

## TEACHERS' PERFORMANCE AND WORK ENVIRONMENT IN SCHOOLS

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### **ABSTRACT**

*Satisfied school teachers make effective school production. For the satisfaction of teachers and the effective production highly needs to provide excellence of work environment. The purpose of the present study was to determine the effect of work environment of schools on teachers' performance. The participants were 168 (160 teachers and 8 head teachers). Two sets of questionnaire were used, Work Environment Questionnaire for teachers and Teacher's Performance Questionnaire for head teachers. The results of the survey were correlated with the teachers' performance as determined by the school work environment. The results of this study indicated a moderate positive correlation between work environment and teachers' performance. So, it is concluded that work environment plays a vital role for teachers to perform well. Teachers' performance is related to their school work environment. It is necessary to provide a work environment conducive for working and the betterment of production.*

**KEYWORDS:** *School, Teachers' Performance, Work Environment*

### **INTRODUCTION AND THEORETICAL BACKGROUND**

Teachers are the major and important element of any educational system. It is essential to give them a conducive and a favorable work environment for their better productivity (Nakpodia, 2011). Teachers and students performance is improved by providing the enable work environment which includes all the physical facilities, administrative support, human resources, and work climate etc. More specifically, In Pakistan, Education system and its work environment are not much established and favorable for teachers. There are many studies conducted at international level, they much focused on their institutional environment to enhance the quality of teaching, the performance of students and as well as performance of teachers because the work environment is an important factor which is an influence on all these.

Nethels (2010) cited Carlson, 2004; Perie & Baker, 1997; Johnson, 2006; Hirsh, 2004, states that for the explanation of different working conditions and to identifying which factors reflect the working condition in the best way, many research studies were conducted. According to Leithwood (2006), determine observation and response fuses, case in point, the sense instructors make of their working conditions, what feeling about them, the reasons they accept their working conditions are intended to give out, what they accept about their source and the intentions they credit to those answerable for their conditions of work (Leithwood, 2006).

This study find out the factors of school environment which are positively and negatively affect the teacher's performance.

### **Work Environment**

People work together and do their duties and responsibilities under specific, same and control environment refer to as work environment of institutions (Nakpodia, 2011 & Okyere-Kwakye, 2013).

Teachers' performance is directly affected by school working environment. Working environment is defined in various aspects as physical environment, resources, facilities (Aurbry, 2010; Nakpodia, 2011; Okyere-Kwakye, 2013; Ozturk, 2011 & Young husbands, 2005), psychosocial aspect including relationship with colleagues, students and others (Nakpodia, 2011; Okyere-Kwakye, 2013; Ozturk, 2011 & Young husband, 2005), Administrative support including supporting the teachers by leaders ( Boyd, Lankford, Loeb, & Wyckoff, 2003 cited in Aurbry,2010 & Young husband, 2005) and motivation is an important aspect of conducive work environment (Aubry 2010 & Nakpodia,2011). There is a brief discussion on all these aspects of work environment:

### **Physical Environment**

Physical environment includes all the resources of schools for the staff members which collectively makes teachers favorable environment. Young husband (2005) cited in his article Trais et al., 2001 states that lacking the quality and quantity of required resources as the wild or impossible to manage.

According to Leithwood Physical facilities and resources are authorize the teacher's to use different AV aids for teaching-learning process and which enhance their work performance and aspiring the job satisfaction (Leithwood, 2006).

Physical environment includes the entire infrastructure: staff offices, libraries and school building (Nakpodia, 2011) affect the teachers' performance (Okyere-Kwakye, 2013).

A case study, which is conducted by White (2004) cited in Okyere-Kwakye study, reports give a definite indication that school facilities significantly produce the highly teachers' performance (Okyere-Kwakye, 2013 & Nekpodia, 2011).

Fortin cited in his study Wegas (2007) which states that teachers argue that there is a lack of resources, teaching materials and books which hindrance the teacher's effectiveness (Murillo-Fortin, 2010). If resources are not adequately providing the teacher, they expand from their pocket, which is highly effects their quality and quantity of performance and job satisfaction (Aubry, 2010).

### **Relationship with Colleagues**

According to Dunhan and Verma (1998), as referenced in Ozturk (2011), In school's teachers interaction with their colleagues and other people,which make very stressful working environment (Ozturk, 2011) affects the teacher 's performance.

