Effect of Physical and Psychological Work Environment on Performance of teachers at Elementary Level

Amina Bibi
rsyeda530@gmail.com
M.Phil Scholar, Mirpur University of Science and Technology Azad Jammu and Kashmir, Pakistan

Malik Zulqarnain Sadiqi
zulqarnainsadiqi42@gmail.com
M.Phil Scholar, University of Kotli, Azad Jammu and Kashmir, Pakistan

Saba Asghar
sabaasghar662@gmail.com
M.Phil Scholar, Mirpur University of Science and Technology, Azad Jammu and Kashmir, Pakistan

Rubab Javed
fatimaabbas832@gmail.com
M.Phil Scholar, Mirpur University of Science and Technology Azad Jammu and Kashmir, Pakistan

Binish Shabeer
binishshabeer013@gmail.com
M.Phil Scholar, Mirpur University of Science and Technology, Azad Jammu and Kashmir, Pakistan
Corresponding Author: ***Amina Bibi** rsyeda530@gmail.com

ABSTRACT

This study was conducted to find out the effect of physical and psychological work environment on performance of teachers at elementary level. The purpose of the study to explore the role of work environment in enhancing teacher's performance at elementary level. Two hundred teachers of elementary level were the population of the study and 134 teachers were selected as sample by using simple random sampling technique. The study was quantitative in nature, descriptive method is used and survey technique was for data collection. A standardized and self-made questionnaire was used in this study. The researcher personally visited the teachers of elementary level and collected the data. Statistical package for Social Science software (SPSS) was used for the analysis of data. The researcher applied frequency, percentage, mean and standard deviation for the analysis of data. It is concluded that the findings indicate that workplace culture is shaped by social interactions among employees. Attending social events at work was the most positively perceived aspect, while socializing with co-workers received the lowest agreement. This highlights varying levels of engagement in workplace social activities. It is recommended to enhance workplace social interactions by organizing more inclusive and engaging social events while fostering a supportive culture for work-life balance. This can be achieved by creating regular team-building activities, offering flexible work arrangements, and providing resources for managing work-life challenges. These steps are recommended to employers and HR departments to improve employee engagement, satisfaction, and well-being.

Keywords: Work Environment, Teachers' Performance

INTRODUCTION

A work environment refers to the circumstances, social elements, and physical conditions where a person carries out their duties. It can greatly influence morale, workplace dynamics, performance, job fulfillment,

and employee well-being. Grasping what a work environment entails and recognizing the characteristics of a healthy one can assist you in identifying an employer that promotes a supportive atmosphere. (Agbozo, *et al.,* 2017). The working environment of a job can be an important factor to assess when looking for employment, since it's necessary to perform the job's tasks within that setting. A supportive workplace can greatly enhance productivity, engagement, and the mental health of employees (Wanberg, Ali & Csillag, 2020).

The environmental factors in which you work can significantly influence your ability to achieve your maximum potential. Key elements of a job's physical surroundings can include the dimensions of the workspace, the extent of space available for free movement, and the proximity to essential equipment needed for task execution. The physical environment can also imply the layout it includes, the furnishings it supplies, and the amenities it presents (Humphreys, *et al.* 2021).

The location of a job can greatly impact its environment, such as if it is situated indoors or outdoors. The beliefs of your employer and the alignment of their goals with yours can significantly influence your level of comfort in the workplace. Key components of organizational culture often consist of workplace policies and procedures as well as the organization's mission statement, representing the values that the organization aims to promote through its activities (Chaker, *et al.*, 2022). Another key aspect of workplace culture is support and growth. For instance, certain employers actively encourage collaboration and teamwork, highlight constructive feedback, and regularly recognize employees who achieve success, whereas others provide constructive criticism to encourage improvement (Carmona, *et al.* 2020).

Teaching performance pertains to how well educators fulfill their responsibilities and duties throughout the learning journey. It encompasses different elements like presence, posture, vocal patterns, body movements, and spatial dynamics. Successful teaching practices bolster and improve students' educational experiences and learning results. Nonverbal communication plays a significant role in teaching performance, including positive physical postures, facial expressions, gestures, and seating positions. Teacher performance is measured through predetermined standards and can be assessed through various methods, such as teacher performance assessments (Rostini, Syam & Achmad, 2022).

