

A STUDY ON THE WORK ENVIRONMENT OF FAZAIA INTER COLLEGES DIFFERENT SECTIONS (PRIMARY, SECONDARY AND COLLEGE)

Azra Jamil^{1*}, Dr Sidra Rizwan², Ansa Nighat Iqbal³

^{1*}Assistant Professor, Department of Education, Fazaia Bilquis College of Education for Women, PAF Nur Khan, Rawalpindi,

²Assistant Professor, Department of Secondary Teacher Education, Allama Iqbal Open University, Islamabad,

³Assistant Professor, Department of Business Administration, Fazaia Bilquis College of Education for Women, PAF Nur Khan, Rawalpindi.

^{1*}jamil.azra@yahoo.com, ²sidra.rizwan@aiou.edu.pk, ³iqbalansa81@gmail.com

Corresponding Author: *

Received: June 18, 2024

Revised: July 28, 2024

Accepted: August 06, 2024

Published: August 21, 2024

ABSTRACT

The study entitled “A study on the work environment of Fazaia Inter Colleges, different sections” was conducted to explore the difference of work environment of three sections of Fazaia Inter colleges. The study was descriptive in nature having quantitative approach. It was conducted through cross-sectional survey design. The main variable of study was work environment. Work environment had eleven sub-scale. Data was collected by using questionnaire from the sample of study. From the total population of 2143 teachers, sample of 411 teachers was selected by using cluster sampling method. Questionnaire was correctly filled by 338 teachers which was 82 percent of selected sample. For the verification of hypothesis and research questions, the researcher used simple descriptive statistics and one-way ANOVA. The data was analyzed with the help of SPSS 21. Study results indicated that out of eleven sub-scales of work environment significant difference exist among three sections in relation to job satisfaction, communication satisfaction, organizational commitment, co-worker relationship, compensation satisfaction and work load whereas results of overall work environment scale indicated that there was a no significant difference in the work environment of different section (Primary, Secondary and College) of Fazaia Inter Colleges. The researcher concluded that there are many factors other than work environment which may affect teachers’ performance. Recommendations were also made on the basis of study results.

Key words: Work Environment, Work Environment Survey

INTRODUCTION

Education is broadly accepted as important indicator of development. One of the basic purposes of education is to produce such human resource, which can overcome developmental obstacles of a country to achieve this there should be a satisfying work environment in every sector. Working environment describes the settings in which employees do their job. A hardworking, happy and satisfied employee is one of the biggest assets of any organization. During a job, work

environment is one of the important factors, which decide the level of satisfaction, happiness and commitment of employee. It may be sometime physical, social, psychological and other supportive conditions. One aspect that effects working situation and quality directly is environment (Wefald et al., 2011).

For a new job, assessing the working environment is really important part and it should not be overlooked. Effective work environment of organizations, whether business or

educational, usually creates a sense of security in the mind of employee and gives them a feeling that they are valuable members of that organizational structure.

Within the working environment, different factors such as salary, working hours, self-sufficiency provided to employ, structure of organization and communication pattern between employee and supervisor may affect employees' morale (Longo & Mura, 2008).

The effective work environment is a key to cultivate the success and professionalism. Same as other organizations and their employees, the commitment and effectiveness of teachers in educational organizations also depends on their work environment, motivation and morale.

Sub-Scales of Work Environment

There were eleven sub-scales of work environment in this research, which cover different aspects of work environment. These sub-scales also provided the framework to this study to measure the work environment of FICs comprehensively. The list of sub-scales is provided below.

1. Job satisfaction
2. Quality of Supervision
3. Communication satisfaction
4. Organizational Commitment
5. Co-worker Relationships
6. Health and Safety Awareness
7. Workload
8. Compensation Satisfaction
9. Work-life Balance
10. Organizational trust
11. Learning and Development

Education always plays a significant role in the growth and development of every country and system. In our country, public sector and private sectors are working beside for giving quality schooling to the community. Private institutions are also playing very significant role in this domain. Among the private sector, Pakistan Air Force has always been thriving to the importance of providing high standard education for the children. Fazaia Schools and Colleges are accepted as one of the leading chain of the educational institution in country.

