used. The key conclusion based on descriptive and inferential statistics indicated that there was a significant relationship between working school environment and job satisfaction of teachers. It was identified that significant gender differences occur among teachers regarding their working school environment and job satisfaction. The study indicates that there was non-significant relationship of age and qualification of government secondary school teachers with working school environment and job satisfaction.

Keywords: School environment, job satisfaction.

INTRODUCTION

In educational field, the most important factor that effects the job satisfaction of teachers is the physical working environment of the schools. Hence, it will not be amazing to know that measuring the job satisfaction of teachers according to their working environment had become the main point of consideration for researchers. Most of the researches had shown that the teachers of secondary school were

generally satisfied from job by comparing them with the previous researches in the same area (Gesinde&Adejumo, 2012).

The teacher's job satisfaction is the most important factor that leads to the success of an educational organization and it directly affects the results and outcomes of an organization. Job satisfaction facilitates the organizational dedication and wellbeing of the performance of

teachers. It is the direction of feelings and emotions that the teachers or workers possess towards their job or work that they perform at their working environment (Akomolafe&Olatomide, 2013).

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

Work consists of the activities and manner in which the job will be done and finished, including the job guidance, managing the work load, a feeling of accomplishment and satisfaction from job, 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. The success of an organization is dependent upon the satisfaction of employees from their job (Robbins & Judge, 2009).

Studies indicate that generally, the teachers are satisfied from jobs as per as their teaching work is concerned. On the other hand, they not satisfied with the working environment provided to them. Teacher's professional performance and working environment provided within the school, both are vital for the process of education (Akomolafe&Olatomide, 2013).

This is evident that the job satisfaction of teachers varies with respect to their age, qualification and gender. Generally, the males are mostly satisfied from their job as compared to the females. The more qualified teachers are not satisfied from their job as compare to the less qualified teachers. Also, the studies indicated that the aged teachers are seen to be more satisfied from their jobs as compare to the younger teachers (Stone, 2000).

Okonkwo&Obineli(2011), indicated the fact that there is no significant gender difference in job satisfaction of government teachers. The work place having necessary facilities will bring commencement towards the job satisfaction of teachers. When the employees will be rewarded with the suitable pay packages, then they will be more encouraged and focused to give out the quality work (Okonkwo&Obineli, 2011).

LITERATURE REVIEW

Working School Environment

Hill (2010) stated that during each week the teachers spent their maximum time in the working environment so the institution is responsible to make the working environment of the school more comfortable for the the teachers because the adequate working condition would lead to good and more work production for the school by the teachers. In the institutions, the teachers should be provided with the latest information technological tools so that they will perform their work more proficiently and conveniently and will be more satisfied from their jobs (Hill, 2000).

Over the years, a few work had been done for discovering the effect of working environment on the employee's performance 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 had improved its physical dimensions of the working environment, it can definitely increase its productivity and had optimistic effect on the production of the institution (Buhai, 2008).

Work environment can motivate employees and 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, the 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, work environment contains working traditions, working manner, as well as hierarchies which had implemented as well as practiced 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 (Baah&Amoako, 2011).

Hygiene factor is very important for happiness of the employees in the external factors that affect their job satisfaction, but not enough to turn

dissatisfaction into satisfaction. Herzberg 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 shift into job satisfaction by Hygiene factor (Herzberg, 1959).

Chandrasekar (2011) stated that for increasing the productivity of an organization, attention should be played in to designate 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 are rather than wealth (Chandrasekar, 2011).

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

Ajala (2012), argued that the workplace is an area being provided and arranged by the company for the purpose of achieving their target. A working area is defined as working place, suitable for work which had to be done there. It would either be an official layout or simply a working table. True working environment is necessary in order to attract employees so that they will feel more comfortable. The environment as an immediate surroundings of the worker which is being provided to him for his use. So, a working place will give an environment to the worker for performing 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 the colleagues and the interaction among themselves. If teachers will be made satisfied from their job, attrition rates can be decreased, collegiality can be increased, and they can perform even more better job. 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 give 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 to worker's satisfaction (Chandrasekar, 2011).

