



Factors Affecting Teacher's Performance: Evidence from Private Secondary Schools of Karachi

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ABSTRACT

Seeking a quality education is the necessity for everyone. In the modern-day scenario, it is rather important to have a well equipped and qualified teachers teaching different subjects in different classes. On the other hand, it is equally important to assess the performance of teachers and their motivation level to have better results from him or her. Hence, the purpose of this study is to explore and find out the factors that are affecting a private secondary school teacher's performance. This study is classified as a quantitative research study. Additionally, the method of EFA (exploratory factor analysis) and regression estimated to evaluate the reliability and validity of the measurement model. Besides the result reveals that School management support, compensation, and reward have a constructive relationship with Teacher's performance. Whereas, training and development, workload and organizational identification have in weak relationship with organization developer. This study may be conducted in associations, nonprofit organizations and other institutes to know the relation of these variables and gauging its effects. The findings of this study will help the school management to make future strategies and constructive planning for increasing motivation, performance and productivity of their teachers, which will ultimately affect the results of their students.

Keywords: Teachers' performance, exploratory factor analysis, regression, reliability, validity, schools.

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1. INTRODUCTION

1.1. Overview

The education is highly dependent on the teachers who teach the students in different classes. They play a pivotal role in sharing knowledge. It is one of the facts that the education of a child is directly proportional to the performance of the teacher. Therefore, it's rather important to understand that teacher unquestionably plays an important part in the development of a student's career and his or her results (Hanif & Pervz, 2004). Therefore, before moving forward, one must find out the effect the teachers may have on different factors that are influencing on his or her job performance.

Moreover, the statistics show the importance of this field. Statistics suggest that there is over 16.11 percent of middle (secondary) schools in all over Pakistan, which comprise of 41,942 schools, of which 61 percent is comprised of private schools, which makes almost 25,788 schools that provide secondary education.

Additionally, the number of students enrolled in private secondary schools is 1.994 million. More specifically, the total number of teachers performing their duties are in private secondary schools are 228,318. The statistics give stress over the importance of this sector. In delve, the statistics show that there were over 237003 students enrolled in private secondary schools of Karachi in the year 2010 and 2011 from which 119227 are male students and 117776 are female here are 2961 secondary school teachers in the field of teaching in a year in which 852 are male and 2109 are female.

Because of the above statistics, it is very important to understand the necessity, understanding the importance of the field. Simultaneously, it can also be argued that school teacher plays a very vital role in the development of a child. In early education, the students are guided on how to deal with basic and necessary things. As they grow more, their thinking, cognitive abilities, ideas, perception, and opinion become more and more firm. They grow as their age grow too. Therefore, the teacher's task is not to handle the syllabus, but he or she needs to take care of all the matters that are with a student to ensure the healthy development of a student.

There are some key recipes for making effective classrooms that deliver better results for both students and their parents in terms of their results and their development respectively. It should also be understood that teacher's effectiveness is not only due to the effect or in a result of effective and better performance of teachers, but there should be some aspects that are needed to be considered (Kane, Taylor, Tyler & Wooten, 2010; Holley, Wo & Avey, 2019). Therefore, many school administrations measure the effectiveness of a teacher by using the peer review system in which the peer teacher evaluates the class and teaching effectiveness of the teacher through a different method.

1.2. Statement of the Problem

Organizations consider their employees as a key factor to perform in their firm as an asset to have better improvement in the productivity and performance of the overall organization (Khan *et al.* 2019; Kanyurhi & Buganda Mungu Aknokwa, 2016). Most researches are conducted on different factors that influence the performance of an employee. However, it was identified that very few studies were carried out on these five variables such as training and development, school management support (organizational management support), compensation and rewards, workload and organizational identification. Additionally, all these variables are used in different settings (Hasting & Bauman, 2016). Moreover, a few studies are conducted in school settings, which highlights its importance, and significance as this field should be considered for research.

Like other employees, teachers are considered as the backbone of any education system and their failure may have an unfavorable effect on the overall performance of students (Amin, Shah, Ayaz & Atta, 2013). Similarly, committed employees who are committed to their jobs shows better and higher performance that helps the employees and organizations to progress and grow more (Sharma & Dhar 2016). There is also a concept of situational occurrence and situational characteristics which are both negative and positive respectively. These characteristics usually are considered as they occur during different scenarios and situations, but these characteristics decide the future decisions of a teacher and affect its performance and interpersonal relationship with the administration (Hermus, Van Buuren & Bekkers, 2019; Gigliotti, Vardaman, Marshall & Gonzalez, 2019).