In Pakistan, total 25 Fazaia schools and colleges are working under separate Directorate of Schools and Colleges of Pakistan Air Force

(PAF); playing their role in imparting quality education. Moreover, these colleges and schools are contributing towards societal progress. Out of twenty-five schools, there are eighteen Fazaia Intermediate Colleges (FICs). Simultaneously, PAF institutions are also very much concerned about the provision of quality environment to the employees. All over Pakistan, every PAF college entitled as Fazaia Inter College have three independent set ups in it.

These set-ups are known as Primary section (class 1-5), Secondary section (class 6-10) and College section (11-12). These sections are independent in terms of their teaching and non-teaching staff, infra-structure, and resources such as buildings, staffrooms, library, laboratory resource rooms etc. All three sections are supervised by different section heads and one Principal in common. Staff of each section is accountable only to their respective section-head and there is no interference from other section-heads. All section heads are accountable to the principal for the smooth functioning of their respective section. Fazaia Inter Colleges believe that there is always a need to improve the standard of their institutions and it cannot be attained without such workplace environment where physical and psychological conditions are effective in terms of cooperative administration style, facilities provided to employees, social interaction within the schools.

Problem statement

Pakistan is a developing country and education is the only way towards progress. Schools are means of providing quality education. Making the school organizations healthy is a way forward to quality education. Fazaia Inter Colleges are also playing significant role in imparting quality education. Before 2016, all sections (primary, secondary and college) of Fazaia Inter Colleges were working as independent schools and now they are working as one body, so there was a great need to determine their work environment in current scenario in order to know about their effective functioning.

Objective of the study

The objectives of this research was:

1. To determine the work environment of three sections (Primary, Secondary and College) of Fazaia Inter Colleges.

Research questions

An overall arching question was to explore the levels of work environment of three sections

(Primary, Secondary and College) of Fazaia Inter Colleges. Sub questions are as follow:

- 1.1 Whether Fazaia Inter Colleges teachers are satisfied with their job?
- 1.2 What is the quality of supervision in Fazaia Inter Colleges?
- 1.3 How much these teachers are committed to their institution?
- 1.4 How much teachers are satisfied with the communication pattern practiced in Fazaia Inter Colleges?
- 1.5 How teachers socialize with their co-workers in Fazaia Inter Colleges?
- 1.6 Are the teachers aware of health and safety measures of their workplaces?
- 1.7 Are the teachers of Fazaia Inter Colleges satisfied with their allotted workload?
- 1.8 Are the employees of Fazaia Inter Colleges satisfied with compensation plan?
- 1.9 Are the teachers capable to maintain a balance among personal work and personal life?
- 1.10 Whether Fazaia Inter Colleges administration trust their employees or not?
- 1.11 What kind of support Fazaia Inter Colleges provide to teachers for learning and development of their teaching skills?

Significance of the study

As this research also explored section wise (Primary, Secondary and College) work environment of Fazaia Inter Colleges; the results will be helpful for all the Section Heads or Principal to get information regarding their schoolwork environment. This study will also help the respective policy makers and administrators of Fazaia Education system to get very comprehensive information about the work environment of their institutions. Moreover, this research will also give knowledge about different sub constructs of work environment that have

positive effects on different dimensions of teachers' performance. Finally, this research study will be important step towards the improvement of working environment of Fazaia institutions and high morale based professional lives of their teachers.

Null Hypothesis

1.12 Ho: There is no significant difference in the work environment of primary, secondary and college sections of Fazaia Inter Colleges.

LITERATURE REVIEW

Work environment is described as environment, which connects and attracts the professionals towards their profession, and it can only be possible if the environment is supportive and attractive. Furthermore, it motivates the professionals to stay connected with the environment it yields effective performance. Moreover, supportive and attractive work environment helps the workers to work efficiently and effectively. They make efforts to use their skills, competence and knowledge to produce high quality services. There is strong correlation between quality of care and work environment.

Work Environment

According to Tripathi (2014) the work setting is where people effort and it contains their working conditions, working culture and job profile. All the aspects are closely related to the productivity and performance. The quality of work environment has strong impact on the motivation and morale of individuals. Briner (2000) defines work environment as the place where people work together. It is considered as a broad category which includes physical environment such as equipment, heat, work load, tasks etc. Along with these characteristics, it also has other features of organization such as history and culture. The outside setting of organization also encompassed in the definition of work environment. Farh (2012) opion work environment can make employees contended if it works with its proper rules.