Nganzi (2013) reported that in the school environment, teacher job satisfaction is an inevitable phenomenon. If there is need of high-quality work by a school, then teachers should be motivated and strengthened their careers. The most dedicated employee, by 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 job into two categories; the hygiene factor and motivation factors. As per the hygiene factor is concerned, it cannot cause satisfaction but can be change dissatisfaction into motivation. And motivational factor will have long lasting effect as it contributes towards the job satisfaction. In the absence of hygiene factors which includes working conditions, supervision quality and level, the company policy and administration, interpersonal relations, job security, and salary, the employees dissatisfaction will increase (Herzberg, 1959). These motivators will be associated with long-term positive effects for job performance while the hygiene factors will produced only short-term change for job attitudes and performance, which will rapidly fall back to its previous position.

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 the employees working in harsh condition. Their study indicates that many psychological and work place variables directly affect the satisfaction from job, and increasing compensation had not improved dissatisfaction level of employees (Sell & Cleal, 2011).

Westover (2010) reports that in many modern organizations, employee's 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, have its own way to motivate their workers. The employees' job satisfaction is divided into five different categories, namely demand completion, discrepancy, worth achievement and impartiality. Demand accomplishment will be depending 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 for 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, 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 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 that high-quality teachers should 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 power of any state. Teachers enabled the students to connect with the world by developing their performance styles and characteristics. Therefore, an individual become enabled to the act that will make 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 teaching performance of teachers has its vital place in process of learning and academic achievement of students (Sharma & Jyoti, 2006).

Job satisfaction with accomplishment is generated by daily activities is related with job commitment and high job performance. Job satisfaction will be a pleasant and optimistic emotional feeling which comes from the estimation of 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 concept (Sharma & Jyoti, 2006).

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

Job satisfaction will also affect the worker's corporal and psychological wellbeing, 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 contained the conditions relate to jobs like salary, promotion, working conditions, self-sufficiency, feedback, task identity, task importance and skill diversity (Stone, 2000).

Factors that Affect Job Satisfaction

Job satisfaction can be affected by environmental, personal and emotional factors. Factors related to the individual are emotion and inheritance. Emotional factors contained life, relatives and society (Wright & Kim, 2004).

Communication between superiors and subordinates is also an important influencing factor for job satisfaction. Communicating behaviors like facial expressions, eye contact, voice expressions, body movements, and language are 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 from 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 relevant neurotic behavioral traits. People with high negative emotions are more likely to feel low job satisfaction. Positive emotions are related to extroverted personality and people with such personality are highly satisfied from their jobs (Feng, 2007).

Therefore, people with high positive emotions are more likely to be satisfied in life and work. Disaffection and sources of control the two personality factors which are relevant to job satisfaction. A major analysis of 135 job satisfaction researches shows a positive correlation among self-control and job satisfaction (Wright & Kim, 2004).

Some features of life like labor, relatives, society and many more, can influence job satisfaction. The emotional happiness contains the following characters: that it will be a phenomenological event, it involved a few expressive circumstances

and it is referred to entire life of a person. It played an imperative role in shaping job satisfaction (Wright & Kim, 2004).

Jeffrey Knox, 2011 studied teacher job satisfaction and school climate. Questionnaire, interview, and notes were used to determine job satisfaction of teachers and school climate. The study used sequential inter method. Total 148 teachers from two high schools, respond 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 perception about their job satisfaction. The results indicate that teachers of School A, explains the management style of new Principal reduced their job satisfaction. The teachers at School B complain that the supervisor burdened them with additional work that results in diverting them from their instructional duties.

Muhammad Asghar Ali and Fouzia Tabassum, 2011 focused on job satisfaction of secondary school teachers. The sample of the study includes 200 teachers from Sahiwal, with a 100% response rate. For the collection of data, the Minnesota satisfaction questionnaire (MSQ) was used. The SPSS- 15 was applied to analyze data. The results showed that secondary school teachers are faintly satisfied from their job. On the other hand, no difference has been found between job satisfaction of rural and urban teachers. Therefore it is necessary to defeat the problems for maximum job satisfaction of teachers.

