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Relation of the Perception of Work Environment with Job Satisfaction: The Case of Teachers in High Schools in the Municipality of Prishtina

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Abstract

Many researchers have put the work environment in the spotlight, anticipating that a positive environment would be valuable for enhancing employee satisfaction, which motivates them to be more efficient. The purpose of this research was to test the relationship between the perception of work environment and job satisfaction in high schools in the Municipality of Prishtina. The survey included 154 teachers in these schools. The results obtained in this study, for each dimension of the work environment, were analyzed according to the relevant theoretical framework. From the empirical results, it was found that there is a correlation between work environment and job satisfaction. These results indicate that there are positive correlations of sets of relationship dimensions, personal growth / goal orientation, and system change / maintenance with job satisfaction.

Keywords: *work environment, job satisfaction, perception, teacher.*

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Introduction

Although the role of teaching is crucial for the education of future generations and for the society in general, it is important to pay special attention to teachers. Also, job satisfaction is an important concept, not only for the individuals, but also for the well-being of society. Job satisfaction is one of the factors that ensure good performance in teaching and school productivity. However, what leads to job satisfaction?

Many researchers have explored the perception of the work environment in correlation with the job satisfaction. However, it is important to further research this issue, with focus on the educational system of societies in transition. Such a context to explore this issue is offered in Kosovo.

Job satisfaction indicates how an employee feels about his or her job (Wefald, Reichard, & Serrano, 2011). Locke (1976) described job satisfaction as a positive and pleasant emotional state that an individual has for his/her job. Kalleberg (1977) argued that job satisfaction is an employee's usual attitude about his/her job. The employee balances his/her satisfaction or dissatisfaction in different parts of the job and ultimately forms a general conclusion about the job: satisfied or not. The concept of work environment according to Mehboob and Bhutto (2012) includes physical, psychological, and social aspects. Moos and Billings (1991) defined working conditions as the socio-psychological characteristics of the work environment, respectively, employees' attitude toward work tasks and interpersonal communication.

In our country there is a vacuum in research on the relationship between perceptions of the work environment and the job satisfaction, especially in the field of education. Therefore, a substantial analysis of the work environment, including many of its dimensions, would provide us with a clear picture of the current situation and how it affects job

satisfaction among teachers. Thus, the conclusions and recommendations from this research will be of great relevance for managers of school institutions and organizations in general, as they will provide relevant information that is important for enhancing school performance.

Job satisfaction

There are different definitions for job satisfaction. Some definitions focus on job satisfaction as a central feeling, and do not share it with individual components, whereas others take into account each of the factors that influence overall job satisfaction. Thus, according to Locke (1976), job satisfaction is a satisfaction or a positive emotional state, which is related to the job that a person commits. According to Vroom (1964), job satisfaction is an orientation of the emotions that employees possess towards the role they perform in the workplace. Whereas, according to Leap and Crino (1993), job satisfaction is described as the employee's feelings toward his/her job, the rewards he/she receives, and the characteristics of the social, organizational, and physical environment in which he/she performs his/her work activities. Also, job satisfaction is a combination of psychological, physiological, and environmental circumstances, which give a person reason to truly understand that he is a satisfied employee (Hoppock, 1935).

Intrapersonal comparison theory determines the level of satisfaction between what a person wants and what he or she really gets from the job. The lower the difference, the higher the level of satisfaction will be (McCormick & Ilgen, 1980).

The process of interpersonal comparison speaks about persons who are compared to others but who do similar work. From the observation of others, they come to a conclusion about

how truly satisfied they are. Further they compare themselves with others in order to draw a conclusion that is associated with the corresponding feelings of satisfaction or dissatisfaction (Salancik & Pfeffer, 1977).

Working environment

By the end of 1970, in the literature researchers had identified various dimensions of or indicators for the work environment to define or describe it. A meta-analytic review has found that different terminologies are used in the literature when referring to the work environment, e.g., psychological climate, organizational climate, working conditions, or organizational culture (Aneela, 2012).