Sub-Scales of Work Environment

According to Lambert (2001), there are number of scales which are linked with work environment and also directly linked with

performance of employees. The dimensions have impact on morale and performance of employees that may be positive or negative in its contribution.

Job satisfaction

Motivation is always linked with job satisfaction but there are other factors, which make this relationship strong and clear. The terms are sometimes dealt with ambiguity; both the terms are not same. The job satisfaction deals with the internal state of an employee. As Mullins (2005) defines job satisfaction as internal feeling of achievement it could be both qualitative and quantitative. Job satisfaction is attained when the employee gets achievement and success in his job.

Quality of Supervision

Quality Supervision is defined as the care to control the quality of the application by careful monitoring during the entire process. Quality supervision means directing the people to work at right time, in right manner, along with its right information for better output. The person who performs the role of supervisor is the leader who has the capacity to solve the issues and become a role model for subordinates (Adair, 1988; Nijman, 2002).

Communication Satisfaction

Communication is exchange of information from one person to other or many. It can be verbal or non-verbal. If there is good communication in any organization, it makes the job of employee easy. Barrett (2006) states that communication process involves sender, message, and receiver. Chen et al. (2006) establishes that positive relation among the communication of organization, job performance and commitment. If the communication skills are effective, it helps to build up social interaction and maintains good relations.

On the other hand, if the communication skills are poor, it causes great damage to the progress of organization, also badly affects its productivity and performance, morale of its employees, trust, self-confidence, respect and physical health (Matin et al., 2010).

Organizational Commitment

According to Cohen (2003) organizational commitment links the employees with the organization. The employees who show commitment feel satisfied to work in the organization. Miller & Lee (2001) argue that the commitment for organization shows that employees accept the goals of the organization and wants to put efforts for the organization. The job satisfaction shows that employees have strong relationship and satisfied with their job; they work efficiently for their organization and also make efforts to secure the interest of organization. They view themselves as a member of organization and this view always yields better result in performance of organization. Miller (2003) illustrates that the commitment with organization is the state when the employee recognizes himself with organization and put efforts to achieve its goal. Therefore, it is the point where the willingness of employees is important. They express willingness to be member of organization and respect its goals and values.

Co-worker Relationships

According to Madlock & Booth-Butterfield (2012) the relationship between the co-workers is important dimension of work environment and it leads to positive results in terms of job satisfaction. The employees who have strong relationship, they become friends. This friendship gives them mental and physical satisfaction and has good impact on their health. They feel more confident and secure; this also motivates them to stay with their co-workers in organization. The relationship between the co-workers and their supervisors is different because the friendship with supervisor is on the basis of its level and hierarchy where the bond with co-workers is not bound with any formality (Basford & Offermann, 2012).

Health and Safety Awareness

The employees are affected with number of issues. The most important is safety and health at workplace. The safety and health include the material, working conditions and crisis measures. These stated factors are essential to ensure safety and health of employees. It also has some other factors such as

harassment, discrimination, stress, mental health, and violence. The work quality can be measured through the health and safety of employees; this facilitates us to determine the behavior of employees on job. The significant indicator in the organization is the behavior of employees. In the behavior, both social and psychological factors are included. The working environment is linked with the employee's involvement in their job and their satisfaction towards their job with their performance (Scott et al., 2000).

Workload

According to Young et al. (2008) workload in the working environment is defined as the process and capacity that depends on the tasks and activities assigned to the employees in order to achieve goals. It includes the supply and demand. DiDomenico and Nassbaum (2008), extended their view by supporting this definition and stated that workload is measured through the tasks, circumstances, viewpoints, knowledge, and skills of the employee. It means the expenditure incur by the employee while doing the tasks, such as utilization of resources and demands related to the assigned task (Hart & Staveland, 1988).

Compensation Satisfaction

Compensation satisfaction deals with the monetary packages given to employees with their job satisfaction such as wage package, overtime compensation, cash, bonus, allowance etc. According to Deluca (1993) and Rajkumar (1996) it is reward, salary, pay and wage management. These stated terms are often used in different organization interchangeably. It is considered as the most significant factor in management, which addresses the organization, control, planning of finances and its system. For instance, it is given to those employees who perform extra ordinarily at work, and they are rewarded with compensation in response to their services in order to motivate them (Noe et al., 2004).