The effectiveness of teacher performance is affected by elements like educational leadership and well-being. Evaluations of teacher performance are intended to assess the skill and knowledge of educators in performing their professional responsibilities. In general, teaching effectiveness is essential for fostering a supportive learning atmosphere and enhancing productive teaching and learning encounters (Saggaf, *et al.*, 2021).

Identifying the most effective way to accurately evaluate a teacher's performance continues to be a widely discussed topic among educators. In fact, assessing a teacher's effectiveness is a highly intricate endeavor (Urhahne & Wijnia, 2021). It includes numerous factors and variables that can change based on: the identity of the assessor, the nature of the teaching-learning environment, the quality of the teacher's methods and resources, and the characteristics and traits of the students. Nevertheless, risking a simplistic approach, we might assess the effect of a teacher's performance on student learning based on three key factors: test scores or academic success, observed teaching methods, and surveys (students and staff) (Arrafii, 2021).

The work environment significantly enhances teacher performance through various interrelated factors, including organizational culture, physical conditions, and the integration of technology. A conducive work environment fosters collaboration and motivation among teachers, leading to improved educational outcomes. An inclusive organizational culture positively influences teacher performance by creating a supportive atmosphere (Agustin *et al.,* 2024).

A well-maintained physical environment reduces stress and enhances productivity, as evidenced by studies showing a direct correlation between a supportive work environment and teacher performance (Kholis *et al.,* 2024). Work discipline mediates the relationship between the work environment and teacher performance, indicating that a positive environment fosters better discipline and, consequently, performance (Utami & Mas'ud, 2023).

The research gap in the study centers on the limited exploration of specific factors affecting public school teachers. While some studies address general aspects like infrastructure and administrative support, there is a lack of focus on how public school-specific challenges such as larger class sizes, limited resources, and bureaucratic constraints impact teacher performance. Emotional and psychological factors, such as stress and job satisfaction, are often underexplored. There is little research on the long-term effects of the public school work environment on teacher effectiveness and well-being. Addressing these gaps could provide deeper insights into improving teacher performance in public elementary schools.

METHOD AND MATERIALS

The study was conducted to describe the "Effect of Physical and Psychological Work Environment on Performance of teachers at Elementary Level" The study was quantitative in nature. Cross-sectional survey technique was used for data collection. All the teachers of elementary level in city Mirpur were the population of the study. Total 200 teachers were selected as the population of the study. Simple random sampling technique was used for the selection of sample from the population. One hundred and thirty four teachers of elementary level were selected as sample of the study. Sample was selected by using Krejcie & Morgan (1970) table. The questionnaire was formulated on finding the role of work environment in enhancing teacher performance at elementary level for the collection of data. The questionnaire consisted on two parts, part one consist of work environment and the second part focuses on teacher performance. There were total 45 statements of the questionnaire. The five point Likert scale was used for gathering the responses from the respondents. The questionnaire was validated from three experts of the department of education and subject specialist. The reliability of instrument was measured through Cronbach's alpha statistic technique with the help of SPSS software. The reliability of the instrument was 0.81 which was acceptable for conducting the final survey. The researcher personally visited the government elementary level schools of city Mirpur AJ&K and collected the data. Statistical package for social sciences software (SPSS) version 22 was used for the analysis of data. The researcher applied frequency, percentage, mean and standard deviation for the analysis of data. The results were presented in the form of tables.

DATA ANALYSIS

Table 4.1　Descriptive Analysis of Workplace Culture

Statements	N	Mean	Std. Deviation
I often attend social events in the workplace.	134	3.84	.911
My co-workers are good communicators	134	3.42	.878
I like to socialize with my co-workers in the workplace.	134	2.90	1.018
My co-workers and I work well as a team.	134	3.44	.930
My co-workers are helpful to me.	134	3.10	.960

Table 4.1 indicates the mean and standard deviation of workplace culture. The table further indicates that the teachers agreed with the statements, "I often attend social events in the workplace" as Mean = 3.84 "My co-workers are good communicators" as Mean = 3.42 "My co-workers and I work well as a team" as Mean = 3.44 and "My co-workers are helpful to me" as Mean = 3.10 shows that teachers were partially agreed with these statements. Moreover, the statement "I like to socialize with my co-workers in the workplace" as Mean = 2.90 show that teachers were disagreed with the statement.