There are many studies done on these above topics, but there are very few studies done on teachers to gauge their performance through different variables that create satisfaction and dissatisfaction due to their presence and their absence respectively. Therefore, due to this gap, this study is conducted to analyze the factors that result in its implementation. This study is conducted in the context of Pakistan, especially in private secondary schools of Karachi.

1.3. Objective of the Study

The objective of this study is to analyze and explore the factors that affect the teacher's performance both negatively and positively. Factors such as training enhance new pedagogical skills as well as reboot them previous teaching strategies. Similarly, it is quite relevant that there should be a cause and oneness within the faculty and management to run the teaching operations with harmony. Compensations are rewards and workload works as significant variables in predicting the importance of the job in the administration's view (Chi, Liao, Wang, Zhao & Ye, 2019).

Therefore, this study is aimed to answer the following research question:

What are the underlining factors and aspects, which affects the teacher's performance of private secondary school?

In this research, different factors are discussed which affects both negatively and positively on the teacher's performance. The studies suggest that teachers are one of those who spend their efforts in their field by having the objects that their pupils will excel more. As they are prone, to de-motivation, therefore, the absence of necessary factors hampers their performance and hence they cannot deliver the knowledge better.

2. LITERATURE REVIEW

2.1. Theoretical Background

According to Herzberg (1966), employees feel satisfied and dissatisfied while being in certain conditions that induce them to show their behavior. These feelings tend to have both a positive and negative impact on their performance. These factors are known as factors of satisfaction and dissatisfaction. The factors that provide satisfaction are recognizing, responsibility, advancement, and growth. The presence of these factors creates satisfaction. However, factors due to which the employees feel dissatisfied are termed as factors of dissatisfaction. These factors include salaries, status, security, working conditions, *etc.* Therefore, the above theory provides a strong platform for this study that relates the impact of training and development, management support, compensation, workload and organizational identification on the employee's performance.

2.2. Training and Development

Employees are the most important resources (Ghayas and Siddiqui, 2012) and play a pivotal role in the services sector (Ghayas and Hussain, 2015). Furthermore, the importance of employee satisfaction and commitment cannot be ignored (Ghayas, 2015). Therefore, organizations such as schools need the departments in their capacity to enhance their performance. Training plays a vital role in providing new skills, knowledge and learning for the teachers (Cohen, 2017). According to Karim, Choudhury and Latif (2019) training are highly effective for new and old employees if they are equipped with new skills, techniques, and pedagogies. Similarly, Training and development is an integral part to gauge the overall performance of the organization to find out the weaknesses of their different areas and to review it continuously (Mehta, 2019; Zahoor, Muhammad & Ali 2019). It should also be mentioned that the training is necessary to be done in a way in a way that it indulges the participants and they can reflect upon the learning outcomes of those pieces of training (Fong, Gilmore, Pinder-Grover & Hatcher, 2019).

Similarly, development is also one of the important components of the organization that can strengthen its all work operations and brings enthusiasm among employees (Latham, 1988). Succession planning is one of the key factors that is always considered by HR departments while planning for the future of the organization (Sharma, Chrisman & Chua, 2003). Similarly, in schools, it is also considered that the teachers who are

confident, educated and motivated and motivated enough to handle extra responsibilities with their usual teaching responsibilities are promoted further for a better position.

Therefore, an idea is generated to sort the matter of training and development in two levels, the first one is human development level and the second one is local management level (Jain, 2019; Kirkpatrick & Kirkpatrick, 2016). The human development level stands for the integration of pieces of training and development at all levels, such as managerial, technical and educational levels, increasing planning skills, building self-sufficient infrastructure, local workforce, modernization and development of new skills (Loor, Zambrano, Loor, Viteri & Gámez, 2019).

Hypothesis 1: Training and development has a positive impact on the teacher's performance.

2.3. School Management Support

Teachers often perform confidently and better when there is strong supervisor support (Horan *et al.*, 2018; Caniels, 2019). Therefore, it is important to recognize that is one of the key components and a significant factor in producing effectiveness in any field (Chen, Li & Leung, 2016). This can also be recognized that school management support is directly proportional to the teacher performance as it raises the standard of the teacher to produce better results in terms of student's progress (Kalidass & Bahron, 2015).

Similarly, schools are empowered to make the decision based on facts and figures and their decisions have both negative and positive effects over employees. However, studies suggest that management support plays a very critical and vital role in developing a favorable relationship in implementations of planning (Ghayas, 2015). This planning is critical for the organizations as they produce a significant effect on the teachers of the school. If an organization is taking decisions on behalf of the teachers, the teachers will, therefore, stand with the management and vice versa (DeConinck, 2010).

