



Job Satisfaction and Work Environment: A Study of Elementary Teachers in District Chiniot, Punjab, Pakistan

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ARTICLE INFO	ABSTRACT
Article History: Received: January 16, 2025 Revised: February 26, 2025 Accepted: February 28, 2025 Available Online: March 02, 2025	Job satisfaction is crucial as it directly impacts employee motivation, productivity, and overall well-being. When employees are satisfied with their work, they are more likely to remain engaged, contribute positively to the organization, and stay committed long-term. Education quality delivered at this level depends on one's job satisfaction of the teachers to enhance their motivation and commitment, as well as productivity. It has been for this reason that this study was conducted with regard to the job satisfaction of male and female elementary teachers in Tehsil Bhawana, District Chiniot Punjab Pakistan. There are many factors that affect the job satisfaction of elementary teachers at elementary level but this study focuses on the factor: the element influencing the job-satisfaction for teachers in elementary school and reasonable workplace environment. The population of the study was consisted of teachers from all government boy's and girl's elementary schools of Bhawana city. The sample comprised 120 teachers from 34 selected schools, using convenient sampling technique. Quantitative data was collected through a structured questionnaire depicting the Likert scale of 1 to 5. To analyse quantitative data, descriptive statistics were used with the help of Statistical Package for the Social Science (SPSS). The collected data were concerning the demographic characteristics of the teachers and the level of the job satisfaction of the elementary school teachers. A majority of the responders were 26 to 35 years and 66.7% were males. Unsatisfactory professional development and other major services emerged, though thirty respondents were content with instructional resources. Intentionally, people were happy when autonomy, safety, and good lighting had at workplace, in addition to job satisfaction. In addition, an important baseline condition was confirmed to satisfaction with facilities and physical space ($p = 0.003$), which proved the general effect of these criteria on the instructors' well-being.
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Introduction

Primary education is the first step a person takes into the educational process which sets the key for the next steps a person is to take. In many countries including Pakistan it is presumed that elementary education is basic right in order to develop skills and personality of child through literacy and numerical educational competencies as well as the social and emotional aspects. The eleven years of schooling plays a major role in developing students' mentality, perceptions, and carrying out the role of a student and the overall scheme of being a positive member in the society during college education. Education quality delivered at this level depends on one's job satisfaction of the teachers to enhance their motivation and commitment, as well as productivity (Rahman et al., 2020). Therefore, knowledge of the factors that increase the job satisfaction of the teachers serves a significant role in achieving an optimum quality of education.

The paper examines the case of Tehsil Bhawana in District Chiniot, Punjab, Pakistan looking at what challenges teachers in this area of Pakistan experience and how these could affect their job satisfaction which in turn affects the quality of education provided. An investigation conducted by Ahmad and Farooq, (2018) on the challenges facing teachers in Pakistan reveal that majority of teachers work under constraints such as poor teaching aids, poor teaching facilities and poor remuneration. Elementary teachers in such settings, for example, can be offered a supportive working environment that may reduce some of the stressors that come with the teaching profession but a lack of such support systems may explain the low level of job satisfaction (Smith, 2019).

A study by Shah (2019) reveals the role of gender significantly to affect the teachers' job satisfaction in the context of Pakistan because gender roles and cultural norms differ in this country. The above societal forces lead to disparities in the satisfaction and hurdles undergone by the male and female teachers' thus influence their motivation, morale and interaction with the students as highlighted by Shah (2019). Firstly, specific preconditions that may add to the female teachers' stress may be related to the work-family conflict or lack of opportunities for promotion in their career. Male teachers may experience expectations regarding the provider role of men, through which they may relate to job satisfaction. It is therefore important to appreciate these gender differences in order to define the needed policies and mechanisms that can help male and female teacher provide them with equal opportunities for personal and professional development and satisfaction (Ali and Yaseen, 2017).