Table 4.2 Descriptive Analysis of Work-life fit

Statements	N	Mean	Std. Deviation
MY work interferes with activities outside of work.	134	3.58	.816
My work interferes with my time for family and friends.	134	3.19	.767
I am satisfied with the balance between my work and personal life.	134	3.04	1.082
I am satisfied with the number of hours I work.	134	3.01	1.107
I have support at work to balance my work and personal life.	134	2.75	.845

Table 4.2 indicates the mean and standard deviation of work-life fit. The table further indicates the statement "MY work interferes with activities outside of work" as Mean = 3.58 shows teachers were agreed with this statement, moreover, the statements "My work interferes with my time for family and friends" as Mean =3.19, "I am satisfied with the balance between my work and personal life" as Mean = 3.04 and "I am satisfied with the number of hours I work" as Mean = 3.01 shows teachers were partially agreed with these statements. Furthermore, the statement "I have support at work to balance my work and personal life" as Mean = 2.75 shows that teachers were disagreed with this statement.

Table 4.3 Descriptive Analysis of Flexible work arrangement

Statements	N	Mean	Std. Deviation
My workload can make it hard to meet deadlines.	134	3.10	1.018
I have some control over the amount of work that I do.	134	3.23	.909
I find it hard to keep up with my workload.	134	3.17	.897
I am able to prioritize my workload.	134	3.29	1.025
I am satisfied with my workload.	134	2.72	1.066

Table 4.3 indicates the mean and standard deviation of flexible work arrangement. The table further shows the statements "My workload can make it hard to meet deadlines" as Mean = 3.10, "I have some control over the amount of work that I do" as Mean =3.23, "I find it hard to keep up with my workload" as Mean = 3.17 and "I am able to prioritize my workload" as Mean = 3.29 shows that teachers were partially agreed with these statements. Furthermore, the statement "I am Satisfied with my workload" as Mean = 2.72 shows that the teachers were disagreed with the statement.

Table 4.4 Descriptive Analysis of Psychological safety

Statements	N	Mean	Std. Deviation
I am aware of the risk and hazards of my work environment.	134	3.34	1.163
I am aware of my role and responsibility for protecting my personal health and safety in the workplace.	134	2.50	.994
My department seems committed to ensuring my health and well-being.	134	2.98	1.000

Table 4.4 indicates the mean and standard deviation of psychological safety. The table further shows the statement "I am aware of the risk and hazards of my work environment" as Mean = 3.34 shows that teachers were agreed with this statement. Furthermore, the statements "I am aware of my role and responsibility for protecting my personal health and safety in the workplace" as Mean = 2.50 and "My department seems committed to ensuring my health and well-being" as Mean = 2.98 shows that the teachers were disagreed with these statements.

Table 4.5 Descriptive Analysis of Transparent communication

Statements	N	Mean	Std. Deviation
I am satisfied with the types of information my department communicates to staff.	134	3.29	.924
Staff meetings are regularly scheduled in my division.	134	2.97	.884
I am satisfied with the amount of communication my department does with staff.	134	2.95	.991
Essential information flows effectively from senior leadership to staff.	134	2.92	1.164
I am satisfied with the way my department communicates with staff.	134	2.87	.916

Table 4.5 indicates the mean and standard deviation of transparent communication. The table further indicates the statement "I am satisfied with the types of information my department communicates to staff" as Mean = 3.29 that the teachers were agreed with the statement. Furthermore, the table shows the "Staff

meetings are regularly scheduled in my division" as Mean =2.97, "I am satisfied with the amount of communication my department does with staff" as Mean = 2.95 "Essential information flows effectively from senior leadership to staff" as Mean = 2.92 and "I am satisfied with the way my department communicates with staff" as Mean = 2.87 shows that the teachers were disagreed with these statements.

