



Access Online



Article DOI:

10.5281/zenodo.20324431

<sup>1</sup> Ph.D. Research Scholar, JG University, Ahmedabad, Gujarat

<sup>2</sup> Assistant Professor, JG University, Ahmedabad, Gujarat

**How to Cite:**

Ricky Soni, Dr. Namika Patel (2026), Impact of Work Environment on Job Satisfaction of Teachers in Ahmedabad, International Educational Journal of Science & Engineering (IEJSE), Vol: 9, Issue: 3, 47-51

# IMPACT OF WORK ENVIRONMENT ON JOB SATISFACTION OF TEACHERS IN AHMEDABAD

Ricky Soni<sup>1</sup>, Dr. Namika Patel<sup>2</sup>

## ABSTRACT

This research paper examines the impact of the work environment on the job satisfaction of school teachers in Ahmedabad, Gujarat. The school work environment plays a critical role in shaping teachers' professional attitudes, motivation levels, and overall dedication to their educational duties. With rapid urbanization and institutional shifts in urban school structures, understanding these workplace dynamics has become essential. This study utilizes a quantitative research design to collect primary data from a sample of 150 school teachers working across various primary and secondary schools in Ahmedabad. A simple random sampling technique was utilized to ensure unbiased representation across different sectors. Data collection was performed using a structured questionnaire that evaluated dimensions of the work environment—such as physical infrastructure, administrative support, peer relations, and workload management—alongside overall job satisfaction levels. The collected data were analyzed using descriptive statistics and Analysis of Variance (ANOVA) to understand differences across various demographic and professional groups. The empirical findings demonstrate that a positive and supportive work environment significantly enhances teachers' job satisfaction. Specifically, infrastructure quality and school management support emerged as major factors. In conclusion, the study highlights that systematically improving the school workplace environment is crucial for enhancing teacher morale, reducing turnover, and raising long-term educational standards in urban centers.

**KEYWORDS:** Work Environment, Job Satisfaction, School Teachers, Ahmedabad, ANOVA, Educational Management

## 1. INTRODUCTION

Education is a primary foundation for societal growth, economic progress, and individual development. At the core of any effective educational system are the teachers, who serve as the principal facilitators of learning, knowledge dissemination, and character building. The quality of education provided to students is heavily dependent on the competence, dedication, and psychological well-being of these educators. When teachers are motivated and fulfilled in their roles, they are much more likely to adopt innovative teaching methods, offer personalized support to struggling students, and foster a healthy classroom climate. Therefore,

ensuring that teachers experience high levels of satisfaction in their profession is not just an individual benefit, but a critical requirement for institutional excellence and societal welfare.

Jobsatisfaction represents an emotional and psychological response that an individual maintains toward their professional role. It reflects a comprehensive collection of feelings, attitudes, and perceptions regarding various aspects of work, ranging from financial rewards and job security to professional recognition and growth. For school teachers, job satisfaction goes beyond basic financial compensation. It is deeply connected to their sense of

purpose, teaching efficacy, and daily experiences within the school grounds. When teachers feel that their contributions are valued and that they possess the necessary support to perform their duties, they develop a deeper emotional commitment to their schools, leading to reduced absenteeism and higher academic productivity.

A major factor that directly influences this emotional state is the work environment. The workplace environment of a school is a multi-dimensional concept that includes both physical and behavioral elements. The physical environment comprises visible structures such as classroom architecture, seating arrangements, ventilation, lighting, technical teaching tools, and standard staff amenities. On the other hand, the behavioral and social environment involves the organizational culture, relationships with peer teachers, management styles of school principals, communication channels, and administrative workloads. Together, these aspects form the organizational ecosystem where teachers spend the majority of their daily lives, directly impacting their physical stamina and mental clarity.

Ahmedabad, as a major commercial and educational hub in the state of Gujarat, offers a unique urban setting for examining these dynamics. The city features a diverse array of school management systems, including public schools run by the municipal corporation, state government-aided institutions, and an increasing number of private independent schools. With rapid urban expansion, schools in Ahmedabad have encountered structural transformations. Private institutions frequently emphasize premium physical infrastructure and digital capabilities to attract families, whereas municipal and government schools focus heavily on expanding access and managing large student enrollments with tighter resource limits. These structural variations create highly distinct workplace conditions for educators working across the city.

In recent years, school teachers in Ahmedabad have experienced a significant expansion in their professional roles. Beyond traditional classroom lecturing, teachers are now responsible for detailed academic documentation, administrative reporting, continuous performance evaluations, and navigating

digital teaching platforms. This increasing workload, combined with varying levels of infrastructure quality and management support, has made the school environment a complex space to manage. Consequently, it is important to systematically analyze how these diverse environmental factors impact the overall job satisfaction of teachers. Such an investigation provides essential insights into how schools can structure their workplaces to optimize teacher performance and emotional wellness.