A number of research studies have been carried out to identify antecedents of job satisfaction of teachers and aspects like salary, work load, career progression and recognition have frequently been mentioned. However, job satisfaction of the elementary school teachers in the rural areas where there is lack of educational facilities and resources has not been paid much attention in Pakistan (Khan & Akhtar, 2021). In such centres, challenges such as large teaching ratios, poorly equipped schools and fewer teaching resources make working conditions even more stressful for teachers than the students themselves with the result that they cannot impart quality education. Moreover, such teachers may not have enough contacts and professional training to achieve personal fulfillment and, consequently, become frustrated. Such constraints alert researchers to the factors that impact job satisfaction in rural elementary schools and increases the need for intervention policies for such institutions (Rahman et al., 2020).

The present research separately examines the job satisfaction among elementary teachers working in Tehsil Bhawana to unravel how their work environment affects their professional well-being and loyalty. This study provides insights into factors making teachers' roles more or less enjoyable and motivating. Teachers must be satisfied in their jobs not only for their own sake, but also for the

sake of the students as well since the best practices are promoted by motivated, hardworking teachers (Smith, 2019).

Statement of the Problem

The work environmental factors impacting teachers in the area of Tehsil Bhawana, District Chiniot, present a significant challenge to their job satisfaction and overall teaching effectiveness. Inadequate school infrastructure, lack of teaching resources, poor administrative support, and limited access to professional development opportunities create a challenging work environment. These factors, combined with low wages and heavy workloads, contribute to teacher dissatisfaction, hinder their morale, and affect the quality of education provided to students in these hard-to-reach areas. Addressing these environmental issues is crucial for improving teacher retention and enhancing the learning experience in schools.

Significance of the Study

This study's implications for policymakers, educational administrators, and community stakeholders have several considerations. First, identifying the profile of professional environment which influences elementary job satisfaction in rural settings, educational authorities will be able to devise specific measures to make positive changes in the conditions of teachers' work. This may refer to physical changes in the learning facilities, for instance, some changes are made to the structural framework of schools to enhance the teaching learning process, availability of resources in schools as well as support systems that enhance cooperative work between teachers. Moreover, the awareness of the gender gap in job satisfaction can provide the grounds for making gendersensitive policies and creating the equal opportunities of using those facilities which increase the level of job satisfaction for males and females in the sphere of teachers' activity (Khan & Akhtar, 2021). Finally, this study emphasizes the need to design a proper organizational climate for the elementary teachers as enhancing their job satisfaction and personal contentment is both in the interest of the teachers as well as the organization and rural students it seeks to nurture.

Literature Review

This study looks into the variables affecting elementary teachers' job satisfaction in Government schools for both boys and girls. This section's primary focus is on the related literature on the factors that influence teachers' job satisfaction and dissatisfaction.

The school environment is crucial in determining teacher satisfaction and retention because it provides a basis for long-term dedication and professional fulfillment. Teachers' experiences in educational institutions are greatly impacted by elements including workload management, organizational support, collegial relationships, punishment procedures, and value alignment. Reducing stress, increasing job satisfaction, and lowering turnover intentions are all benefits of a positive school climate, which is defined by supportive leadership and a sense of belonging. On the other hand, a demanding workplace that is characterized by time constraints and unresolved disciplinary matters leads to attrition and burnout. Fostering teacher well-being, maintaining motivation, and building stable educational institutions all depend on addressing these environmental elements (Skaalvik et al., 2011).

The key factors influencing teacher retention, performance, and satisfaction are leadership and professional development. Good leadership in educational institutions creates a supportive work environment and provides teachers with the tools and resources they need to succeed in their

positions. Organizational commitment and job satisfaction are greatly increased by capable leaders who place a high value on fairness, open communication, and chances for professional development.(Sims, 2017; 2020)

Constructive and collaborative feedback fosters a culture of trust and development, encouraging teachers to refine their instructional practices and feel supported in their professional journey. Peer-driven evaluations, in particular, are highly valued as they create a less hierarchical and more collegial approach to assessment, reducing stress and improving satisfaction. However, when evaluation systems are overly critical or lack developmental intent, they can become sources of stress and dissatisfaction, ultimately leading to teacher burnout and attrition. Schools that prioritize formative evaluation and emphasize professional development over punitive measures create environments that support teacher effectiveness and long-term commitment (Friedman, 2000; Ford et al., 2018).

