



Psychosocial Workplace Design Factors and Its Relationship with Teachers' Performance at Secondary Level

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ABSTRACT

Teachers' performance in their school settings are directly link with many factors which may increase their job performance or have a negative effects on teaching and learning process. This research was specially designed to find the correlation between psychosocial workplace design factors and teachers' performance at secondary level. It was supposed that there is a significant relation between psychosocial factors (support from supervisor, role congruity, leadership style) and secondary school teachers' performance. 231 secondary school teachers and 33 head teachers were taken as a sample of for study for data collection. The study was descriptive in nature and data was collected by survey research method. After collection of data, Pearson Product Moment Correlation technique was applied to identifying the correlation between psychosocial workplace design factors and teachers' performance. Two types of questionnaires were used for this research; first was psychosocial workplace design factors questionnaire which was filled by the class teachers and other was filled by the head of school for study the teachers' performance at their work. The research results showed that there was no significant correlation between psychosocial factors and teachers' performance. Teachers' performances in their jobs do not affected by any psychosocial factors. On the behalf of these finding it is recommended that this type of study further carry on different level of education (elementary, high secondary and university level) to confirm the correlation between psychosocial workplace design factors and teachers' performance.



INTRODUCTION

In today's modern worlds, the education system is changing and to ways to evaluate the effectiveness of education are also changing. In past, most people consider the only physical factors that creates impact on teaching and learning factors but in recent times psychosocial factors of schools considered one of the most important elements who influence teachers 'performance. Psychosocial factors refer as interaction of individuals at their work organization. Such factors includes the relationship with other staff, leadership style, satisfaction with their job etc. these factors also known as the non-physical features of workplace design, the factors which may contribute to increase productivity, create positive or negative environment.

Moreover, in the school setting if there will be lack in psychosocial factors then teachers always performed poor in their job roles. The healthy workplace life is now a key concern in school settings, the reason for this is that teacher's performance directly link with the students achievements (Smith, 2010).

Kohun (2010), define the six psychosocial workplace factors which affect the employee's performance at their job; their work burden, personal control at their work, relations with other staff and head of organization, positivity on tasks, clear job role, and sense of acceptance in changes at their workplace. Workplace environment lays a vital role in employees' job satisfaction. If the workplace conditions are all according to their needs then workers feel more control on their tasks and they face less stress (Lubna, 2015). According to Lubna, there are many aspects which may influence the teachers' performance in schools those factors may include; role compatibility, support from their head of school and his/her leadership styles.

SIGNIFICANCE OF STUDY

The research investigates the relationship of psychosocial workplace design factors and teachers' performance. Meanwhile, teachers spend most of the time in school setting, therefore, it is challenging for an organization to create the positive environment for their teachers. In this research, independent variables are three psychosocial factors; supervisor support, role congruity and leadership style whereas the dependent variable is the teachers' performance. The successful organization is that, which take care of their employees needs and from many studies, it has been proved that teachers' performance and working environment is highly linked with each other (Chandrasekar, 2011).

REVIEW OF RELATED LITERATURE

Psychosocial Workplace Factors

In today's modern world, psychosocial workplace design is mostly considered one of the most essential factors in improving employees' performance at their workplace. According to

Vischer (2007), psychosocial factors refers as the relationship of employees with their psychosocial working conditions such as social supports from their colleagues and supervisors, role in their jobs, interaction with the outside of world etc. Warr (2002) says that a good relationship with individual and job environment plays a crucial role in organizational performance because good environment help the employees to do job without any stress and it helps to increase the positivity in the organizations. There are many factors which may affects the employees' productivity and reasons of their poor performance such as weak support from the leader or other employees, role congruity or leadership style.

Supervisor Support

According to Hasun and Makhbul (2009), supervisor also known as a leader on the top level of organization. He solves problems of their employees and known as a role model for all staff. Therefore for improving teachers' performance, leader plays a crucial role at workplace. He acts as an instructional leader, give guidance to teachers in their teaching methods, make lesson plans, contribute in setting goals and conduct training sessions if needed. Supervisor gives full supports to their teachers if they face any difficulty in educational process. He is the only person who can lead the teachers' performance and improve students' academic achievement. But if teachers face the communication gap with their leader then it may create negative effects on educational process and teachers' performance (Brenner, 2004).