A good working environment is a prerequisite for individuals to be able to do their job in an ideal, safe, healthy and comfortable way (Sedarmayanti, 2003). Therefore, many studies classify work environment into toxic environment and favorable environment (Akinyele, 2010; Yusuf & Metiboba, 2012; Assaf & Alswalha, 2013). The working environment includes working conditions such as temperature, humidity, ventilation, lighting, noise, workplace cleanliness as well as adequate tools and equipment.

Mehboob and Bhutto (2012) presented a comprehensive concept of the working environment and included the physical, psychological, and social aspects that mark the working conditions. The work environment encompasses all aspects that act upon and respond to an employee's body and mind.

According to Moos (1994), the work environment refers to the psychosocial characteristics of the work environment and is characterized by how individuals relate to each other (the relationship domain), personal growth goals, on which an environment is oriented (personal growth or goal orientation)

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and the amount of structure and openness to the change that characterizes it (the domain of system maintenance and change). Namely, he suggested that the work environment should include factors such as: involvement, team cohesion, supervisor support, task orientation, work pressure, autonomy, clarity, innovation, physical comfort, and managerial control.

Moos (1986) developed a theory and named it "the socio-ecological model", which suggests that the way the environment is perceived tends to affect the way we behave in that environment. From the perspective of this model, the perception of the environment in which individuals live and work tends to have a significant impact on attitudes, behaviors, and physical and psychological health. To explain the development and outcomes of the work environment, the model explains the interaction between the five so-called systems: organizational system, personal system, work stressors, coping responses, and individual adaptation or outcomes. The organizational system consists of physical characteristics, organizational policies and structures, suprapersonal factors of duty and work, and the work climate. Personal factors include characteristics, including employee's job position and level of experience, social and demographic background, and personal resources, such as self-esteem, expectations, job preferences, and so on (Moos, 1986).

One of the advantages of using the Moos's model emphasizes its usefulness in identifying environmental strength (Flarey, 1991). The socio-ecological approach of Moos occupies a prominent place because this model was expanded to operationalize the construction of the work environment and has provided a measurement for many aspects that have so far been widely used in literature (Belicki & Woolcott, 1996; Straker, 1989).

Moos's approach carries a much broader view of constructs that explain the work environment (Moos, 1990), offering a wide range of psychosocial factors of the work environment. The Moos's model has prompted massive research, and most studies that have investigated the impact of work environment outcomes have used its model (Chan & Huak, 2004; Goddard et al., 2006; Hemingway & Smith, 1999; Karsh, Booske, & Sainfort, 2005; Long, 1993; Salyers & Bond, 2001; Westerman & Cyr, 2004; Westerman & Yamamura, 2007; Wilber & Specht, 1994; Wu, 1998).

Based on the concept of Moos (1986) theory about working environment conditions, we will explain according to the classification how this study addresses this variable, namely relationship domain, personal growth domain or goal orientation, as well as domain of system maintenance and changes.

The relationship domain

The relationship domain values how committed employees are to their work, how friendly and supportive they are to each other, and how supportive the managers are to employees. It includes three factors: involvement, cohesion among co-workers, and support from supervisors.

Involvement

The degree of involvement measures the extent to which employees are concerned and committed to their work. For example, how challenging the work is, how proud people are of the organization and their efforts in what they do.

Coworker cohesion

The Coworker Cohesion scale taps the extent to which employees are friendly and supportive of one another. For example: people's efforts to help a new employee feel comfortable, their interest in each other, and how honest they are about their feelings.

Supervisor support

Supervisor support values the extent to which management is supportive of employees and encourages them to be supportive of one another. For example: how often supervisors compliment an employee who does something well, how often they give full credit to the ideas contributed by employees, and whether employees feel free to ask for a raise.