Work-life Balance

Hudson (2005) suggest that work balance is the level at which employees perform different roles and fit them in on those roles according to

the work. It motivates the employees to keep balance between their interest and responsibilities (Armstrong, 2006). The employees also keep balance between the work and home tasks. Work-life balance can be maintained through it policies that can help to reduce absenteeism and low morale and stress, which is responsible for under performance of employees.

Organizational trust

According to McCauley & Kuhnert (1992) organizational trust is the important dimension and has been preferred in previous studies. In mid of the 19th century, trust was given a central position in the relationship among the employees and also considered as an advantage for organization; it leads the institute on the path of accomplishment (Tan & Lim, 2009). Trust is one of the most important factors in the organizational performance, it allows the organization to prosper and can achieve long term goals (Cook & Wall, 1980).

Learning and Development

Training and development are those activities, which are designed in the organization for the employees in order to handle the challenges in recent age. The purpose of arranging these activities is to make the employees skillful. It has direct relationship with the performance of employees. The aim of training is to educate, instruct, develop, and plan activities in a systematic manner to modify the behavior of employees (Armstrong, 2000). Boudreau et al. (2001) stated that there is a need to acquire strategic value for organizations. Tsaur and Lin (2004) also extends view by adding the quality of the service is also dependent on the care of customer and employees. It is the duty of the organization to lessen the gap between the actual performance of employees and Tzeng (2004) proposes that training and education plays a vital role in improving the performance of employees.

Methodology

Quantitative research approach and descriptive survey method is used in this study. The quantitative approach was used to determine

the difference of the work environment of different sections of Fazaia Inter Colleges. Selection of framework of study was selected after in-depth study of the books, relevant research articles, thesis and other Internet resources.

Cross-sectional Survey method was used for data collection. Pilot testing was also done to check the reliability and validity of instruments. Collected data was analyzed by using SPSS. For attaining the objective, research questions of this study and analyzing hypothesis, mean, standard deviation, and One-Way ANOVA were used.

Research Design

To accomplish this task, descriptive survey design was used. Cross-sectional survey was used for data collection from the selected sample. Importance was given to this design due to the economic benefits of survey design and rapid turnaround, which are the part of collection of data. Pilot testing was also done to check the reliability of the instrument.

Population

All teachers working in three sections of eighteen Fazaia Inter Colleges of Pakistan were the target population of the study for exploring the work environment. Teachers' strength in different sections was 1039 in primary sections, 801 in secondary sections and 304 in college sections. Total 2144 teachers are working in different Fazaia Inter Colleges all over the country. Information was taken from respective departments, Directorate of Schools and Colleges and Air Head Quarter Peshawar (Pakistan Air Force PAF).

Sample size

Cluster sampling is one of the types of probability sampling; this technique was used for sample selection and data collection purpose. The population of study was 2144 teachers and according to L.R Gay 321 is the minimum

desirable sample. By keeping this in view, through cluster sampling all teachers of primary section, secondary section, and college section of two Fazaia Inter Colleges situated in twin cities were selected to satisfy the need of the sample.

1. Fazaia Inter College, E-9 Islamabad
2. Fazaia Inter College, PAF Nur Khan, Chaklala, Rawalpindi

Strength of teachers in different sections of Fazaia Inter College, E-9 Islamabad was 100 teachers in primary section, 78 teachers in secondary section and 22 teachers in college section

Strength of teachers in different sections of Fazaia Inter College, PAF Nur Khan was 103 in primary section, 84 in secondary section and 24 in college section. Total strength of teacher working in these two colleges was 411, which was considered sufficient as research sample.

Instruments of study

Questionnaire was used for collection of data from the sample. For measuring the variable of work environment, researcher adapted Newfoundland and Labrador Statistics Agency (NLSA) Work Environment Survey, 2009. The Work Environment Survey (WES) was developed by the Public Service Secretariat (PSS) and administered by the Newfoundland and Labrador Statistics Agency (NLSA). It's a very comprehensive standardized survey contain 57 statements and teachers were requested to rate the statements by using 5-point Likert Scale. These statements covered eleven sub-scales of work environment included, job satisfaction, quality of supervision, organizational commitment, communication satisfaction, coworker relationship, workload, work life balance, learning and development, organizational trust, compensation satisfaction and health and safety awareness. 5-point Likert scale was used to answer the responses from strongly agree to strongly disagree respectively.