Teacher's relationship with their colleagues and others are another important aspect of working condition. If teachers are hard working and their relationships with each other are friendly they work better and their performance quality would be increased and this relationship also referred as the human environment (Nakpodia, 2011).

Dworkin et al (1990), Farber (2000), and Speilberger et al (2003) cited in Young husband (2005) argued that sharing of questions, plans, and manifestations with their colleagues can make teachers' performance incredible (Young husband, 2005).

Young husband (2005) cited King and Peart (1992) in his study and state the evidence of study which shows that the teachers whose relationships with their colleagues are good they inclined highly satisfied teaching performance instead of who did not have a good relationship with their colleagues (Young husband, 2005).

Different studies, evidence revealed that collegial support an important factor of work environment which highly influence on teachers performance.

### **Administrative Support**

Neagley and Evans (1970), Etsey, Amedahe and Edjah (2004), Suleman et al., (2012), as referenced in Okyere-Kwakye (2013), They all perspective, powerful supervision of instructors as a central point helping educators' execution, likewise see supervision as a key ecological component in the work environment which influences the execution of educators (Okyere-Kwakye, 2013).

Principals' authority raises in most studies as a solid impact on instructors' sufficiency toward oneself convictions. Attributes connected with such authority incorporate being compelling with region super-ordinates, giving assets to instructors, buffering educators from disturbances, permitting instructor's carefulness over classroom choices, and minimizing understudy issue. Principals additionally appear to have a positive impact on the educator adequacy by serving to create an imparted and moving sense of course for the school, demonstrating suitable conduct, and compensating instructors for great work (Leithwood, 2006).

Wendel, Hoke and Joekel (1996), as referenced in Nethels (2010), the significant zones of working conditions, administration of the central, can have any kind of effect in instructor benefit. On the off chance that instructors are working in an environment that is scary to them, they will right away endeavor to fulfill the leading to the trepidation of trailing their occupation (Nethels, 2010).

Instruction executive and educators end up worn out between unique trustworthiness to people, folks, government and legislators who have frequently dissimilar desires, requests and qualities for the framework. In addition loyalties, the way of school organization and offices gave are subject to which gathering is in force. More often than not this makes a bad work environment for educators who regularly are non-legislators (Nakpodia, 2011). Compelling interaction impact of professionally skilled instructors, great work environment and viable supervision of educators' work and a few different elements become an integral factor in guaranteeing execution of educators (Okyere-Kwakye, 2013).

The instructors needed chairmen who were available and congenial, and who communicated enthusiasm toward educators' info into choice making as opposed to ordering cooperation throughout the recent phases of usage (Young husband, 2005).

### **Staff Motivation**

Individuals for the most part, oblige an inward and outside drive, for example, motivating forces, consolation and fulfillment of fundamental needs to get the best from them towards the achievement of gathering objectives what's more

goals (Nakpodia, 2011; Odor, 1995 & Okyere-Kwakye, 2013). Through the motivation teachers, will work hard to achieve their professional goals which maintain their professional performance.

Motivation indicated by Nwachukwu (1992), as referenced in Nakpodia (2011) is an invigorating drive that handles or constraints and keeps up conduct. A great nature, hence is that sort of environment where the staff is profoundly energetic for hard occupation and duty to realize great employment execution (Nakpodia, 2011).

According to these researcher's motivation highly positive affect teachers' performance and encourage teachers' to do perform their duties effectively and truly manners.

### **Relationship between Work Environment and Teachers' Performance**

With reference to all factors explanation which reveals that work environment truly affect the teacher's performance. It indicates a strong relationship between work environment and teacher's performance although these studies are conducted in different countries but their literature and evidence truly help to conduct this type of study in Pakistan.

Teaching is a very compound procedure with various variables fondness the quality of direction and realizing one of which being employment environment of the educators (Nakpodia, 2011).

Getting evidence from Ukeje (1990), Denga (1990) Nwachukwu, (1992), and Odor (1995) studies shows that the work environment has serious effects on job performance of teachers (cited in Nakpodia, 2011).