Domain of personal growth or goal orientation

The domain of personal growth or goal orientation focuses on the emphasis on independence, job performance, and job requirements. It includes factors such as autonomy, task orientation, and work pressure. All three factors contribute to a description of the goal orientation of the work environment. Autonomy and task orientation also touch on the domain of personal growth.

Autonomy

The autonomy scale measures the extent to which employees are encouraged to be self-sufficient and to make their own decisions. For example: how much freedom employees have to do as they like, how much they are encouraged to make their own decisions, and whether people can use their own initiative to do things.

Task orientation

Task orientation taps the degree of emphasis on good planning, efficiency, and getting the job done. For example: how much attention people pay to getting work done, how often things get "put off until tomorrow", and how efficient and task-oriented the workplace is.

Work pressure

Work pressure assesses the extent to which the work pressure and time urgency dominate the work environment. For example: how much time pressure needed to keep working, how often it seems to be an urgency about everything, and whether people can be affording to relax.

System maintenance and change domain

The domain of maintenance and system changes assess the work settings emphasis on rules and policies, on variety, and innovation; they also tap the pleasantness of the physical setting. Factors or dimensions in this area are clarity, control, innovation, and physical comfort.

Clarity

Clarity in tasks indicates to what extent employees know what to expect in their daily routine and how explicitly rules and policies are communicated. For example: How well the activities are planned, how clearly the responsibilities of the supervisors are defined, and how well the details of the assigned jobs are explained to employees.

Managerial control

The managerial control scale assesses the extent to which management uses rules and pressures to keep employees under

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control. For example: how much emphasis is placed on the following policies and regulations, whether people are expected to follow the rules in doing their work, and how closely supervisors watch employees.

Innovations

The innovation scale measures the degree of emphasis on variety, changes, and new approaches. For example: whether doing things in a different way is valued, whether new and different ideas are tried out, and whether the workplace is one of the first to try out a new idea.

Physical comfort

Physical comfort assesses to what extent the physical surroundings contribute to a pleasant work environment. For example: How good the lighting is, how stylish and modern the workplace appears, and whether the colors and decoration make the workplace warm and cheerful to work in.

Environment and job satisfaction

Organizations with supportive cultures (O'Reilly et al., 1991; Peters & Waterman, 1982; Schein, 1990), ethical climate (Ulrich et al., 2007; Victor & Cullen, 1988), and innovative work environments (Amabile et al., 1996) promote employees' ethical behavior, creativity and performance. A favorable work environment enhances satisfaction, commitment, and performance (Kristof-Brown et al., 2005; Vancouver & Schmitt, 1991). A favorable work environment enhances the role of clarity and organizational commitment (Hunt et al., 1989), and reduces the role of conflict and the role of ambiguity (See & Chen, 2006), and at the same time promotes employee morale that leads to higher job satisfaction (Stansfeld & Candy, 2006).

On the contrary, in an unfavorable environment, hard-working workers leave and find another job while mediocre employees stay (Opkara, 2002).

Similarly, Okonkwo and Obineli (2011) describe that good working conditions provide greater physical comfort for teachers and boost their morale. On the other hand, very bad conditions create frustration and regret, as well as a high sense of discontent. In support of this, many public-school teachers lack motivation and job satisfaction due to low salaries and poor working environment, so in an inspiring workplace we also find inspired workers (Obineli, 2013).

Whereas, a recent study which included 2,000 educators from California, found that 28 % of teachers who left before retiring would return to work, if the working conditions would have been improved. Money stimulation has been found to be less effective in enticing them to return to work (Futernick, 2007).

Among other things, job satisfaction becomes an important issue because of its relationship to employee productivity (Janz, 2003) and performance Leblebici (2012). So, to improve employee productivity and performance, companies need to pay attention to employee satisfaction, because higher levels of job satisfaction lead to higher employee productivity and performance.