Teacher-student relationships and effective school administration are key determinants of teacher satisfaction and retention. Positive interactions with students foster a sense of fulfillment and belonging for teachers, creating an engaging and supportive classroom environment. Such relationships are instrumental in reducing teacher stress and increasing their enthusiasm for teaching. Conversely, hostile or strained interactions with students can lead to frustration, burnout, and job dissatisfaction. Alongside this, a supportive and responsive school administration significantly contributes to teacher morale by addressing their needs, providing resources, and ensuring fair treatment. Teachers who feel valued and supported by the administration are more likely to remain committed to their profession.(Dorozynska, 2016; Roffey, 2012)

Hakanen et al., (2006) explore the relationship between teacher job satisfaction and student achievement. The study finds that motivated and satisfied teachers create active and efficient learning environments, leading to improved student outcomes. Conversely, dissatisfied teachers are less effective and provide a less stimulating educational experience. The study recommends focusing on teachers' emotional well-being and fostering supportive work environments to enhance both teacher and student performance.

The physical work environment plays a crucial role in influencing teachers' job satisfaction and overall effectiveness. A well-maintained, comfortable, and resource-rich environment can significantly reduce stress and improve teachers' job satisfaction by making their daily tasks more manageable and less burdensome. Factors such as natural lighting, ventilation, adequate space, and modern teaching tools contribute to a positive atmosphere, allowing teachers to focus more on teaching and less on dealing with environmental challenges. On the other hand, poor physical conditions—such as overcrowded classrooms, insufficient materials, and inadequate facilities—can lead to frustration, burnout, and dissatisfaction. (Huang et al., 2017; Mok et al., 2016).

Teacher well-being is a critical factor in maintaining job satisfaction, promoting long-term career retention, and ensuring effective teaching. Teachers often face high levels of stress due to workload pressures, challenging student behavior, and a lack of support. Chronic stress can lead to burnout, negatively impacting their health, performance, and overall job satisfaction. Therefore, effective stress management strategies and promoting teacher well-being are essential for fostering a positive work environment (Roffey, 2012; Berger et al., 2017).

Methodology

The section provides an explanation of the data collection process, research methodology, population samples, research instrument, information gathering, data investigation process, and validity of research tools.

This study used a quantitative approach to design and investigate the relationship between job satisfaction and its determinants, such as the factors influencing the job happiness and decent work environment of elementary school teachers, the teachers' satisfaction with their income and salary, and the pressure of expenses. The quantitative data collected by a questionnaire were subjected to descriptive statistical analysis using the statistical program for social sciences (SPSS).

A 5-point Likert scale was developed for a work satisfaction survey. There are 77 questions in the original instrument utilized for this analysis. A Likert scale was used to create these inquiries. A total of 120 teachers, both male and female, participated in this survey. SPSS was used to examine the teacher feedback. Relevant information was taken from website www.sis.punjab.gov.pk which shows that there are 34 elementary schools in Tehsil Bhowana District Chiniot. Twelve (12) male elementary schools having 92 teachers and twenty-two (22) female elementary schools having 82 teachers have were selected by using convenient sampling. There were 174 school teachers who comprised the target population for the study. The Sample size was 120 teachers which have been determined through www.surveysystems.com keeping 95% confidence level and 5% confidence interval. A questionnaire was used for data collection. Data were analyzed through Statistical Package for Social Sciences (SPSS). To this end, the Chi-square test was also used in the study to compare the statistical correlation between the general satisfaction factors (such as job satisfaction, autonomy) and physical environment factors (such as safety, lighting).

Result and discussion

Age is a significant factor in social, psychological, and cultural contexts. It often influences societal expectations, roles, and responsibilities assigned to individuals at different stages of their lives. Age-related factors can impact educational opportunities, legal rights and responsibilities, career advancements, and social interactions (Rousseau, 2002). The respondents of the study were divided in to three categories (I) 18-25, (II) 26-35 and (III) 36-45 years. Data related to age category is given below in table 1.