Description of Work Environment Survey (WES)

S.No	Sub-Scales of Work Environment	Total No of Items/ in Each Sub-Scale
1	Job satisfaction	12
2	Quality of supervision	09
3	Communication satisfaction	03
4	Organizational commitment	05
5	Co-worker relationship	05
6	Health and safety awareness	03
7	Workload	05
8	Compensation satisfaction	02
9	Work life balance	05
10	Organizational trust	05
11	Learning and development	03
		57

Reliability of Tool

Reliability of a tool is the consistency and uniformity of results or score over repeated attempts (Creswell, 2012).

Cronbach's Alpha Reliability of Work Environment Survey

S.No	Sub-Scales	No of Items	Alpha Coefficient
1	Job satisfaction	12	.753
2	Quality of supervision	09	.853
3	Communication satisfaction	03	.834
4	Organizational commitment	05	.733
5	Co-worker relationship	05	.815
6	Health and safety awareness	03	.505
7	Workload	05	.695
8	Compensation satisfaction	02	.502
9	Work life balance	05	.847
10	Organizational trust	05	.852
11	Learning and development	03	.875
	Total Reliability of Scale	57	.894

Data analysis

Data was analyzed with the help of SPSS 21. Mean, standard deviation, and One-way ANOVA were used for attaining the objective and investigating the hypothesis of this study. Research questions were analyzed through statistical tools such as Mean, Standard Deviation and the hypotheses were tested by applying One-Way ANOVA.

Respondents' Demographics details

This section provides detailed information related to the respondents. The respondents were teachers working in different sections (Primary, Secondary and College) of Fazaia Inter Colleges. This section covers the demographics details such as gender, age, professional and academic qualification, teaching experience and their salary.

Respondent demographics related to number of teachers in Different School Sections

School Sections	Frequency	Percentage
Primary	167	49.4
Secondary	133	39.3
College	38	11.2
Total	338	100.0

Work Environment of Three Sections (Primary, Secondary and College) of Fazaia Inter Colleges

This part contains information regarding the work environment of three sections (Primary,

Secondary and College) of Fazaia Inter Colleges. This section also contains detailed analysis of hypothesis. It will also cover the difference of work environment due to all sub-scales of work environment scale

Ho: There is no significant difference in the work-environment of Primary, Secondary and College sections in Fazaia Inter Colleges.

Work Environment of School Sections (Primary, Secondary and College) and its eleven Sub-Scales

S.No	Sub-Scales	Primary		Secondary		College	
		M	S.D	M	S.D	M	S.D
1	Job satisfaction	50.85	5.57	48.76	6.02	50.73	7.08
2	Quality of supervision	36.35	5.74	36.10	6.54	36.60	6.97
3	Communication satisfaction	12.13	1.94	10.78	2.12	11.92	2.27
4	Organizational commitment	19.70	2.58	18.94	2.52	18.89	3.02
5	Co-worker relationship	20.86	2.89	19.44	2.97	21.26	9.79
6	Health and safety awareness	12.25	2.77	11.71	3.12	11.71	2.73
7	Workload	17.45	2.61	18.11	2.79	16.84	3.14
8	Compensation satisfaction	6.00	1.71	6.61	1.98	6.36	1.88
9	Work life balance	17.71	2.77	17.82	3.12	17.21	2.73
10	Organizational trust	20.01	3.36	19.66	3.83	19.94	3.48
11	Learning and development	12.42	1.80	12.15	2.22	12.26	2.48

*p > .05

Five-point Likert scale was used to measure the work environment of three sections of Fazaia Inter Colleges. Scale values were from strongly Agree (5) to strongly disagree (1). Table shows the overall work environment of Primary, Secondary and College section of Fazaia Inter Colleges. It also provides details about the mean values of eleven sub-scales of work environment.

The values of sub scales, job satisfaction indicates that in primary section job satisfaction level is highest with 50.85 percent and lowest in secondary section with mean value 48.76.