Hypothesis 2: School management support has a positive impact on the teacher's performance.

2.4. Compensation and Rewards

Compensation, salary, and reward are among the significant factors that help the teacher to decide on working at the school. Compensation is among the basic needs which every individual must have to spend his or her life and to fulfill his requirement (Bryant & Allen, 2013). Compensation and rewards are those factors which produce satisfaction when they are up to the standards and they create dissatisfaction when they are below its level (Odunlade, 2012).

Therefore, teachers feel more satisfied and content when they are provided with better salaries, which provide them satisfaction and create a sense of trust between them and the administration (Day, 2016; Rose, Brink & Norman, 2018). Studies suggest that the high budgeted salary results in better performance of the employees and it also increases the trust and sense of belonging to the organization as well as unity with the supervisors. Therefore, organizations always look for sharing their profits and benefits to their employees (Christians, Patton & Law, 2016).

Hypothesis 3: Compensation and rewards have a positive impact on the teacher's performance.

2.5. Workload

Organizations or school understands that the workload is one of the key factors that demotivate most of the employees. It is also common that teachers would eventually find themselves in the piles of workload and stress due to routine activities (Warm, Matthews & Finomore, 2018). This will not only affect their mental health but the overall performance which will ultimately hurt students (Lawson, 2019; Babin & Boles, 1996).

Therefore, the school administration tries its level best to understand the sensitivity of the matter always try to neutralize the workload of the employees in their manner. This workload is not only unfavorable for the teachers, but it usually affects the administration and management. The shortage of school teachers and or in any critical service sector creates an alarming situation that poses many questions to the administration and indulges them in making instant decisions (Bettini, Jones, Brownell, Conroy & Leite, 2018). Sometimes these decisions are favorable of the school management, but most of the time they become quite hard for them to handle them (Suber, Caldwell & Brazell, 2019).

Hypothesis 4: Workload has a negative impact on the teacher's performance.

2.6. Organizational Identification

Teachers are always concerned about how they are commanded, delegated and managed by the School. The organizational Identification is also identified as the unity and sense of belongings of the employees of the organization and they are united to understand that this organization represents them (Cornwell, Howard-Grenville & Hampel, 2018). Similarly, school administrations are always concerned about the commitment of teachers with their institution and pupils (Pratt, 1998). One of the solutions for providing organizational identification is through leadership attitude and behavior. When the teachers predict that the school is having to trust its teachers and allowing them to do their duty and take the school as their own, then this action builds a sense of trust between employees and management and it ultimately results in respect and great value of the organization (Vardaman, Allen & Rogers, 2018)

Therefore, the organizational identification pertains with the concept that creates a sense of unity and oneness with the organization (Ashforth & Mael, 1989; Klimchak, Ward, Matthews, Robbins & Zhang, 2018). Furthermore, this sense of oneness provides a helpful platform for both teachers and the management of the school. The school management is needed to put their teachers demand in front of them to share the sign of equality between them and their teachers. Moreover, it is also noticed that communication plays a vital role in developing a sense of citizenship behavior and unity (Afsar, Cheema & Javed, 2018; Podsakoff, Ahearne & MacKenzie, 1997). Therefore, one of the area to measure organizational identification is to gauge it through teachers' communication. There are two aspects of employee communication, one is the organizational messages and second is communication climate (Specht, Kuonath, Pachler, Weisweiler & Frey, 2018).

Hypothesis 5: Organizational identification has a positive impact on a teacher's performance.

3. METHODOLOGY

An instrument consisted of 34 questions in total for 6 variables were adapted to measure the education scenario. Data were collected from the Secondary school teachers in Karachi, Pakistan. There were 224 respondents in all. Multiple regression analysis was used for analyzing the impact of training and development, school management support, compensation and rewards, workload and organizational identification on the teacher's performance, the following regression model was developed.

$$TP = \alpha + \beta_1(TND) + \beta_2(SMS) + \beta_3(CAR) + \beta_4(WL) + \beta_5(OID) + \varepsilon \quad (1)$$

Where TP is teacher's performance (Dependent variable), α is constant, β_1 to β_5 is the coefficient of their respective IVs. *TND* is training and development, *SMS* is school management support, *CAR* is compensation and reward, *WL* is workload and *OID* is organizational identification and ε_i is an error term.

4. RESULTS

4.1. Reliability

Table 1. Reliability Statistics of Model.