Table 1: Age of respondents (n=120)

Years	Frequency	Percent
18-25	13	10.8
26-35	53	44.2
36-45	34	28.3
46-55	16	13.3
Over 55	4	3.3
Total	120	100.0

Table.1 describes age of respondents that majority (44.2%) of respondents were 26-35 years, less than one third (28.3%) of respondents were 36-45 years, more than one tenth (13.3%) of respondents were 46-55 years, about one tenth (10.8%) of respondents were 18-25 and only (3.3%) of respondents were over 55 years old.

Landsmanet (2007) stated that the length of time that humans live, measured in years starting at birth, which is typically characterized by a certain stage or degree of mental or physical development and involves the potential for legal responsibility.

Gender uses aspects of men and women to develop socially acceptable characteristics while also disclosing sexual orientation to people who are physically assertive. Although humans are imagined to be either male or female, young people, who make up the majority of men are the focus. This interpersonal conduct promotes sexual orientation and features sexualized people (World Health Organization, 2002).

Table 2: Gender of respondents (n=120)

Respondents	Frequency	Percent
Male	80	66.7
Female	40	33.3
Total	120	100.0

Table 2 indicates results about gender of the respondents. Results indicated that majority (66.7%) of the respondents were male whereas, about one third (33.3%) of respondents were female.

Easton and Van Laar, (2018) reported that when men and women pursue their educational ambitions, there are gender differences. Men and women can both earn college degrees, but women struggle more to get into senior managerial roles, which may add to concerns about their future job and financial stability. In the past, men have typically been more educated than women, but in the majority of western and many non-western countries, the gender gap in education has closed in recent decades.

Satisfaction level with resources available for teaching

Teacher job satisfaction is influenced by factors that include: job autonomy, job recognition, manageable work-organizational demands, opportunities to develop professional skills, job values, and quality of teacher-students as well as teacher-teacher relations. All or some of these elements encourage empowerment, motivation and support improving teachers' quality of life and their satisfaction (Ghavifekr and Rosdy, 2015).

Table 3: Satisfaction level with current available resources

Current Available Resources	Frequency	Percent
Very dissatisfied	11	9.2
Dissatisfied	24	20.0
Neutral	32	26.7
Satisfied	48	40.0
Very satisfied	5	4.2
Total	120	100.0

Table 3 represents results about satisfaction level of respondents with current available resources for teaching effectively. Results indicated that about half (40.0%) of the respondents were satisfied, more than one fourth (26.7%) of the respondents were neutral, one fifth of the respondents were dissatisfied, less than one tenth (9.2%) of the respondents were very dissatisfied

and only 4.2% of the respondents were very satisfied with current available resources for teaching effectively. Harrison, *et al.*(2022) highlighted the value of connections in enhancing work satisfaction and instructional quality across cultural variations. It recommends that policies and procedures that improve teachers' job happiness and relationships with pupils be given top priority in schools. By doing this, teaching quality can be greatly enhanced, which will eventually increase student results.

Factors affecting elementary school teachers' job happiness and decent work environment

Job happiness among teachers goes beyond the obvious benefits of income and stability. It explores the non-tangible elements that lead to a satisfying work experience. Sustaining motivation and morale requires acknowledgment and assistance from coworkers as well as the administration of the institution. Additionally, instructors are more likely to experience a feeling of commitment and belonging when they believe that the institution's values correspond with their own, which promotes a positive school culture. To sum up, teacher job satisfaction is influenced by a number of variables, all of which are vital in ensuring that teachers are happy and driven in their work (Ahmadi and Amin, 2022).

The respondents were asked to express their opinions on factors affecting job satisfaction using a 5-point Likert scale. The results are presented in Table 4

Table.4: General factors

General Factors	Weighted Score	Mean	Std. Deviation	Rank
I am satisfied with my current job overall	533	4.64	0.98	1
I have autonomy and control.	417	3.68	1.01	2
I am satisfied with the balance between my work and personal life.	414	3.65	1.00	3
I enjoy supportive work environment.	408	3.63	1.11	4
I am satisfied with physical working conditions of my job.	400	3.53	1.11	5
We have effective leadership.	336	2.22	1.20	6
I have opportunities for career advancement.	330	2.17	1.18	7

