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Effect of work climate on teacher's job performance



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Abstract

The main purpose of this study was to check the relationship between work climate and teachers' performance in education institutions of Nowshera Pakistan. The dimensions of work climate are autonomy, support, trust, fairness, recognition and cohesiveness. Work climate is considered as independent variable where dependent variable is teachers' performance. The five points Likert scale questionnaire was used to collect data from public and private teachers of Nowshera. The data was analyzed by using SPSS by using statistical tools such as reliability, correlation and regression. The results indicate that there is significant positive relationship between work climate and teachers' performance. It is suggested that education institute management should focus on giving better work climate to increase teachers' performance in their organization. As research was only conducted in education institutes of Nowshera it cannot be generalized in all sectors of the country. Variables and sample size should be increased in future to get better results.

Key words: Work Climate, Autonomy, Support, Trust, Fairness, Recognition, Cohesiveness and Teachers' Performance.

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1 Introduction

1.1 Background:

In this modern era education is basic need of every human and very important for having a good live because it helps people how to think, how to behave and how to feel in a way that contributes to their success. Further it also plays role in building community, culture, society as well as paly in important role in success of a nation. Education also plays a key role in developing political, social and economic development of the country. Education is a process through which an individual behavior and abilities are developed. Education also shape an individual or society in a way through which future goals can be achieved (Suryati, Harapan et al. 2020). Goals of education can be recognized in the values of its people. The development of education sector is very important for the development of nation because school as an educational institute are expected for the formation of competent human resource (Rivai, Gani et al. 2019).

Teachers are very important part and dynamic of education, and its purpose is to teach knowledge, skills and attitude to students. Teachers are considered backbone of education system and success and failure of education highly depends upon teachers' performance. The progress and product of education is directly related with teacher performance. Therefor performance of teachers is very important in success of education (Khan 2021). Teachers are leaders in education and quality of their leadership can be measure in classroom that how good they have completed their job and responsibilities. And quality of an education will always depend upon teachers' performance. Performance is how well organization goals are achieved in given time and teachers performance can be defined as the duties performed by the teachers in the given period. Teachers are given task of with planning of learning task and then assess its outcomes, and they should guide people. To carry out these tasks they should have abilities and skills so they should perform well and achieve their goals accordingly. So the performance of teachers are very necessary in order to become professional in their jobs (Suryati, Harapan et al. 2020).

As performance of employee can be increase by many factors. These factors also include work climate (Suryati, Harapan et al. 2020). Work climate refers to an individual's view of their attitude toward their workplace. (James et al., 2008). According to Sheri Cyprus (2014). Workplace climate is an aspect of organizational environment that influences how effectively organizational goals are attained through efficiency and a productive atmosphere. An organization's employees will be more motivated and at ease in their work environment, which will help them be more productive. However, if the working environment is uncomfortable, employees may be fatal, and as a result, performance will suffer.

From the above discussion work climate is condition or atmosphere of working. A good working climate will be created if people have good relationship between them. And such climate is very important to someone performance (Suryati, Harapan et al. 2020).

According to researchers there are different dimension of work climate which influence employee performance. (Madhukar and Sharma 2017) Autonomy, trust, cohesiveness, support, , recognition, and fairness are dimensions of work climate that were identified by (DeCotiis and Summers 1987). Through these dimensions performance on teachers can be increase because if they are given autonomy at their job that they can decide how to complete a given task , and they have trust on their management that they will support us in every thick and thin situation , and they will treat us fierily on the basis of over performance and will not

do any type of discrimination , they will recognized us when we do over best and are work as one so their perception about their work environment will become good and they will perform their job more effectively and efficiently (Rivai, Gani et al. 2019)

1.2 Context:

As education is consider pillars and base of every country. But unfortunately, Pakistan is still lacking in making progress as compared to rest of the world due to weak education system in the country. We can also see from literacy rates of different countries how much education is lacking in Pakistan from even from over neighbors countries, literacy rate of Pakistan is 62.3 (Ghoto, Talpur et al. 2021). Where in Malaysia literacy rate is 94(Tee 2022), Japan is 99(Tsujimoto and Yamasaki 2017) and even Sri Lanka has also 91(Aturupane and Little 2019) literacy rates. As from these figures we know how much Pakistan is lacking in education sector. Education sector in Pakistan cannot make progress due to different reasons like politicians, corruption, regime change, nepotism, poor work climate and many more (Bukhari, Cheema et al. 2022). Due to these reasons Pakistan is still struggling in literacy rate as compared to rest of the world even after 75 years of independence. As dynamics of education is related with teacher performance. As we know teaching is professional activity. New techniques and methods are introduced around the globe. Teachers also need to gain new knowledge and practices continuously to be professional and solve problems professionally. In Pakistan teachers' performance is below satisfaction due to different reasons like poor HR policies, not providing training and not providing productive and good work climate (Khan 2021). For continuous improvement of teacher's performance good work climate is also important because performance of teachers can be increase by many factors. These factors also include work climate (Suryati, Harapan et al. 2020).