S. No.	Variables	Items	Alpha No.
1	Training and Development	6	0.851
2	School Management Support	5	0.887
3	Compensation and Rewards	7	0.829
4	Workload	5	0.816
5	Organizational Identification	5	0.783
6	Teacher's Performance	6	0.805

The Cronbach Alpha measures the consistency of the model and its internal reliability based on responses on research instrument. The threshold of Cronbach Alpha should be 70% or greater i.e. 0.70 to be considered as acceptable. Therefore, Table 1 indicates that the value of all variables are 0.7 or greater which proves that these variables are reliable.

4.2. Regression

In this study, multiple regression is used to analyze the impact of 5 independent variables (Training and Development, School Management Support, Compensation and Rewards, Workload and Organizational Identification) on single dependent variable Teacher's Performance (Table 2). The adjusted R Square for the study is 0.209 which suggest that the model has a 20.9% impact on Training and Development. The Significant and t-Stats column reveals that variables such as School Management Support (with 0.023 significant and t-stats 2.295) and Compensation and Rewards (0.000 significant and 3.552 t-stats) have a positive and significant impact on Training and Development.

Table 2. Multiple Regression Analysis.

Model	Unstandardized Coefficients		Standardized Coefficients	t-Stats	Significant	
	Beta	Std. Error	Beta			
1	(Constant)	1.767	0.386		4.574	0.000
	M_Tnd	0.120	0.082	0.118	1.474	0.142
	M_Sms	0.196	0.085	0.176	2.303	0.022
	M_Car	0.209	0.059	0.271	3.564	0.000
	M_Wl	0.023	0.040	0.039	0.573	0.567
	M_Oid	0.046	0.095	0.039	0.486	0.627

However, Training and Development shows 0.142 significance and shows t-stats of 1.474, which shows a weak but positive relationship with the dependent variable. Variable Workload shows 0.567 significance and 0.573 of t-stats that declares a weak relationship and positive relationship. Similarly, Organizational Identification reveals 0.627 significance and 0.486 of t-stats, which shows the weak and positive relationship with the dependent variable.

5. DISCUSSION

The result of the regression analysis explains that the teacher's performance had a significant and optimistic relationship with school management support and compensation and rewards. Therefore, in this study out of five independent variables two of them showed positive results in predicting teacher's performance. Also, School management support was significant with teacher's performance, which revealed that support of school management, motivated them to perform better while teaching in class and their overall performance. This also boosted their morale when they had tough times such as parents complains, syllabus completion, copy checking and other routine matters. Hence school teachers were more concerned about the support and the assistance they need to produce better results. Pazy and Ganzach (2009) also analyze that supervisor support is one of the key aspects that help the organization to build its relations with its workforce and build trust between them that boost their performance.

Furthermore, compensation and reward also revealed a significant relationship with the teacher's performance. Teachers are concerned about the support they get from school in both monetary and non-monetary form. They feel the need for recognition among their colleagues and are more concerned about the positive feedback from the school management.

Table 3. Hypothesis Assessment Summary.

Hypothesis	Significant	t-Statistics	Conclusion
H1: There is a positive insignificant impact of training and development on the teacher's performance.	0.145	1.465	Not Supported
H2: There is a positive significant impact of school management support on the teacher's performance.	0.023	2.295	Supported
H3: There is a positive significant impact of compensation and rewards for teacher's performance.	0.000	3.552	Supported
H4: There is a positive insignificant impact of workload on the teacher's performance.	0.573	0.564	Not Supported
H5: There is a positive insignificant impact of organizational identification of the teacher's performance.	0.622	0.494	Not Supported

Additionally, compensation is an important aspect that boosts the performance of the employees. This also conveys a clear message to the teachers that organization consider them a key aspect and therefore they consider our salary while ACR (annual confidential report) or annual appraisal (Hameed, Ramzan & Zubair 2014). Increase in salary or compensation boosts their morale and vice versa if it decreases. Therefore, most of the teachers get dissatisfied very earlier when their compensational needs are not fulfilled. Teachers also need recognition such as the best teacher of the year, teacher of the faculty, in charge of the house, *etc.* These slogans lift their morale hence result in better productivity.

The result shows the positive insignificant impact of training and development on a teacher's performance. Teachers remain busy almost all the time in their routine assignments such as teaching, checking copies, making worksheets, making result, recording the progress of each pupil. They usually get the pieces of training

either on-off timings or on holidays. This decreases their retention power as well as makes them less motivated to learn from the pieces of training. On the other side, when they understand the pieces of training well, they are compelled not to execute those practices learned from the training programs. They are not authorized sometimes to modify the syllabus or in the course outline. When they do not use the practices learned from the Training Programs they start forgetting the learning. The learning stuff always remains in memory if it is used continuously. Here, the teachers again stop improving teaching skills and so their students remain in the same functions as they were. So the process needs to be changed to make the training longer impactful (Chaudhuri & Bhattacharya, 2000).