Other researchers also found an association of the work environment and the job satisfaction. Roelofsen (2002) described that a comfortable work environment reduces complaints and the level of absenteeism among employees who are satisfied with their work, so organizations should be able to create a favorable work environment. Heartfield (2012) in his research found that the work environment influences job satisfaction, and it is not based solely on material benefits, so an organization with a positive communication climate and

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positive social interaction also increases job satisfaction. Furthermore, Muhammad et al. (2015) in their study examined the relationship between work environment and teacher satisfaction in a private university, and concluded that there is a positive and strong relationship between those two. It has been proven that the employer-employee relationship has a greater impact on teachers' job satisfaction. Management policies and teachers' freedom also have a significant impact on teachers' job satisfaction, while teachers' involvement and relationship with co-workers have a lower impact on job satisfaction.

Research hypotheses

H1: Work environment perception is positively correlated with the job satisfaction.

H2: There are relationships between the set of relationship dimensions and the job satisfaction.

H3: There is a correlation between the set of dimensions of personal development and goal orientation with the job satisfaction.

H: 4 There is a correlation between the set of dimensions of change and system maintenance with the job satisfaction.

Representative group

This research included teachers from all high schools of the municipality of Prishtina. The representative group was composed of 154 high school teacher-participants in Prishtina. 53 or 34.4% were males, 99 or 64.3% were females and 2 or 1.3% teachers did not place their gender in the questionnaire. From these teachers, 50 or 32.5% had completed basic studies, 102 or 66.2% had completed postgraduate studies, and 2 or 1.3% did

not indicate the level of their education. 127 or 82.5% of the teachers were married, 26 or 16.9% were not married and 0.6% or 1 teacher did not indicate the marital status. Regarding the place of residence, 18 or 11.7% of the participating teachers lived in rural areas, 135 or 87.7% of teachers lived in urban areas and 0.6% or 1 teacher did not indicate the residence. In terms of age, the youngest teacher participating in the research was 24 years old, while the oldest teacher was 64 years old, and the mean value of teacher's age was 41.53, with a standard deviation of 10.40. Regarding the age group, 26 participants were aged up to 30 years, 49 participants were aged 31-40, 41 participants were aged 41-50, 34 participants were aged 51-60 and 4 of them were aged over 60. In terms of teaching experience, 37 participants had a teaching experience of up to 5 years, 71 participants an experience of 6-15 years, 30 participants an experience of 16-25 years, 13 participants an experience of 26-35 years and 3 teachers had an experience of over 35 years.

Data collection procedure

Prior to applying the questionnaires, permission was obtained from the Department of Education of the Municipality of Prishtina, as well as from school principals, in which the teachers who were included in the study sample were selected. The application of the questionnaires was made during the 2018-2019 school year. The structured questionnaires were distributed to the teachers and, before starting the questionnaires, the teachers were informed and provided with the necessary instructions on how to complete the questionnaire. In order not to impede the teaching process, in cooperation with school principals and research participants, the research was organized after the end of teaching classes, in

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a suitable physical environment to complete the questionnaires. It took approximately 25 minutes to complete these instruments. A total of 154 questionnaires were completed.

Implementation of questionnaires also has its limitations, as in many cases participants do not want to cooperate, are not honest in their answers, partially fill out questionnaires just enough to complete them, etc. To overcome these problems, most of the questionnaires were filled out in the presence of the researchers in order to guide participants on how to complete them.

Research instruments

Two standardized research instruments were used for this research. One instrument was used for measuring teachers' perceptions of the work environment (WES/R-Work environment scale-real form (Moos, 1994), while the second instrument, the Brayfield-Roth scale, was used for measuring teachers job satisfaction (Brayfield & Roth, 1951).

The WES-Work environment scale consists of 10 dimensions, each of which has 9 questions, with a total of 90 questions. For each question/variable, two scales are given: true and false. Cronbach's alpha for this measuring instrument is 0.87. The second instrument, the Braffild-Roth scale, consists of 18 questions, with 5 Likert scales: I strongly disagree, I disagree, I hesitate, I agree, and I completely agree. Cronbach's alpha for this measuring instrument is 0.80.