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 4 indicates results about general factors affecting elementary school teachers' job happiness and decent work environment. Results indicated that statement “I am satisfied with my current job overall” (Weighted score= 533 and Mean=4.64) was ranked as 1stcategory. The mean of this attribute was between agree and strongly agree categories but lying more towards strongly agree category. However, statements “I have autonomy and control” (Weighted score= 417 and Mean=3.68), “I am satisfied with the balance between my work and personal life” (Weighted score= 414 and Mean=3.65), “I enjoy supportive work environment” (Weighted score= 408 and Mean=3.63) and “I am satisfied with physical working conditions of my job” (Weighted score= 400 and Mean=3.53) were ranked as 2nd to 5th categories respectively. The mean of these attributes were between neutral and agree category but inclined more towards agree category. Whereas, statements “We have effective leadership” (Weighted score= 336 and Mean=2.22) and “I have

opportunities for career advancement” (Weighted score= 330 and Mean=2.17) were ranked as 6th to 7th categories respectively. The mean of these attributes were lying between disagree and neutral category but lying more towards disagree category.

The results show that most teachers are satisfied with their overall job and aspects like autonomy, work-life balance, and supportive work environment. However, there is less satisfaction with leadership effectiveness and career advancement opportunities. These areas need improvement to enhance teacher job satisfaction.

Harrison, *et al.* (2022) highlighted the value of connections in enhancing work satisfaction and instructional quality across cultural variations. It recommends that policies and procedures that improve teachers' job happiness and relationships with pupils be given top priority in schools. By doing this, teaching quality can be greatly enhanced, which will eventually increase student results. The overall results indicate that while respondents were satisfied with the physical working conditions, they were not satisfied with the leadership.

Physical environment

The respondents were asked to express their opinions on factors affecting physical environment using a 5-point Likert scale. The results are presented in Table 5

Table 5: Physical environment factors

Environment Factors	Weighted Score	Mean	Std. Deviation	Rank
I feel safe my current environment.	525	4.54	1.137	1
The lightening in the workplace is adequate.	519	4.49	1.138	2
Satisfied amount of green space is in my current environment.	480	3.82	1.081	3
The work place is clean and well maintained.	470	3.71	1.163	4
The noise level in the workplace is acceptable.	405	3.48	1.101	5
I find aesthetically pleasing my current environment.	399	3.43	0.997	6
The temperature in the work place is comfortable.	283	2.19	1.095	7
Essential services (grocery, healthcare) are accessible.	266	2.05	1.236	8

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 5 indicates results about physical environment factors affecting elementary school teachers' job happiness and decent work environment. Results indicated that statements “I feel safe my current environment” (Weighted score= 525 and Mean=4.54) and “The lightening in the workplace is adequate.” (Weighted score= 519 and Mean=4.49) were ranked as 1st and 2nd categories respectively. The mean of these attributes were lying between agree and strongly agree categories but more towards strongly agree category. However, statements “Satisfied amount of green space is in my current environment” (Weighted score= 480 and Mean=3.82), “The work place is clean and well maintained” (Weighted score= 470 and Mean=3.71), “The noise level in the workplace is acceptable” (Weighted score= 405 and Mean=3.48) and “I find aesthetically pleasing my current environment.” (Weighted score= 399 and Mean=3.43) were ranked as 2nd to

5th categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards agree category. Whereas, statements “The temperature in the work place is comfortable” (Weighted score= 283 and Mean=2.19) and “Essential services (grocery, healthcare) are accessible.” (Weighted score= 266 and Mean=2.05) were ranked as 6th to 7th categories respectively. The mean of these attributes were lying between disagree and neutral category but lying more towards disagree category. The overall results indicate that while respondents were satisfied with the current environment and the temperature of the work place, they were not satisfied with the accessibility of essential services (grocery, healthcare).

Analysis of General and Physical Environment Factors

In this study, we aimed to investigate the relationship between general factors (such as job satisfaction, autonomy, work-life balance, etc.) and physical environment factors (including workplace safety, lighting, noise levels, etc.) among teachers. A Chi-square test of independence was conducted to determine if there is a statistically significant relationship between teachers' satisfaction with their general work environment and the physical conditions of their workplace.