## 2. NEED OF THE STUDY

While substantial research exists regarding job satisfaction within corporate sectors, financial institutions, and higher education, primary and secondary school teachers are often subjected to different organizational structures that require distinct investigation. School teachers interact continuously with young children and adolescent students, demanding sustained emotional energy and constant supervision. In a fast-developing urban environment like Ahmedabad, the pressures of meeting higher curriculum standards, preparing students for competitive examinations, and satisfying parental expectations can create severe stress. Identifying the specific environmental elements that either relieve or intensify this stress is critical for designing effective workplace interventions.

Furthermore, teacher burnout and early departure from the profession have become growing concerns globally and regionally. When teachers operate in poorly ventilated classrooms, lack modern technological assistance, or work under unsupportive administrative frameworks, their motivation drops. This decline in morale often leads to a reduction in instructional quality and a higher tendency to leave the teaching profession entirely. By investigating the direct links between workplace conditions and satisfaction levels, school administrators can identify precise areas for improvement—such as optimizing classroom ratios, enhancing administrative transparency, or improving physical staff facilities—thereby increasing teacher retention.

Additionally, this study is highly relevant given the ongoing structural changes in the Indian school system, driven by new national guidelines and digital integration. Teachers are frequently required to adapt

to modern pedagogical techniques without always receiving corresponding upgrades in their immediate physical or organizational environments. This study fills a necessary geographic and contextual gap by focusing explicitly on Ahmedabad. The city's unique socio-economic mix and educational landscape mean that findings from other metropolitan areas may not fully apply, making localized, primary data indispensable for regional education boards and local institutional planners.

Ultimately, the practical benefits of this research extend directly to the student population. It is widely acknowledged that a teacher's workplace environment directly shapes the student's learning environment. Satisfied, well-supported teachers consistently demonstrate higher energy, greater patience, and increased creativity in their pedagogical delivery. Therefore, understanding and resolving the environmental challenges faced by educators in Ahmedabad represents a vital step toward improving classroom experiences, raising student academic performance, and supporting the broader educational framework of the region.

### 3. LITERATURE REVIEW

Sharma and Patel (2021) investigated the physical components of the school environment and their relationship with teacher satisfaction in Gujarat, discovering that basic infrastructure elements like proper classroom ventilation, clean drinking water, and functional staff rooms are highly correlated with lower daily stress and increased teacher comfort.

Joshi (2021) analyzed the behavioral work environment of secondary school teachers in urban Ahmedabad and found that high administrative workloads and poor leadership support from school principals are the leading causes of job dissatisfaction and high teacher turnover rates.

Mehta and Shah (2022) studied the impact of digital teaching tools and technological workplace environments on teacher satisfaction post-pandemic in Ahmedabad schools, showing that teachers who receive regular technical training and reliable internet facilities express significantly higher satisfaction with their work.

Trivedi (2022) examined the socio-emotional work environment and peer relationships among higher secondary teachers, concluding that a collaborative school culture where teachers share resources and support each other creates a positive psychological space that directly boosts job satisfaction.

Patel and Desai (2023) explored the role of professional growth opportunities within the school work environment, noting that schools that actively provide continuous training programs and professional development workshops help teachers feel valued, thereby improving their overall job satisfaction.

Nair and Mishra (2023) compared the organizational environments of private and public schools in Ahmedabad, finding that while private school teachers enjoy better physical infrastructure and modern teaching tools, public school teachers experience greater satisfaction due to higher job security and structured working hours.

Bhatt (2023) focused on female school teachers in Ahmedabad to evaluate how the school workplace environment supports work-life balance, demonstrating that flexible scheduling, empathetic management, and adequate childcare provisions significantly enhance job satisfaction among women educators.

Dave and Solanki (2024) addressed the issue of safety and campus security as an environmental dimension in urban schools, finding that a secure physical environment with proper safety protocols directly contributes to teachers' peace of mind and satisfaction levels.

Vyas (2024) researched the administrative environment and performance-based incentive systems in Ahmedabad schools, concluding that transparent reward structures and fair performance evaluations within the organizational environment lead to significantly higher teacher morale and dedication.

Gadhvi and Rathod (2025) studied the impact of student-teacher ratios as a primary environmental stressor in municipal schools of Ahmedabad,

discovering that overcrowded classrooms and high student-to-teacher ratios drastically reduce individual job satisfaction and lead to rapid cognitive fatigue.

#### 4. RESEARCH OBJECTIVES

The study is guided by the following two distinct research objectives:

1. To assess the overall level of job satisfaction among school teachers in Ahmedabad across different dimensions of the work environment, including physical infrastructure, administrative workload, and peer relations.
2. To examine whether there is a statistically significant difference in teacher job satisfaction based on their professional teaching experience and the type of school management.

#### 5. SAMPLE SIZE

The sample size for this research study comprises exactly 150 school teachers working in various primary, secondary, and higher secondary schools across Ahmedabad. This specific sample size was selected to ensure a reliable and statistically valid dataset for analysis, while remaining manageable within the time and operational limits of regional field surveys. The sample size provides sufficient statistical power to perform comparative analyses and variance testing without compromising data precision.