In addition to these two measuring instruments, the questionnaire also included various demographic questions such as: age, gender, marital status, education level, urban or rural residence, and work experience.

Results

The results are presented for each dimension, and the comparison of the results for the dimensions to each other. Results related to teacher job satisfaction are also presented, as well as the link between the work environment and job satisfaction. Also, through various statistical tests, teachers' differences based on personal data and perceptions of work environment and job satisfaction are presented.

The descriptive statistics are presented in Table 1. The minimum possible value was 9 and maximum 27, and the predicted mean value was 18. Based on the results of the mean value for each dimension, it can be observed that the highest mean value is in the task clarity dimension, $M = 23.77$, followed by dimension inclusion with $M = 22.5$, task orientation, $M = 22.14$, autonomy dimension, $M = 21.25$, cohesion dimension, $M = 20.9$, physical comfort dimension, $M = 20.45$, supervisor support dimension, $M = 20.25$, innovation, $M = 19.9$, control, $M = 19$, and work pressure, $M = 17$.

It is noted that generally teachers have no objection to the work environment, since the lower average is about 17, which means that they have a moderate positive perception of the work environment.

Table 1. Descriptive statistics

		Mean	The standard deviation	Minimum	Maximum
1.	Work environment perception (dimensions)				
1.1.	Involvement	22.50	3.13	9.00	27.00

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1.2.	Cohesion	20.89	3.56	9.00	27.00
1.3.	Supervisor Support - support	20.25	3.24	11.00	25.00
1.4.	Autonomy	21.25	3.31	13.00	27.00
1.5.	Task Orientation	22.15	3.04	11.00	27.00
1.6.	Work Pressure	16.97	2.79	11.00	23.00
1.7.	Clarity	23.77	3.61	9.00	27.00
1.8.	Control	19.01	2.72	10.00	24.00
1.9.	Innovation	19.88	3.81	9.00	27.00
1.10.	Comfort	20.45	4.11	9.00	27.00
2.	Job satisfaction	4.18	0.43	2.89	5.00

Mann-Whitney nonparametric test was used to test the differences between male and female teachers regarding the dimensions of the working environment. Based on the findings of this research, it can be concluded that there are no differences in perceptions of work environment and job satisfaction between female teachers and male teachers (Table 2.).

Table 2. Differences in perception of the working environment based on gender

		Gender	M	Z	p
1.	Involvement	M	70.70	-1.22	0.22
		F	79.61		
2.	Cohesion	M	77.73	-0.26	0.80
		F	75.84		
3.	Supervisor Support	M	82.59	-1.28	0.20
		F	73.24		
4.	Autonomy	M	83.64	-1.49	0.14

		F	72.68		
5.	Task Orientation	M	72.67	-0.81	0.42
		F	78.55		
6.	Work Pressure	M	84.02	-1.57	0.12
		F	72.47		
7.	Clarity	M	75.43	-0.22	0.82
		F	77.07		
8.	Control	M	79.01	-0.53	0.60
		F	75.16		
9.	Innovations	M	81.12	-0.96	0.33
		F	74.03		
10.	Comfort	M	68.13	-1.74	0.08
		F	80.98		

Kruskal-Wallis Test was used for testing differences in perceptions of the work environment by age groups. Such differences are found in the dimension of involvement, support from supervisors, and innovations.

Concerning teachers' perceptions of involvement there were differences between the mean values for teachers of different ages, presented in Table 3. The highest mean value, $M = 93.44$, was from the age group 31-40, followed by the mean value of age group 41-50, $M = 75.76$, the age group under 30, $M = 72.33$, of the age group 51-60, $M = 63.25$ and the lowest mean value was for teachers over 60 years of age ($\chi^2 = 11.74, p < .05$).