The teachers sometimes also get the impromptu training that may make them poor and ineffective, which they don't use it in their classes or during teaching. It may be a cause of lack of interest or low level of motivation. This kind of teachers keep connected with the different training programs, but don't follow the trainer. The result shows the positive insignificant relationship of workload on the teacher's performance. There are some of the aspects that are needed to be considered for it. One of the reasons is that, in private institutions, every teacher must follow the instructions of the supervisor in any case. They cannot complain over any kind of stress or workload. It is rather different from public institutions as they rather have more rights than the private employees have.

Another reason is that the workload does not have such a different effect on task-based works. In teaching, teachers usually have a task-based assignment where they are compelled to do them on time. For example, the legitimate time for exams paper checking for a class is 48 hours. In these cases, employees are also judged when they either do late work or do not submit tasks on time due to any reason. Different reasons have been described above regarding a longer impact of training for teachers one of them is the workload. Additionally, workload usually has an insignificant impact on performance when employees are a judge on task-based work (Burggen, 2015). In these scenarios, they only focus to complete their jobs rather on time.

The result shows the positive insignificant relationship of organizational identification in employee performance (Table 3). The employee performance depends on the organizational identification where the organization and employees share the same values, aims, and goals to reach their destination. But usually, this oneness is shown when the belief and a goal of the organization and employees are the same. Private institutions such as schools, teachers do not consider it while working as their only objective here is to earn better to meet their needs. According to Kumar and Jauhari (2016), the employees are very much aware of their needs and therefore they do not show loyalty unless the organization shows commitment towards influencing them in a positive way.

6. CONCLUSION

The purpose of this study is to find out the impact and effect of different factors on a school teacher's performance (employee performance). Additionally, the factors included training and development, school management support, compensation and rewards, workload and stress, organizational identification and the teacher's performance (employee performance). A sample of two hundred and twenty-four was gathered from secondary school teachers. Exploratory factor analysis and multiple regression tests were run on the data to interpret the results.

7. RECOMMENDATIONS

Regardless of the limitation of the study, the result and finding of the study suggest certain suggestions for school administration as well as another human resource department. Additionally, it also presents recommendations for other businesses to their employees' performances improved. Administration as well as

supervisors (such as facilitators, coordinators, vice-principal, and principle) must provide all necessary support to their teachers to achieve their best output in the shape of students' progress in both studies and their future development. Management also needs to consider that their job is tough as they are dealing with a fragile commodity of the society. Their confidence will boost up their morale.

Similarly, school management must consider that teacher might fall short due to some lacuna and shortcomings, therefore management must back them and assist them. In these circumstances, weekly workshops and short, soft skill programs can be provided which give teachers an idea that the organization is supporting them and trying to help them in their cause.

Additionally, school management must play the part in having better interactions with teachers. Sometimes, some rigid administrators give them an idea that teachers must not be easily communicated with the administration or management (such as directors, principal and vice-principals). These attributes widen the gap between administration and teachers that hinders the overall performance. There must be a healthy communication between both sides which allow the teachers to share their legitimate grievances with the administration. This can easily improve the relations between them.

Compensations should be up to the mark and their policies must be revisited times after times to get the best potential out of teachers (Feng, Wang & Saini, 2015). Teachers should be appreciated and rewarded by the administration yearly and also on the better results by in their subjects. Likewise, management should show the comments or points of ACR (annual confidential report) or appraisal report and have healthy feedback with teachers to make them understand about his lacking and shortcomings which can be easily sorted out once they are revealed.

Significantly, the organization should encourage the employees to get more involved in overall school performance by awarding them medals or monetary rewards of the different success of the school. These rewards are rather immaterial, however it boosts the performance of teachers and sets benchmark for others to follow them.

7.1. Areas for Future Research

This study is based on correlation analysis; future research may contain cause and effect analysis between the variables.

The study contains only one equation; hence 'school management support' (organizational management support) can be used as a mediator in order to assess the different kinds of effect on the teacher's performance. The sample size of this study was small; in like manner sample size can be increased to have better and effective results. This will provide a vivid and clear picture of the overall population and will be more effective in explaining the results.

The study represents the sample taken from private secondary schools of Karachi. The future studies can take a sample from the population of different cities as well as from the public sector.

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