Data Categorization

The data for both general factors and physical environment factors were categorized based on the mean scores using the following criteria:

- **High Satisfaction:** Mean ≥ 4
- **Moderate Satisfaction:** Mean between 3 and 4
- **Low Satisfaction:** Mean < 3

Contingency Table

Based on the categorization of the data, a contingency table was constructed to assess the frequency distribution between **general factors** and **physical environment factors**:

General Factors / Environment Factors	High Satisfaction	Moderate Satisfaction	Low Satisfaction
High Satisfaction	1	0	0
Moderate Satisfaction	0	5	0
Low Satisfaction	0	0	2

Chi-Square Test Results

A Chi-square test of independence was conducted to determine if there was a significant association between general factors and physical environment factors. The results are as follows:

- **Chi-square statistic (χ^2)** = 16.00
- **Degrees of freedom (df)** = 4
- **p-value** = 0.0030

The Chi-square statistic and the corresponding p-value indicate that there is a statistically significant relationship between general factors and physical environment factors. Since the p-

value (0.0030) is less than the significance level of 0.05, we reject the null hypothesis, concluding that there is a significant association between teachers' satisfaction with their job and the physical conditions of their workplace.

Expected Frequencies

The expected frequencies for each combination of general factors and physical environment factors were calculated using the formula for Chi-square tests. The expected values are as follows:

General Factors / Environment Factors	High Satisfaction	Moderate Satisfaction	Low Satisfaction
High Satisfaction	0.125	0.625	0.25
Moderate Satisfaction	0.625	3.125	1.25
Low Satisfaction	0.25	1.25	0.5

Interpretation of Results

Statistical data reveals that the observed 16.00 Chi-square measure demonstrates an important association between workplace satisfaction factors including job satisfaction and autonomy and physical environmental factors for safety and lighting and temperature conditions at p-value 0.0030. Teachers demonstrate a link between their accepted work environment features since they view job-related components and physical elements as connected. Teachers who receive positive feedback about their workplace environment often experience happiness regarding both their physical conditions and their general working environment aspects but those showing minimal satisfaction in either section usually report inadequate satisfaction across the board.

The research confirms that both workplace atmosphere and physical school environment together determine teacher satisfaction and occupational wellness levels.

The analysis shows that teachers' satisfaction with both their general work environment and their workplace physical conditions have a substantial relation to each other. By improving both factors within teachers' work environment overall satisfaction levels rise thus improving retention and performance quality. Additional variables need to be studied to discover their impact on existing connections.

Practical Recommendations

Based on the findings of this study, several practical recommendations can be made to improve teachers' satisfaction levels:

1. Research data indicates that principals and head teachers lead as key figures in directing teacher's work experience. Professional development programs need implementation through organizational branches of communication and motivation to boost leadership capabilities.
2. Schools must establish specific programs to guide teachers through their professional advancement and training opportunities as well as educational progression and career growth. The examination revealed that dissatisfaction from job leadership prompts leaders to improve career development possibilities for staff members.

3. Student classroom areas alongside staff rooms should receive proper ventilation with proper heating and cooling systems according to schools for improving physical environment conditions. Increased green space dimensions together with improved educational institution environmental aesthetics may create positive effects on teaching staff workplace contentment and job involvement.
4. The study did not specifically investigate nearby community facilities yet teachers' contentment is affected by their accessibility to vital services including healthcare and food. Various problems affecting schools could be resolved by enhancing the surroundings of educational facilities.
5. The research provides essential knowledge about job satisfaction and work conditions across elementary school teachers serving in Tehsil Bhawana District Chiniot. The mean job satisfaction rating of teachers is 3.74 yet nine critical elements such as leadership and physical facilities and promotion show unending dissatisfaction. The successful removal of these issues will lead to increased workforce retention and job satisfaction thus leading to better student results. A comfortable workplace built this way enables schools to both increase teaching employee motivation and engagement while creating positive effects on schools and teachers and student outcomes.

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