Based on the results, there are age-related differences in teachers' perceptions of supervisor support. The highest mean value for this dimension is the average of teachers aged up to 30 years, $M = 91.27$, then the mean value of the age group 41-50 years, $M = 85.06$, the mean value of teachers aged 31-40 years, $M = 84.7$, the mean value of the teachers aged over 60 years and the lowest mean value related to this dimension was reached by teachers aged 51-60 years, $M = 49.50$ ($\chi^2 = 19.81, p < .05$). This

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indicates that there are differences in perception of this dimension by age groups.

Regarding innovations, the highest score for this dimension is the mean value of teachers up to 30 years old, $M = 86.79$, followed by the mean value from teachers' age group 41-50, $M = 83.73$, the mean value of the age group 31-40, $M = 83.86$, the mean value from the teachers over 60 years old, $M = 60.38$, and the lowest mean related to this dimension were achieved by teachers aged 51-60 years, $M = 56.46$, ($\chi^2 = 11.19$, $p < .05$). This indicates that there are differences in perception of this dimension by age groups.

Table 3. Differences in perception of work environment by age group

		Age group	N	Mean	χ^2	p
1.	Involvement	Up to 30 old	26	72.33	11.74	0.02
		31-40 old	49	93.44		
		41-50 old	41	75.76		
		51-60 old	34	63.25		
		Over 60 old	4	54.88		
2.	Cohesion	Up to 30 old	26	71.87	7.11	0.13
		31-40 old	49	80.51		
		41-50 old	41	89.15		
		51-60 old	34	66.49		
		Over 60 old	4	51.50		
3.	Supervisor Support	Up to 30 old	26	91.27	19.81	0.00
		31-40 old	49	84.70		
		41-50 old	41	85.06		
		51-60 old	34	49.50		
		Over 60	4	60.25		

		old				
4.	Autonomy	Up to 30 old	26	83.83	1.76	0.78
		31-40 old	49	79.79		
		41-50 old	41	77.05		
		51-60 old	34	69.74		
		Over 60 old	4	79.00		
5.	Task orientation	Up to 30 old	26	63.50	6.20	0.18
		31-40 old	49	88.51		
		41-50 old	41	75.62		
		51-60 old	34	74.87		
		Over 60 old	4	75.25		
6.	Work Pressure	Up to 30 old	26	84.44	0.93	0.92
		31-40 old	49	75.79		
		41-50 old	41	77.88		
		51-60 old	34	74.94		
		Over 60 old	4	71.25		
7.	Clarity	Up to 30 old	26	74.56	6.95	0.14
		31-40 old	49	88.73		
		41-50 old	41	77.62		
		51-60 old	34	66.15		
		Over 60 old	4	54.25		
8.	Control	Up to 30 old	26	80.62	2.40	0.66
		31-40 old	49	81.67		
		41-50 old	41	78.95		
		51-60 old	34	67.53		
		Over 60 old	4	76.00		
9.	Innovations	Up to 30	26	86.79	11.19	0.02

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		old				
		31-40 old	49	83.36		
		41-50 old	41	83.73		
		51-60 old	34	56.46		
		Over 60 old	4	60.38		
10.	Comfort	Up to 30 old	26	75.04	3.34	0.50
		31-40 old	49	83.53		
		41-50 old	41	81.21		
		51-60 old	34	67.93		
		Over 60 old	4	63.00		

The nonparametric Kruskal-Wallis test, was used to test the differences between teachers' experiences and work environment perception. The results are presented in Table 4.

The mean values obtained regarding differences based on teaching experience and perception of supervisor support, such as for teachers with up to 5 years' experience, $M = 85.96$, teachers with 6-15 years' experience, $M = 86.79$, for teachers who have 16-25 years' experience, $M = 63$, for teachers having 26-35 years' experience, $M = 39.12$, and for teachers having experience over 35 years, $M = 64.5$, $\chi^2 = 18.26$, $p < .05$, showed that there are differences in the perception of support provided by the supervisor based on the experience of the teachers.