Teacher's performance effects the student's achievements so, it is very important to find out which factors influence on the teacher's performance one of them is their wok condition and environment some time its effect positively and other way negatively. At school levels to understand the factors of the work environment which affect directly or indirectly the teacher's performance, this study has great importance.

The information obtained by completing this study might be beneficial to Teachers, school administrators and other stakeholders. Benefits of identification of factors of work environment include; increase the teacher's performance, effectiveness and their job satisfaction.

### **Statement of the Problem**

Teachers' are basic elements of any education system. There is need to provide them the best working environment to perform their duties. Because teachers' performance, highly effects the student's learning. Literature shows that there are many factors of that work environment which influence on the teacher's performance. In Pakistan, there are no many studies conducted on this problem. For the identification of these factors which influence on the teacher's performance and to the make suggestion how to overcome this problem, this study seems to be very important and beneficial. The purpose of this study is to examine the relationship between school environments on the teacher's performance.

## Objectives

- To indicate the work environment indicators in schools.
- To calculate mean score for teachers performance.
- To identify a relationship between work environment and performance of teachers in schools.

## Hypothesis

**H<sub>0</sub>**: There is no significant relationship between work environment and teachers' performance.

## METHODOLOGY

### Participants of the study

This study is descriptive in nature and survey method was used for data collection. All teachers of public and private schools of Lahore city is the target population of the study. The sample of the study is consisted of 168 participants (160 teachers and 8 head teachers) who agreed to participate in the study.

### Measures

In order to better understand the findings of the study, it is important to first understand the research tool that provided the data. Two sets of Questionnaire were use, Work Environment Questionnaire [WEQ] designed based on; Physical facilities, administrative support, relationships with colleagues and staff motivation for teachers and Teacher's Performance Questionnaire [TPQ] designed for head teachers to evaluate the teaching performance of school teachers. Reliability test was undertaken for checking the reliability of both instruments. Cronbach's alpha was 0.789 and 0.831 respectively. The collected data were analyzed using descriptive statistics like means, standard deviation and percentage. Pearson Product Moment Correlation test was also applied for testing the relationship between work environment and teachers' performance.

## RESULTS AND FINDINGS

Table 1 indicates the mean score work environment scale indicators, i.e., Physical facilities, administrative support, relationship with colleagues and staff motivation which are 3.65, 4.47, 3.37, and 4.30 respectively.

**Table 1: Mean Score of Work Environments Indicators**

Variables	Mean
Physical facilities	3.65
Administrative support	4.47
Relationship with colleagues	3.37
Staff motivation	4.30

Table 2 indicates the mean score of teacher's performance which is 4.41.

**Table 2: Mean Score of Teaching Performance Scale**

Variable	Mean
Teachers' performance	4.41

**Table 3: Analysis of Correlation between Work Environment of Schools and Teachers' Performance**

Variables		Work Environment	Performance
Work environment	Pearson Correlation	1	.683 (**)
	Sig. (2-tailed)		.000
	N	356	356
Performance	Pearson Correlation	.683 (**)	1
	Sig. (2-tailed)	.000	
	N	356	356

The research hypothesis of this study was “there is no significant correlation between work environment and teachers' performance”. It was tested on 0.05 levels of significant. It is indicated in the above table that there is a significant moderate correlation ( $r=.683$ ,  $p<0.05$ ) between work environment and teachers' performance. Therefore, it rejected the null hypothesis and supports research hypothesis that there is significant correlation between work environment and teachers' performance.

### CONCLUSIONS AND RECOMMENDATIONS

This study concluded that there is a significant relationship between work environment and teachers' performance. Physical facilities, relationship with colleagues, administrative support and staff motivation are very highly effected factors for the effective and peaceful work environment. With these factors, teachers are able to manage their performance. If teachers are provided with satisfied work environment, they would be able to produce effective and efficient production (students) and learning of the pupils would also be enhanced.

This study focuses on a few potential pathways of future examination. Further research would be required to decide whether strategies that advance collegial backing or the utilization of information to enhance teacher practice can improve teacher adequacy. Besides, the collaborations between working conditions and school connection propose that we ought to keep on investigating how school setting collaborates with practices and approaches, and what conditions are required to bolster school change endeavors. It is also recommended that this study only focus to investigate the relationship between two variables, work environment and teachers' performance, there be should be conducted the research to examine the effect of work environment on teachers' performance.

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