The mean value of quality of supervision was highest in college section, which is 36.60 and lowest in secondary section 36.10. The communication satisfaction level of primary school was highest with the mean value 12.13 and lowest in secondary section with the mean value

10.78. Organizational commitment level was highest in primary section with the mean value 19.70 and lowest in college section 18.89. The mean value of co-worker relationship was highest in college section 21.26 and lowest in secondary section with the value 19.44. The mean value of health and safety awareness was highest in school section with the mean value 12.25 and same in college and primary section, which is 11.71. The compensation satisfaction mean value was highest in secondary section 6.61 and lowest in primary section with the mean value 6.00. The mean value of work life balance was highest in secondary section 17.82 and lowest in college section with the very little difference 17.21. The level of organizational trust was highest in primary school and lowest in secondary section with the mean value 19.66. Learning and

development mean score was highest in primary section and lowest in secondary section with the mean value 12.51.

Differences in sub-scales of Work Environment among three Sections (Primary, Secondary and College)

S. No	Sub-Scales of Work Environment	Primary		Secondary		College		df	F	p
		M	S.D	M	S.D	M	S.D			
1	Job satisfaction	50.85	5.57	48.76	6.02	50.73	7.08	335	4.9	.008
2	Quality of supervision	36.35	5.74	36.10	6.54	36.60	6.97	335	.11	.889
3	Communication satisfaction	12.13	1.94	10.78	2.12	11.92	2.2	335	16.3	.000
4	Organizational commitment	19.70	2.58	18.94	2.52	18.89	3.02	335	3.6	.028
5	Co-worker relationship	20.86	2.89	19.44	2.97	21.26	9.79	335	5.0	.007
6	Health and safety awareness	12.25	2.77	11.71	3.12	11.71	2.73	335	1.5	.214
7	Workload	17.45	2.61	18.11	2.79	16.84	3.14	335	3.9	.02
8	Compensation satisfaction	6.00	1.71	6.61	1.98	6.36	1.88	335	4.1	.01
9	Work life balance	17.71	2.77	17.82	3.12	17.21	2.73	335	.66	.51
10	Organizational trust	20.01	3.36	19.66	3.83	19.94	3.48	335	.36	.69
11	Learning and development	12.42	1.80	12.15	2.22	12.26	2.48	335	.66	.51

*p>.05

Post Hoc Test

(Primary, Secondary and College) of Fazaia Inter Colleges. Results of one-way ANOVA show that the mean value of job satisfaction level of primary section is significantly higher ($p<0.05$) than secondary and

college section. The F value is 4.90 i.e., significant in relation to $p=.008$ which is statistically significant. This indicates that significant difference exists in job satisfaction level of three sections of Fazaia Inter Colleges.

Sub-scales of Work Environment	Test (Condition)	M	P
Job satisfaction	Primary vs. Secondary	2.089	.003
Communication satisfaction	Primary vs. Secondary	1.342	.000
	Secondary vs. College	1.131	.003
Organizational commitment	Primary vs. Secondary	.753	.014
Co-worker relationship	Primary vs. Secondary	1.418	.005
	Secondary vs. College	1.819	.021
Compensation satisfaction	Primary vs. Secondary	-.616	.004
Workload	Primary vs. Secondary	.657	.040
	Secondary vs. College	1.270	.013

In the table quality of supervision mean value of college section is highest 36.60. Results of one-way ANOVA shows that F value 2.88 and non-significant at the value of $p=.889$ of sub scale, quality of supervision. This indicates that no significant difference exists in quality of supervision of three sections.

Results of communication satisfaction indicates that mean value of college section is highest 36.60 with F value (16.39), which is significant at the value of $p=.00$ of sub scale; it is statistically significant. This one-way ANOVA test results indicates that significant difference exists in quality of supervision of three sections of Fazaia Inter Colleges.

The mean value of organizational commitment of college section is highest with the value 18.89. Results of one-way ANOVA indicated that F value 3.62 is significant at the value of $p=.028$ which is statistically significant. This indicates that significant difference in organizational commitment level of teachers working in three sections of Fazaia Inter Colleges. The co-workers' relationship with a mean value of college section is 21.26 which is highest. The result of one-way ANOVA indicates that the F value 5.06 is significant at the value of $p=.007$. This indicates that significant difference exists in co-worker relationship between teachers working in three sections of Fazaia Inter Colleges.

The sub scale, health and safety awareness mean value of primary section is highest 12.25. One-way ANOVA results indicates that F value of 1.54 is non-significant at $p=.214$ of this sub scale, health, and safety awareness. This indicates that there is no significant difference in the level of health and safety awareness among teachers working in three sections of Fazaia Inter Colleges.