Leaders support in the school setting can also be defines as the amount of help or guidance which teachers receive in their difficulty time from the principle (Becker, 2002). In the workplace, normally each employee want to get the help from their supervisor if they face any problems in their jobs and they also expect the appreciation on their good work from their leader (Eisenberger, Sucharski, & Rhoades, 2002). According to Young, Baltes, & Pratt (2007), supervisor support can be in any form. It may be emotional or instrumental, both are essential to lead the individual performances at their jobs. Supervisor is responsible to look at their employee's needs, give them a full guidance, solve problems and make good decisions at work settings.

Role Congruity

Muchinsky (2003) defines role congruity as a group will be positively evaluated when its characteristics are supposed to align with the desires of the group's social roles. Social roles may thus form the basis of standards that prescribe valued behavior for men and women.

Leadership

Leadership is the process to make positive or negative effects on their employees by using different strategies from the head of organization (Chandrasekar, 2011). It is the way of leader to communicate and interact with employee for leads their performance in their jobs (Davis, 2011).

If the leadership styles adopted according to employees needs and workplace nature then it will help to leads the performance of teachers and students (Farley & Veitch, 2001). If there is need to improve the teachers' skills and performance in educational setting then there is need to motivate the employees by providing effective leadership and give them opportunities to explore new trends and changes in educational field.

Govindarajulu, Bonnie & Daily (2004) did research on high performed schools and they noticed at in those schools teachers got the full support from their leader and head of school directly involved in all educational tasks. In the study they noticed that teachers delivered the quality work towards their students because of the direct involvement from the supervisor in teaching and learning process. There is the strong relationship between students and teachers learning and teaching process so when the teachers' performance increase with the help of supervisor effective leadership style, it directly increase the students' performance in their studies.

Job Performance

Job performance is one of the basic components in the success of any organization. If employees do their duties without any stress and pressure, they performance better as compare to do work in the stain environment. According to Beehr et al. (2000), there are many factors which influence the performance of employees in an organization. He discussed the many factors which affect the performance of employees such as; emotional control on work, support from the coworkers and supervisor, motivation from leaders, working conditions etc.

Furthermore, researchers claimed that deprived health also has a bad effect on individual performance (Wright & Cropanzano, 2004).

Wright and Cropanzano (2004) noticed that if the workplace conditions are satisfactory and they do not increase the pressure of extra work for employees then they perform better in their job as well as they contribute to create the positive learning environment within the organization. In the research, I observed the three psychosocial workplace design factors that influence the employees' performance at their jobs and saw the relationship of those factors with the teachers' performance in school setting.

OBJECTIVE OF THE STUDY

The present research was conducted to find out the relationship between psychosocial workplace design factors and teachers' performance at secondary level. It ia considered that well design workplace factors play significant role in teachers' performance and for achieving the organization goals and objectives. That is why, current study was specifically design to find the relationship between psychosocial workplace factors and teachers' performance with 3 psychosocial workplace design factors; supervisor support, role congruity and leadership style.

HYPOTHESES

The following hypothesis was design to test the relation between workplace design factors and teachers' performance;

H1: There is significant correlation between supervisor support and teachers' performance.

H2: There is significant correlation between role congruity and teachers' performance.

H3: There is significant correlation between leadership styles and teachers' performance.

METHODOLOGY

The research was designed to seek the relationship between psychosocial workplace design factors and teachers' performance so researcher used the correlational research design for this study. This research design allowed the researcher to govern the presence and direction of relationship between the variables. The purpose of study was not to establishing any cause-effect relationship between the studied variables.

Sample and Sampling Technique

All public schools at Lahore district was considered as the population of this research. So according to data by school education department (2017), there were total 155 boys ad 179 girls secondary schools. Multistage sampling technique was used for collection of data. By using the stratified random sampling technique, strata were made for boys and girls secondary schools. Then 18 females (10 % of 179) and 15 males (10 % of 155) of secondary schools were randomly selected. From each selected school researcher select the 7 teachers and 1 head teacher for collection of data. So the total sample size was 231 teachers and 33 head teachers.

Instrumentation

The purpose of this study to find out the relationship of psychosocial workplace factors with the teachers' performance in secondary schools of Lahore district. So the researcher used the Likert type scale questionnaires for collection of data. Two questionnaires were developed for collection of data. One was based on 3 different workplace design factors (supervisor support, role congruity, leadership style) while other was designed to evaluate the teachers' performance with the help of 5 different factors (teaching skills, management skills, discipline and regularity, interpersonal relations and communication skills) from the principle.