1.3 GAP:

Education plays an important role in the development of a society, that is why it has been the major focus of all developed and many developing countries. Unfortunately, the literacy rate in Pakistan is low compared to other countries in Europe and even in Middle East such as Bangladesh, India, and China. To address the problem, previously many studies have been conducting. But those studies still lack many factors that can potentially influence the betterment of education system in Pakistan. A prior study investigate factors that affect the teacher performance i.e. tenure, teacher certification and work motivation and author recommend to study work climate (Phytanza and Burhaein 2020). Another study investigate 2 dimensions of work climate in which one was positive and one negative (Suryati, Harapan et al. 2020). this study takes different dimensions of work climate which was investigated by (Madhukar and Sharma 2017). Through extensive literature review we have developed the understanding that previous study are limited to investigate these dimensions of work climate in teacher performance in education specifically in the context of Pakistan.

1.4 Research questions:

- How does work climate affect teacher performance of Nowshera?

1.5 Research objectives:

- To understand and measure effect of work climate on teachers' performance of Nowshera

1.6 Problem statement:

Education is the backbone of every developed country and is the guarantee of proper society in every region around the globe. Education is remain highly neglected in our nation. And success of education is related with teachers' performance. Poor teachers performance is due to different reasons like untrained teachers, unfavorable work climate and job stress (Muhammad and Ahmed 2015). Poor teachers' performance is not threat to education organization but also to all nation. If teachers are not satisfied with work climate in which they are working they will not teach well to students and future of every nation depends upon them (Danish, Draz et al. 2015). To increase teachers' performance different studies, investigate different factors to assist the betterment in teachers' performance. This study evaluate factor such as work climate to see its impact on teachers' performance in Nowshera.

1.7 Significance:

1.7.1 Theoretical implications:

This study will prove highly effective for research students, as it will increase their knowledge regarding how work climate (autonomy, trust, support, fairness, recognition and cohesiveness) effects teachers' performance in Pakistan. Similarly, present research will provide necessary assistance to the human resource management students in better understanding of the relationship between work climate and teachers performance. Furthermore, present study will contribute to human resource management field both in theory and operation.

1.7.2 Practical implementations:

This study is significant for education institution of Pakistan that are keenly focused on increasing teachers job performance by improving work climate. Findings of this study will clarify the relationship between work climate and teachers' performance, as it provides logical evidence for educational institution regarding literature topic. Finally, management of educational institution in Pakistan will be benefitted from it, as their understanding about the role of work climate and teachers job performance.

1.8 Limitation:

The research is quantitative in nature with sample taken from a specific segment of teachers from private and public sector of District Nowshera.

2 Literature Review

2.1 Theory:

Human relation theory was developed by Elton Mayo, “which states that almost any change to the experimental conditions led to increase in productivity”. These experiments gave rise to the theory that employees are more motivated by personal attention and being part of group than they are by money or even working conditions.

2.2 Work climate:

The perception of someone in which what they think and feel about how their workplace environment is in the organization is called work climate (James et al., 2008). It can also be described as what an individual think of its organization units, activities, strategies, system, rewards and many more (Obeng, Quansah et al. 2020). According to Sheri Cyprus (2014) Workplace climate refers to the organizational environment offered by the company and has an impact on how effectively employees reach company goals by creating a conducive setting for productivity. An organization's employees will be more motivated and at ease in the workplace, which will help them be more productive and efficient. But if working climate is inconvenient and bad in employee perception in an organization then employees can be fatal and in result performance will be decline and they will be demotivated and will affect them badly. In organizations, the fundamental idea of organizational climate was first articulated in the late 1960s. Climate and culture are both significant characteristics in organizational workplace settings, according to the research findings.

The organizational climate defined as “relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of values of a particular set of characteristics of the organization”. Organizational work climates provide information about how employees perceive and explain the workplace. (James and James, 1989, 1990; James and Jones, 1974). Work climate is the shared perception of employee and meaning of organization values, policies, procedure, their experience and the behavior they observe when they are rewarded, supported and expected (Schneider, Ehrhart et al. 2013). Employees' perceptions of what matters in a business and the anticipated behavior from them are shared through the work environment, as evidenced by their experiences. (Schneider and Bowen 1995). Work climate is consider individual attribute rather than organization attribute and it is phycological meaningful to the individual (Yoon, Beatty et al. 2001). The creation of a positive work environment is crucial because it affects how employees view the organization as a whole and serves as a benchmark for how they will behave as future employees (Suryati, Harapan et al. 2020). In other words, workplace practices and processes—which include subjective sense-making and can be formal or informal in nature—are genuinely related to corporate climate.