Zulfu Demirta, 2010 examined the level of job satisfaction of primary school teachers. The survey model had been used in designing the research. Teaching satisfaction survey (TSS) is used for data collection. The findings of the study show that, teachers' job satisfaction levels were seen to be very high. In terms of age, a meaningful difference is seen among the averages. 36-40 age groups show the highest averages. And group of 41 and above age shows the low averages. No differences had been seen in terms of professional seniority.

Objectives of the Study

The objectives of the study are:

1. To investigate the relationship between working school environment and job satisfaction of government secondary school teachers.
2. To explore the gender difference in working school environment and job satisfaction among government secondary school teachers.
3. To find out relationship of age and qualification with working school environment and job satisfaction among government secondary school teachers.

Hypothesis

H₁: There is significant relationship between working school environment and job satisfaction of government secondary school teachers.

H₀₂: There is no significant gender difference in working school environment and job satisfaction among government secondary school teachers.

H₀₃: There is no significant relationship of age and qualification with working school environment

and job satisfaction among government secondary school teachers.

Methodology

Research Design

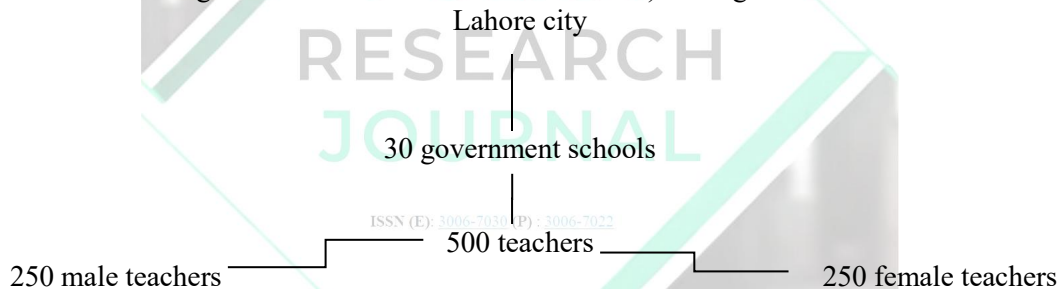
This correlation study. Survey method has been used for collection of the data to find out the relationship of working school environment with job satisfaction of government secondary school teachers

Procedure of Study

Population

Teachers of government secondary schools of Lahore are the population of the study. There are 363 government secondary (163 boys & 200 girls) schools in Lahore (Education Commission, 2019).

Sample: Convenient sampling is used. Sample of the study were 500 teachers (250 male & 250 female) of 30 government schools of Lahore.



Instrumentation

Following instruments are used in this study to collect data from teachers:

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

factor with 7 items, responsibility factor with 8 items, work itself factor with 9 items, advancement factor with 5 items, security factor with 3 items and recognition factor with 3 items.

Teacher Job Satisfaction Questionnaire (TJSQ)

The TJSQ 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 is a 5-point Likert type instrument. The reliability is 0.84. The scale contains 9 sub scales namely supervision factor with 14 items, colleague factor with 10 items, working condition factor with 7 items, pay

School-Level Environment Questionnaire (SLEQ)

SLEQ comprised of 56 statements and contains eight subscales, each consists of seven items. Out of 56 items, 29 statements were worded positive and 27 statements were worded negative. Every statement has been scored on a five point scale. The responses were strongly agree, agree, neutral, disagree, and strongly disagree. The names of eight sub scales of SLEQ are student support, affiliation, professional interest, staff freedom,

participatory decision making, innovation, resource adequacy and work pressure.

Demographic Performa:

Demographic Performaincludes gender, age and qualification.