Collection and analysis of data

For the collection of data, researcher personally visited the all sampling schools. Permission letter was sent to all head school heads before visiting the schools for data collection. The

questionnaires were distributed among all the teachers. The return rate was 100% because researcher collects the questionnaire by personally. Statistical Package for Social Sciences (SPSS) was used to analyze and interpret the data. Researcher used the Pearson product moment correlation to find the relationship between physical workplace design factors and teachers' performance.

RESULTS

H1: There is significant correlation between supervisor support and teachers' performance.

Table 1. *Correlation analysis for supervisor support and Teachers' performance*

		1	2
1 Supervisor Support	Pearson Correlation	1	.060
	Sig. (2-tailed)		.388
	N	231	231
2 Teachers' performance	Pearson Correlation	.060	1
	Sig. (2-tailed)	.388	
	N	231	231
Correlation is significant at the 0.05 level (2-tailed)			

Table 1 shows the Pearson product moment correlation analysis between supervisor support at workplace and teachers' performance. As table 1 reveals that there is no significant correlation exists between supervisor support and teachers' performance ($r = .06$; $p < .05$). So the H1 is rejected because according to finding it shows that teachers' performance did not affected by the supervisor support.

H2: There is significant correlation between role congruity and teachers' performance.

Table 2. *Correlation analysis for role congruity and teachers' performance*

		1	2
1 Role Congruity	Pearson Correlation	1	.068
	Sig. (2-tailed)		.300

	N	231	231
2 Teachers' performance	Pearson Correlation	.068	1
	Sig. (2-tailed)	.300	
	N	231	231
Correlation is significant at the 0.05 level (2-tailed)			

Table 2 shows the Pearson product moment correlation analysis between role congruity and teachers' performance. As table 2 reveals that there is no significant correlation exists between role congruity and teachers' performance ($r = .068$; $p < .05$). So the H2 is rejected because according to finding it shows that teachers' performance did not affected by the role congruity.

H3: There is significant correlation between leadership style and teachers' performance.

Table 3. *Correlation analysis for leadership style and Teachers' performance*

		1	2
1 Leadership	Pearson Correlation	1	.100
	Sig. (2-tailed)		.129
	N	231	231
2 Teachers' performance	Pearson Correlation	.100	1
	Sig. (2-tailed)	.129	
	N	231	231
Correlation is significant at the 0.05 level (2-tailed)			

Table 3 presents the Pearson product moment correlation analysis between workplace leadership and teachers' performance. As table 3 shows that there is no significant correlation exists between leadership style and teachers' performance ($r = .100$; $p < .05$). So the H3 is rejected because according to finding it shows that teachers' performance did not affected by the leadership styles.

CONSLUSION AND SUGGESTIONS

The research aimed was to examine the correlation between psychosocial workplace design factors and teachers performance. So according to findings of this research psychosocial workplace design factors have no influence on the teachers' performance in secondary schools. The results of this study reveal that teachers performed their duties without considering the psychosocial workplace design conditions. This is quite disagreeing to the finding from studies (Sabir et al. 2012, Cooper & Dewe, 2004, Muchinsky, 2003) which described that importance of workplace condition in achieving the high performance of employees.

According to these researches psychosocial workplace design factors need to be appropriate so that teachers would not feel strained while performing their duties. In their studies they also stated that psychosocial workplace design factors play an essential part in establishing the good relationship of teachers' performance with their organization. The teachers' performance can also be increased by improving the workplace factors. Furthermore the finding of this research also rejected the finding of Amir' Research (2010), in which he reveals that workplace design factors are very essential part of any organization which should be properly arranged and design because they highly effects the employees' performance and organizational outcomes.

Syeda Luba Batool Jaffri (2015) conducted a research on workplace design factors and its relationship with employees' performance. The results showed the same pattern of correlation between workplace design factors and employees' performance. The finding of this study showed that there was no correlation between leadership styles, role conformity and employees' performance however results of that study revealed that there was a positive relationship of supervisor support with the employees' performance.

So on the base of findings, it is recommended that;

- a. Further research will be done on this topic by using different methodology and based on different levels of education. Additional researches on different level (elementary, secondary, higher secondary and university) will help for clearer judge the efficacy of determined results.
- b. The research should also be conducted by using qualitative approaches for more comprehensive understanding.
- c. This study also further replicated to include the more schools to increase reliability and validity of its findings. Replicate study should also be done to find out the correlation of workplace design factors and teachers' performance within the remaining districts of Punjab, Pakistan.

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