

WORKING ENVIRONMENT AND TEACHING PERFORMANCE OF TEACHERS

by:

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Instructors' working circumstances directly affect their students' learning environments, and an environment that is trouble-free for teaching is also one that is soothing for learning. No matter the teachers' student demographics or socioeconomic backgrounds, they report high levels of satisfaction and few intents to leave the profession at schools with good working conditions. Studies on school organizational characteristics are becoming increasingly common (Connolly et al., 2018). Even though the significance of working conditions is increasingly acknowledged, researchers have only recently started to understand how various workplace factors affect teachers' capacity to teach effectively, sense of self-efficacy, satisfaction with their role and assignment, and desire to stay in their school and profession (Reaves & Allen, 2018).

Various variables, including instructor credentials, available resources, the school's organizational characteristics, and student demographics, impact teacher attrition rates.

Contrary to earlier assumptions, the nature of the classroom is more crucial in predicting teacher leave. For teachers, the working environment—which includes administrative support, school facilities, and class size—is far more important than compensation and student demographics. Their working environment significantly impacts teachers' career goals, compensation, and incentives. A crucial element of school administration that profoundly affects teachers' career options is the caliber of leadership in each institution (Ladd, 2011).

The efficiency of instructors, meantime, is essential to the teaching and learning process. Performance is the history of outcomes obtained for a given job function or activity during

a specified period. As shown by his behaviors, a person's success in completing a task is perceived as performance. As a result, the results reached for carrying out specific actions are characterized as performance. It is further clarified that a teacher's quality and quantity of effort in carrying out the tasks entrusted to him or her determines performance. Several factors, such as pay, safety, interpersonal relationships, working environment, and opportunities for self-improvement, influence teachers' performance. According to this viewpoint, fostering a friendly workplace encourages teacher performance, professional and constructive development. Instructors' poor performance in giving classes was frequently attributed to environmental problems, including working circumstances, physical conditions, and psychological factors. It showed that the workplace was one of the factors affecting instructors' inferior performance in the teaching and learning process. Consequently, a welcoming office environment is essential for teachers to feel secure and at ease at work and to continue to be productive. An excellent working atmosphere will also help teachers in educational institutions perform better. Lack of support for teachers in the workplace has a poor impact on teaching and learning. If teachers worked in a secure environment, they could be more productive.

According to Mangkunegara (2018), educators can help their staff members reach their maximum potential with the proper working environment. Suwatno and Priansa (2018) claim that the workplace's physical and psychological characteristics might influence the working environment. Herwanto, Umami, Rustiana, and Retna (2018) contend that their coworkers and the workplace environment impact the teacher's performance.

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