The mean value of workload of secondary section is highest i.e., 18.11. Results of ANOVA indicates that the F value of this sub scale is 3.39 which is statistically significant with the value of $p=.020$. This indicates that significant difference in work distribution among teachers working in three sections.

Compensation satisfactions mean value of secondary section is highest 6.61. The result of

one-way ANOVA indicates that the F value of this sub scale is 4.18 which is statistically significant with the value of $p=.01$. It shows that there is significant difference in awareness level of compensation satisfaction among teachers working in three sections.

The mean-value work life balance of secondary section is highest with the value 17.82. ANOVA results indicates the F value of this sub scale is .66 which is statistically non-significant with the value of $p=.51$. This indicates that no difference exists in work life balance among teachers working in three sections of Fazaia Inter Colleges.

The organizational trust mean-value is highest 19.66 in secondary school. The result of one-way ANOVA shows that the F value .36 of this sub scale is statistically non-significant with the value of $p=.69$. This indicates that no difference exists in the level of organizational trust among teachers working in three sections.

The mean-value of sub scale learning and development, primary section value is highest i.e., 12.42. The result of one-way ANOVA shows that F value .66 is statistically non-significant at the value of $p=.51$. This indicates that no difference exists in learning and development chances provided to the teachers working in three sections of Fazaia Inter Colleges.

Table shows the results of Post Hoc test. The post hoc test has also been administered on research data after ANOVA in order to confirm significance level by applying LSD. The values show significant difference of job satisfaction among primary and secondary section and secondary vs. college. In communication satisfaction results also indicated significance difference among group of Primary Secondary and Secondary vs. College section. The value of organizational commitment shows significant difference among Primary and College group. The values of co-worker relationship show significant difference between Secondary vs. primary and college group. Primary and Secondary sections also have significant difference regarding compensation satisfaction. Whereas workload indicated that there is a significant difference in secondary section vs. Primary and College.

Difference in the Total Work Environment of three Sections (Primary, Secondary and College)

Variable	School Sections	N	Mean	S. D	df	F	p
Work Environment	Primary	167	225.70	21.85	335	1.71	.181
	Secondary	133	220.13	27.78			
	College	38	223.76	34.14			
	Total	338	223.28	25.92			

*p>.05,

Table indicates that the mean-value of work environment scale that is 225.70 which is high, and the mean-value of secondary teachers is 220.13 which is lowest in group. The results of one-way ANOVA indicate the F value of 1.71, it is non-significant with the p. value .181. It proves that no significant difference exists among the overall work environment of three sections of Fazaia Inter Colleges.

Conclusions and Recommendations

The study variable was 'Work Environment' with its eleven sub-scales. Generally, work environment is a work setting where workers associate their feelings to show productive contribution related to their job. Working environment describes the settings in which employees do his job. A hardworking, happy, and satisfied employee is one of the biggest assets of any organization. During a job work environment is one of the important factors, which decide the level of satisfaction, happiness, and commitment of employee. A productive work environment always provides a framework for estimating the institution effectiveness and also helps to improve its functioning.

The objective of study was to determine the work environment of three sections (Primary, Secondary and College) of Fazaia Inter Colleges; In the light of objective, eleven research questions were developed and one null hypothesis was formulated to address the work environment of different sections of Fazaia Inter Colleges.

In Pakistan, total 25 Fazaia Schools and Colleges working under separate Directorate of Schools and Colleges of Pakistan Air Force (PAF) and playing their role in imparting quality education. Out of twenty-five, there are eighteen Fazaia Inter Colleges. In all over Pakistan, every PAF college entitled as Fazaia inter College have three independent set-ups in it. These set ups are titled as Primary, Secondary and College section. Total 2144 teachers are currently working in different Fazaia Inter Colleges all over the country. Total 411 teachers were selected as sample from the target population using cluster sampling technique. Two most populous institutions were selected for this study.

In the light of data analysis, it is concluded that over all there is no difference in the work environment of three sections of Fazaia Inter Colleges however there can be many factors within the working environment of Fazaia Inter Colleges which are directly and indirectly responsible for some of the differences among these sections (Primary, Secondary and College) environment. Sub-scales such as quality of supervision, health and safety awareness, work life balance, organizational trust and learning and development do not create any difference. But job satisfaction level, communication satisfaction patterns, organizational commitment, co-worker relationship, workload, and compensation satisfaction level are the factors which can cause differences. Overall the work environment of three sections (Primary, Secondary and College) of Fazaia Inter Colleges was not different.