Table 4.6 Descriptive Analysis of Teacher Motivation

Statements	N	Mean	Std. Deviation
I am satisfied with my teaching job.	134	3.66	.919
Teaching is meaningful to me.	134	3.51	.907
I often feel overwhelmed by workload.	134	2.96	.972
Parental support motivates me.	134	3.57	1.014
Seeing student progress motivates me.	134	3.52	.940
I have autonomy in teaching.	134	3.22	.968

Table 4.6 indicates the mean and standard deviation of teacher motivation. The table further indicates that the statements "I am satisfied with my teaching job" as Mean =3.66, "Teaching is meaningful to me" as Mean =3.51, "Parental support motivates me" as Mean = 3.57 and "Seeing student progress motivates me" as Mean = 3.57 shows that teachers were partially agreed with the statements. Furthermore, the statements "I often feel overwhelmed by workload" as Mean = 2.96 and "I have autonomy in teaching" as Mean = 3.22 shows that the teachers were disagreed with these statements.

Table 4.7 Descriptive Analysis of Teacher Training

Statements	N	Mean	Std. Deviation
Training programs meet my needs.	134	3.54	.898
Workshops improve my teaching skills.	134	3.49	.956
Training sessions are too infrequent.	134	2.81	.954
Regular feedback enhances my teaching.	134	3.54	1.008
I apply training in my classroom.	134	3.04	1.089

Table 4.7 indicates the mean and standard deviation of teacher training. The table further indicates the statements "Training programs meet my needs" as Mean =3.54, "Workshops improve my teaching skills" as Mean = 3.49 and "Regular feedback enhances my teaching" as Mean = 3.54 shows that teachers were partially agreed with these statements. Furthermore, the statements "I apply training in my classroom" as Mean = 3.04 and "Training sessions are too infrequent" as Mean = 2.81 shows that teachers were disagreed with these statements.

Table 4.8 Descriptive Analysis of Classroom Environment

Statements	N	Mean	Std. Deviation
My classroom is well-maintained.	134	3.55	.978
Necessary resources are available.	134	2.95	1.133
Classroom space promotes collaboration.	134	3.26	.965
Safety concerns exist in my classroom.	134	2.99	1.189
Environment fosters student engagement.	134	3.29	1.102

Table 4.8 indicates the mean and standard deviation of classroom environment. The table further indicates the statements "My classroom was well-maintained" as Mean =3.55, "Classroom space promotes collaboration" as Mean = 3.26 and "Environment fosters student engagement" as Mean = 3.29 shows that the teachers were partially agreed with these statements. Furthermore, the table shows the statements "Necessary resources are available" as Mean = 2.95 and "Safety concerns exist in my classroom" as Mean = 2.99 shows that teachers were disagreed with these statements.

Table 4.9 Descriptive Analysis of Student Behavior

Statements	N	Mean	Std. Deviation
Students respect teachers.	134	3.77	.884
Students are engaged in learning.	134	3.44	1.044
Students follow school rules.	134	2.98	1.140
Students take responsibility.	134	3.38	1.024
Student attitudes are negative.	134	2.10	.933
Discipline is inconsistent.	134	1.63	.954

Table 4.9 indicates the mean and standard deviation of student behavior. The table further indicates that the statements "Students respect teachers" as Mean =3.77, "Students are engaged in learning" as Mean = 3.44 and "Students take responsibility" as Mean = 3.38 shows that the teachers were partially agreed with these statements. Furthermore, that statements "Students follow school rules" as Mean =2.98, "Student attitudes are negative" as Mean = 2.10 and "Discipline is inconsistent" as Mean = 1.63 shows that teachers were disagreed with these statements.