Regarding differences based on teaching experience and perception of task orientation, these mean values were obtained: for teachers with experience up to 5 years, $M = 70.16$, for teachers with 6-15 years' experience, $M = 80.91$, for teachers with 16-25 years' experience, $M = 89.85$, for teachers with 26-35 years' experience, $M = 49.23$ and mean value for teachers having experience over 35 years, $M = 86.33$, $\chi^2 = 9.76$, $p = 0.045 < 0.05$. The results showed that there are differences in teachers' perceptions based on teaching experience and task orientation.

Concerning differences between experience and the perception of innovation in teaching, these mean values were obtained: for teachers with experience of teaching up to 5 years, $M = 87.45$, for teachers with 6-15 years' experience, $M = 82$, for teachers with 16-25 years' experience, $M = 67.3$, for teachers with 26-35 years' experience, $M = 47.54$ and for teachers having over 35 years of teaching experience, $M = 78$, $\chi^2 = 10.26$, $p < .05$. The results showed that there are differences in the perception of workplace innovations between teachers with different teaching experience.

Table 4. Differences in perception of the work environment based on work experience

		Experience	N	Mean	χ^2	p
1.	Involvement	Up to 5 years	37	77.64	4.53	0.34
		6-15 years	71	82.92		
		16-25 years	30	75.08		
		26-35 years	13	57.38		
		Over 35 years	3	58.83		
2.	Cohesion	Up to 5 years	37	73.68	7.87	0.10
		6-15 years	71	84.07		
		16-25 years	30	80.68		
		26-35 years	13	52.65		
		Over 35 years	3	45.00		
3.	Supervisor Support	Up to 5 years	37	85.96	18.26	0.00
		6-15 years	71	86.79		
		16-25 years	30	63.02		
		26-35 years	13	39.12		
		Over 35 years	3	64.50		
4.	Autonomy	Up to 5 years	37	80.42	6.76	0.15
		6-15 years	71	78.80		
		16-25 years	30	81.28		
		26-35 years	13	48.65		

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		Over 35 years	3	98.00		
5.	Task Orientation	Up to 5 years	37	70.16	9.76	0.04
		6-15 years	71	80.91		
		16-25 years	30	89.85		
		26-35 years	13	49.23		
		Over 35 years	3	86.33		
6.	Work Pressure	Up to 5 years	37	74.03	1.10	0.89
		6-15 years	71	80.46		
		16-25 years	30	76.27		
		26-35 years	13	71.15		
		Over 35 years	3	90.00		
7.	Clarity	Up to 5 years	37	74.55	6.81	0.15
		6-15 years	71	82.64		
		16-25 years	30	82.18		
		26-35 years	13	52.35		
		Over 35 years	3	54.33		
8.	Control	Up to 5 years	37	82.34	5.22	0.27
		6-15 years	71	80.82		
		16-25 years	30	75.13		
		26-35 years	13	52.77		
		Over 35 years	3	70.00		
9.	Innovations	Up to 5 years	37	87.45	10.26	0.04
		6-15 years	71	82.09		
		16-25 years	30	67.30		
		26-35 years	13	47.54		
		Over 35 years	3	78.00		
10.	Comfort	Up to 5 years	37	78.35	6.91	0.14
		6-15 years	71	80.42		
		16-25 years	30	82.63		
		26-35 years	13	47.19		
		Over 35 years	3	77.83		

Concerning differences in perceptions of work environment based on the education level, the findings of this research indicate that there are no significant differences.

Regarding the job satisfaction questionnaire, 154 teachers responded. The rating on this questionnaire was from 1 to 5, but the minimum score for teachers was 2.89, while the maximum score was 5. The mean value was 4.18, with DS = 0.43. The mean value was relatively high, while the standard deviation was indicative for a very good grouping of responses around the mean.