Data Analysis

The dataanalysis was done to assess the relationship between working school environment and job satisfaction of teachers. Data wasanalyzed through descriptive and inferential statistics. Pearson correlation, independent sample t-test and ANOVA were used for data analysis.

Data analysis and results

The study investigates the relationshipof working schoolenvironment with job satisfaction of teachers in government secondary schools of Lahore. The data analysis includes performing:(1) Descriptive analysis to find out the frequency and percentage of demographic variables.(2) Pearson correlation is used to analyze the relationship between the study variables. (3) Independent sample t-test is used to assess the gender differences(4) ANOVA to assess the relationship between demographic variables (age, qualification) and study variables.

Table 1: Demographics

Variables	F	Percentage
Gender		
Male	250	49.9
Female	250	49.9
Age		
20-30 yrs	146	29.1
30-40 yrs	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 males teachers and 250 females and percentage is 49.9 for each. The frequency of participants of age 20-30 yrs was 146, for age group 30-40 it was 191 and for age group of above 40 yrs the frequency was 163.And the frequency in terms of qualification was 97 for BA-BSc group, 298 for MA-MSc group and 105 for MPhil-PhD group.

Table 2

Relationship between working school environment and job satisfaction(supervision factor, colleague factor, working condition factor, pay factor, responsibility factor, work itself factor, advancement factor, security factor, recognition factor) by 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)
Significant relationship was found betweenschool 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: 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

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 government teachers were found.

Table 4: One way ANOVA for 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			

Non significant relationship of age 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 first part of hypothesis by showing an insignificant relationship of age with working school environment and job satisfaction among government secondary school teachers.

Table 4.5: One way ANOVA for relationship of qualification with study variables.

Variables	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				

Non significant relationship of 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 hypothesis by showing an insignificant relationship of qualification with working school environment and job satisfaction among government secondary school teachers.

Findings

1. The mean value of Teacher job satisfaction is 225.28 with 21.19 standard deviation. The mean value of working environment is 171.01 with 11.20 standard deviation.

2. For sub scales of Teacher job satisfaction questionnaire (TJSQ), the mean value of Supervision Factor is 47.78 with 6.34 standard deviation. The mean value of Colleague Factor is 34.51 with 4.50 standard deviation. Mean value of working condition factor is 24.37 with 3.64 standard deviation. The mean value of Pay factor is 22.15 with 3.79 standard deviation. The mean value of Responsibility factor is 29.57 with 4.43 standard deviation. The mean value of Work Itself Factor is 29.66 with 4.29 standard deviation. The mean value of Advancement Factor is 17.05 with 3.13 standard deviation. The mean value of Security Factor is 10.14 with 2.50 standard deviation. The mean value of Recognition Factor is 9.92 with 2.37 standard deviation.

3. 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. 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 government teachers were found.

5. Non-significant relationship of age 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 first part of hypothesis by showing an insignificant relationship of age with working school environment and job satisfaction among government secondary school teachers.

6. Non-significant relationship of 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 hypothesis by showing an insignificant relationship of qualification with working school environment and job satisfaction among government secondary school teachers.

Conclusion

The findings of Pearson correlation indicate that there is a significant relationship between working school environment and job satisfaction of government secondary school teachers. Independent Sample T-Test indicates significant gender differences in working school environment

and job satisfaction among government secondary school teachers. One way ANOVA shows an insignificant relationship of age and qualification with working school environment and job satisfaction among government secondary school teachers.

Discussion

The primary objective of the study was to find out the relationship between working school environment and job satisfaction of teachers. As outlined in the results, that there was a significant relationship between working school environment and job satisfaction of government secondary school teachers which is contradictory with Ghazi (2012) who reported that there was no relationship between work environment and job satisfaction of teachers and Sell & Cleal (2011) found that no relationship exist between work environment and job satisfaction. On the other hand findings of Independent Sample T-Test indicates significant gender differences in working school environment and job satisfaction among government secondary school teachers which is contradictory with Perie and Baker (2004) as they reported an insignificant gender difference in working environment and job satisfaction.

Recommendations

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

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