DISCUSSION

The study shows that workplace culture is strongly influenced by how people interact with each other. While many employees enjoy attending social events, they are less enthusiastic about everyday socializing with coworkers, which shows different levels of engagement. Maintaining a good work-life balance is still hard, with many employees saying work often gets in the way of their personal time. Flexible work setups help a bit, but many still feel their workload is too heavy. Employees know about general safety risks, but many are unsure of their specific safety roles, showing the need for clearer training. When it comes to communication, people care more about what information is shared than how it is delivered, pointing to a need for better communication strategies. Teachers in particular feel motivated and satisfied with their jobs

overall, but they are still concerned about the amount of work they have to manage. Training programs are useful and on-topic, but they don't happen often enough, which limits their impact. In classrooms, cleanliness and upkeep are seen as good, but many feel there are not enough teaching materials or resources. Most students respect their teachers, but rules and discipline are not always enforced the same way, which affects overall student behavior. These findings suggest there are many strengths in the workplace, but also some clear areas that could be improved to create a better, more supportive environment.

CONCLUSION

In conclusion, workplace culture is shaped by social interactions, with social events being well-received but socializing with coworkers receiving less agreement, indicating varying engagement levels. Work-life balance remains a challenge, as work often interferes with personal activities, highlighting the need for better support systems. While flexible work arrangements help employees manage workloads, generally workload satisfaction remains low, suggesting room for improvement. Employees feel aware of workplace risks but less clear on their personal safety responsibilities, emphasizing the need for better training. Communication satisfaction varies, with employees preferring the type of information shared over the delivery method, signaling a need for improved communication practices. Teachers generally feel motivated and satisfied with their jobs, though workload concerns persist. While training programs are relevant, their frequency is seen as insufficient, calling for more regular sessions. In classrooms, maintenance is rated positively, but resource availability needs improvement. Lastly, students generally show respect toward teachers, but inconsistent discipline remains a concern, highlighting areas for growth in student behavior.

REFERENCES

Agbozo, G. K., Owusu, I. S., Hoedoafia, M. A., & Atakorah, Y. B. (2017). The effect of work environment on job satisfaction: Evidence from the banking sector in Ghana. *Journal of human resource management, 5*(1), 12-18.

Agustin, A. A., & Suprapti, S. (2024). Relationship between Reading Interest and Indonesian Language Learning Outcomes of Elementary School Students. *JENIUS (Journal of Education Policy and Elementary Education Issues), 5*(2), 54-61.

Arrafii, M. A. (2021). Indonesian teachers' conceptions of values and dimensions of assessment practice: The effect of teachers' characteristics. *Teaching and Teacher Education, 98*, 103245.

Carmona, L. J. D. M., Gomes, G., & da Costa, D. D. L. C. (2020). Elements of organizational culture that encourage innovation development. *Revista de Administração FACES Journal,* 08-26.

Chaker, N. N., Nowlin, E. L., Pivonka, M. T., Itani, O. S., & Agnihotri, R. (2022). Inside sales social media use and its strategic implications for salesperson-customer digital engagement and performance. *Industrial Marketing Management,* 100, 127-144.

Humphreys, H., Kilby, L., Kudiersky, N., & Copeland, R. (2021). Long COVID and the role of physical activity: a qualitative study. *BMJ open, 11*(3), e047632.

Kholis, N., Rohmadi, M., & Septiana, N. (2024). The Development of Inquiry Based Integrated Science Modules on The Structure and Function of Plant Tissues Integrated with Religious Values For Class VIII Secondary School. *Journal of Biology Education, 13*(3), 315-324.

Rostini, D., Syam, R. Z. A., & Achmad, W. (2022). The Significance of Principal Management on Teacher Performance and Quality of Learning. *Al-Ishlah: Jurnal Pendidikan, 14*(2), 2513-2520.

Suggala, S., Thomas, S., & Kureshi, S. (2020). Impact of workplace bullying on employees' mental health and self-worth. The Palgrave Handbook of Workplace Well-Being, 1-20.

Urhahne, D., & Wijnia, L. (2021). A review on the accuracy of teacher judgments. *Educational Research Review,* 32, 100374.

Utami, M., & Mas' ud, M. H. (2023). Analysis of the Effect of Work Environment and Organizational Culture on Teacher Performance with Teacher Work Discipline as an Intevening Variable. *Journal of Management Research and Studies, 1*(2), 218-233.

Wanberg, C. R., Ali, A. A., & Csillag, B. (2020). Job seeking: The process and experience of looking for a job. *Annual Review of Organizational Psychology and Organizational Behavior, 7*(1), 315-337.