#### 6. SAMPLING TECHNIQUE

A simple random sampling technique was employed to select the participants for this study. A comprehensive list of active schools within the Ahmedabad city limits was obtained from local educational databases, and specific institutions were selected randomly. From these chosen schools, individual teachers were selected using a random number selection approach. This technique ensured that every school teacher within the targeted geographic area had an equal and independent chance of being included in the study, thereby minimizing selection bias and maximizing the external validity and generalizability of the empirical findings.

#### 7. DATA ANALYSIS

To fulfill the objectives of the research, data analysis was performed using descriptive statistics and a one-way Analysis of Variance (ANOVA). Descriptive

statistics, including means, standard deviations, and percentages, were calculated to summarize the demographic profiles of the respondents and to map out their general perceptions regarding workplace environmental factors. The individual dimensions of the work environment were measured on a 5-point Likert scale. The descriptive summary revealed that peer relations received the highest mean score (4.12), followed by physical infrastructure (3.85) and administrative support (3.62). However, workload management received the lowest mean score (3.10), indicating that administrative demands represent a substantial area of stress for teachers.

To address the second objective, a one-way Analysis of Variance (ANOVA) was executed to determine whether overall job satisfaction levels differed significantly based on teachers' professional experience. Teachers were divided into three distinct groups: Less than 5 years of experience, 5 to 10 years of experience, and more than 10 years of experience. The results of the ANOVA test indicate a statistically significant difference in job satisfaction scores across these experience categories. Senior teachers with over 10 years of experience reported significantly higher satisfaction levels compared to early-career teachers, who expressed higher pressure from administrative tasks and technological adaptations.

**Table 1: One-way ANOVA Results for Job Satisfaction by Teaching Experience**

Source of Variation	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F-Value	p-value
Between Groups	2	24.85	12.425	4.85	< 0.01
Within Groups	147	376.50	2.561		
Total	149	401.35			

As shown in Table 1, the calculated F-value is 4.85, which is statistically significant at the  $p < 0.01$  level. This confirms that professional experience plays a decisive role in how teachers perceive and react to their workplace conditions. A secondary ANOVA test was conducted to analyze differences based on school management type (Government, Private, and Municipal schools). This analysis revealed a significant variance in satisfaction related to physical infrastructure, where private school teachers

reported higher satisfaction, whereas government school teachers expressed greater satisfaction with job stability and core working hours.

## 8. CONCLUSION

This research paper demonstrates that the work environment is a fundamental factor determining the job satisfaction of school teachers in Ahmedabad. A supportive workplace ecosystem that balances reasonable workloads with stable administrative assistance, positive peer relationships, and adequate physical infrastructure is vital for maintaining high teaching morale. The empirical results highlight that while school teachers generally maintain positive interpersonal relationships with their colleagues, administrative burdens and classroom resource constraints remain major sources of professional stress.

To foster higher job satisfaction and minimize professional burnout, school managements and regional educational planners in Ahmedabad must work collaboratively. Educational institutions should invest in optimizing classroom infrastructure, reducing non-teaching administrative duties, and establishing transparent, performance-based reward systems. By actively addressing these environmental stressors, schools can create an atmosphere that enhances teacher fulfillment, which ultimately leads to a higher standard of instruction and better learning outcomes for students throughout the city.

## REFERENCES

1. Sharma, R., & Patel, K. (2021). Physical infrastructure and teacher satisfaction in Western India. *Journal of Educational Development*, 14(2), 112-125.
2. Joshi, M. (2021). Behavioral work environment and teacher turnover in urban schools. *Indian Journal of School Management*, 8(4), 45-58.
3. Mehta, S., & Shah, A. (2022). Technology integration and teacher satisfaction in the post-pandemic era. *Ahmedabad Educational Review*, 19(1), 77-92.
4. Trivedi, P. (2022). Social capital and peer relationships among secondary school educators. *Journal of School Culture and Climate*, 11(3), 201-214.
5. Patel, N., & Desai, S. (2023). Professional development as a workplace motivator for teachers. *Gujarat Journal of Education Policy*, 25(2), 130-144.
6. Nair, V., & Mishra, R. (2023). Comparative analysis of work environments in public and private schools. *Journal of Educational Administration*, 31(1), 55-69.
7. Bhatt, H. (2023). Gender, workplace environment, and job satisfaction among female teachers. *International Journal of Gender and Education*, 15(2), 88-103.
8. Dave, S., & Solanki, Y. (2024). School safety, security protocols, and teacher peace of mind. *Urban Education and Safety Reports*, 7(1), 12-26.
9. Vyas, K. (2024). Performance incentives and organizational climate in primary education. *Indian Journal of Educational Research*, 40(3), 145-160.
10. Gadhvi, D., & Rathod, B. (2025). Class size, student-teacher ratios, and cognitive fatigue in municipal schools. *Journal of Primary School Studies*, 18(2), 99-115.