With the exception of marital status, no significant differences in job satisfaction by gender, age group, work experience, and education level were found.

Mann-Whitney U test was used to compare differences in job satisfaction among teachers based on marital status. Mean values are as follows: for married teachers, $M = 80.50$, and for unmarried teachers, $M = 59.92$ ($z = -2.16$; $p < .05$). The results showed that there were differences in job satisfaction between married and unmarried teachers. According to these findings, married teachers are more satisfied with their work.

Hypothesis testing

The empirical results of this study show that there is a correlation between work environment and job satisfaction, $r = 0.40$, $p < .05$. This finding suggests that there is a correlation between work environment and job satisfaction. This confirms the first hypothesis of this research.

The relationship between the set of dimensions of relationship with job satisfaction was examined. The findings confirm the second hypothesis of this study that such a correlation exists ($r = .30$, $p < .05$).

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A relationship was found between the dimensions of personal development and goal orientation and job satisfaction ($r = 0.24$, $p < .05$). This significant finding confirms the third hypothesis of the present study.

The results show that there is a correlation between the set of system change/maintenance dimensions and job satisfaction ($r = 0.44$, $p < .05$). This finding indicates that there is a relationship between clarity, supervisor control, innovations at school, and physical comfort with job satisfaction. This confirms the fourth hypothesis of this research.

Discussion

The findings of this research show that there is a positive relationship between perception of work environment and job satisfaction. Many empirical studies have found that the work environment, or perception of the work environment, has a positive relationship with job satisfaction. Heartfield (2012), in his research, found that the work environment affects job satisfaction and is not based solely on material benefits. An organization with a positive communication climate and a positive social interaction also enhances job satisfaction (Heartfield, 2012). Similarly, in their research, Muhammad and his colleagues examined the relationship between work environment and teacher satisfaction at a private university and concluded that there is a positive and strong relationship between those two (Muhammad et al., 2015). One study emphasizes that a favorable work environment enhances satisfaction, commitment, and performance (Kristof-Brown et al., 2005; Vancouver & Schmitt, 1991). The results showed that there were significant differences in job satisfaction by marital status. Similarly, Fresco, Kfir and Nasser (1997) state that married female teachers tend to be more satisfied than both

unmarried partners, their counterparts, and male teachers. Possible reasons for these differences are that women generally occupy lower status positions, have lower expectations, and are more satisfied with work, while men (more than women) see teaching as a low position for career (Crossman & Harris, 2006). Whereas, in a study conducted by Ngimbudzi no significant differences were found in the relationship between job satisfaction and marital status (Ngimbudzi, 2009).

The findings of this research show that teachers generally have no objection to the work environment and have a relatively positive perception of the work environment. The problem of perceptions of the work environment, including many dimensions in itself, has attracted the attention of many researchers, so Wu (1998) found that high school teachers in England and Wales reported above average score on dimensions of the work environment, including: involvement, coworker cohesion, task orientation, and clarity of tasks, but above average also results for work pressure and manager control. The findings of the study further showed that teachers reported below average scores on support from supervisor, autonomy, and physical comfort. Similarly, Margall and Duquette (2000) in their study found that nursing students had high levels of involvement and cohesion with coworkers and moderate levels of supervision and autonomy. They also emphasized the importance of task orientation and clarity in the work environment.

Conclusions

The findings of this study show that teachers perceive the work environment at above average or moderate level, so there is no negative perception of the work environment. The findings of this study show that there is a positive correlation between

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perception of work environment and job satisfaction among high school teachers in Prishtina Municipality. Specifically, correlations were found between each set of dimensions of work environment perception (dimension sets for: 1. relationships, 2. personal development and goal orientation, and 3. system changes and maintenance) and job satisfaction. These findings confirm the hypotheses of this study. Also, this empirical study found differences in different sets of perceptions of the work environment as well as job satisfaction based on age group, work experience, and marital status.

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