Recommendations for organization

Following recommendations are drawn on the basis of study conclusion:

1. College management may ensure a positive work environment in order to enhance their employees' confidence, self-discipline, and optimistic attitude towards job.
2. As there was a difference in six sub-scales of work environment so Fazaia Inter Colleges management may provide equality in the provision of resources to different sections of colleges in order to enhance the quality of work environment. Management might also work sub-scales such as job satisfaction level, compensation satisfaction policies, organizational trust, communication satisfaction, workload, and co-worker relationship. It will give the sense of equality, equity, and security to the employees.
3. In order to develop healthy competitive environment, Fazaia Inter Colleges may also focus on learning and professional growth of staff. Staff development and teachers training sessions not only enriches the teachers' knowledge and pedagogical skills regarding the subject matter; it also supports teachers to improve their morale. Regular staff professional growth programs may be organized and offered to every staff member irrespective of their school sections for attaining highest degree of morale and a sense of job satisfaction.

Recommendations for Future Researcher

In the light of results of present research there are some recommendations for future researchers which are given below:

1. Future research studies may be conducted to see the effects of different sub-scales of work environment on teachers performance.
2. Present study was only limited to Fazaia Inter Colleges. Future researchers may conduct comparative study by taking other public and private institution.

REFERENCES

- Ajala, E. M. (2012, June). The influence of workplace environment on workers' welfare, performance and productivity. *The African Symposium* Vol 12. No. 1, pp. 141-149).
- Akintayo, D. (2012). Working environment, workers' morale and perceived productivity in industrial organizations in Nigeria. *Education Research Journal*, (3), 87-93.
- Briner, R. B. (2000). Relationships between work environments, psychological environments and psychological well-being. *Occupational medicine*, 50(5), 299-303.
- Brain, E., & Chen, D. (2004). Neighborhood-based differences in physical activity: an environment scale evaluation. *American journal of public health*, 93(9), 1552- 1558.
- Chandrasekar, K. (2011). Workplace environment and its impact on organizational performance in public sector organizations. *International journal of enterprise computing and business systems*, 1(1), 1-19.
- Chau-Khun, M., Awang, A. Z., Omar, W., Pilakoutas, K., Tahir, M. M., & Garcia, R. (2015). Work environmental paradigm. *Advances in Structural Engineering*, 18(9), 1487-1499.
- Elangovan, A. R., & Karakowsky, L. (1999). The role of trainee and environmental factors in transfer of training: An exploratory framework. *Leadership & Organization Development Journal*.
- Ginni, D. (2004). A Study of Teachers' Burnout in Relation to their Personality Characteristics, Work Environment and Job Satisfaction. Unpublished Ph. D. Thesis, Punjabi University, Patiala
- Heath, V. (2006). Organization: Workplace environment & its impact on employee performance. Obtained from-www. leader-values. com.
- Kompier, M. (2002). The psychosocial work environment and health—what do we know and where should we go?. *Scandinavian journal of work, environment & health*, 1-4.
- Mikkelsen, A., & Gundersen, M. (2003). The Effect of a Participatory Organizational Intervention on Work

- Environment, Job Stress, and Subjective Health Complaints. *International Journal of Stress Management*, 10(2), 91
- Minor, K. I., Wells, J. B., Lambert, E. G., & Keller, P. (2014). Increasing morale: Personal and work environment antecedents of job morale among staff in juvenile corrections. *Criminal Justice and Behavior*, 41(11), 1308-1326.
- Young, D. J. (2000). Teacher morale in Western Australia: A multilevel model. *Learning Environments Research*, 3(2), 159-177
- Werang, B. R., & Lena, L. (2014). Principal's Managerial Skills, School Organizational Climate, and Teachers' Work Morale at State Senior High Schools in Merauke Regency-Papua-Indonesia. *International journal of Science and Research*, 3(6), 691-695.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal*, 75(4).
- Zweni, B (2004). Promoting Employee Policy Adherence and Rule following in Work Settings-The Value of Self-Regulatory Approaches. *Brook. L. Rev.*, 70, 12