In the organization, the work environment has a significant impact on individual decision-making. (Victor and Cullen 1988). Additionally, workplace environments affect people's cognitive and emotional well-being. (e.g. values) (Carr et al. (2003). work climate is very important because it is the perception and valuation of the employee that what they think of the environment of the organization (Yoon, Beatty et al. 2001). The focus of organizations toward organization climate shifted in 1990's and they realize how organization climate is effective and necessary (Schneider, Ehrhart et al. 2013).

There are different dimensions suggested by different researchers (Madhukar and Sharma 2017) Autonomy, trust, cohesiveness, support, recognition, and fairness are the dimensions of work climate that were identified by (DeCotiis and Summers 1987)

2.3 Autonomy:

The word autonomy is derived from Greek work "autonomia" which means self-rule which practiced as individual or entity is dependent on them self to take decision to carry out duties and task (Khoshnaw and Alavi 2020). In human resource management job autonomy is part of job design. In business context autonomy is defined real freedom, independence, and choice. In organization there are different elements of autonomy like method of work, schedule of work, pace of work procedure how to do work, place of work, work evaluation, time of work (Khoshnaw and Alavi 2020)

Autonomy gives an individual power to decide how to complete a task, what should I used the method and what should be my pace (Spector 1986). It can be also defined as the degree to which employees have been given freedom or independence to do their work how to do it and when to do it" (Dodd and Ganster 1996). According to Parker, Axtell and Turner (2001) autonomy is when employees have been given power to make important decisions at their workplace. In job where employees have autonomy makes good use of opportunities while which are controlled are not (Oldham & Cummings, 1996). The employees who have been given autonomy are more creative and effective in their job s (Tierney & Farmer, 2002). In teachers perspective autonomy is described as how much teachers has authority and control over work environment and themselves (Johari, Tan et al. 2018).

According to Alarcon (2011) when employees have autonomy at their workplace it reduces stress and pressure in completing a task in given time. It also shows meaningful variation to employees (Sonnentag and Bledow 2012). The employees who have more autonomy are more creative as compared to them who have less autonomy because having autonomy make employee to feel free from external control (Deci, Connell & Ryan, 1989). Who have autonomy at their work are alternative thinking (Tierney & Farmer, 2002). Employees having high autonomy are more likely to be motivated and self-confident (Saavedra & Kwun, 2000).

2.4 Trust:

The term trust is generally known as willingly when someone make him or herself vulnerable when you rely on others.(Niedlich, Kallfaß et al. 2021)There is various definition of trust (Lewis & Weigert, 1985; Mayer, Davis & Schoorman, 1995; McAllister, 1995; Rousseau, Sitkin, Burt & Camerer, 1998). Trust is to which degree a person is confident and ready to work on action and words of another (McAllister, 1995, p.

25). Trust is judgment of one person on another that he will be honest and will not take advantage of other (Bradach & Eccles, 1989; Cummings & Bromily, 1996). Trust is the attitude of employees which has common values and aims. Trust is built by interaction with each other which is known as emotional social skill (Khoshnaw and Alavi 2020). Trust is core competent of leadership and is very important to healthy and good work environment (Handford and Leithwood 2013). Trust of subordinate on their leaders is built by the behavior of their leaders and trust is important part of work environment. If there is trust in organization then organization environment is very productive and whole organization work together to achieve goals (Setyaningrum, Setiawan et al. 2020). If a subordinate has trust in their supervisor, it will decrease uncertainty and will increase job performance and job commitment (e.g., Dirks & Ferrin, 2002). If a subordinate has trust in its supervisor, it will increase self-confidence of the particular employee (Li & Tan, 2013). Trust is very important to relationship of organization and their stakeholder. (Rawlins 2008)

Trust works as a lubricant with interaction with each other in organization. If there is no trust in education organization then there will be conflict and as well as lack of progress to achieve goals (Handford and Leithwood 2013). Recent studies have also investigated that trust of teachers in their management is very important for improvement in education system. When teachers have trust in their organization it results to improve their work which results in better academic performance. (Niedlich, Kallfaß et al. 2021). Both educational institution and education management depends on trust to have a better outcome in education performance. (Niedlich, Kallfaß et al. 2021).

2.5 Support:

It's a perception of employees about their organization that how much that organization care about their employees and value their contribution towards organization and how much they fulfill their socio-emotional needs as a result organization support leads to motivate employee and have extra role performance. (Eisenberger 1986). According to Blau (1964) they are more motivated to work hard towards organization goals. Organization support increases employee satisfaction when employee feels that he has been cared and been respected it will increase job performance, satisfaction and will reduce job turnover (Lin and Lin 2011). Employees who have experience support from their organization their behavior and attitude turn in a way that is beneficial to the success of the organization (Eisenberger et al., 1986)

According to social exchange theory employees organizational support is described employees who think that their organization is more supportive towards them they will be more effective in performing their duties as they are emotionally connected with organization and the organization also has a competitive advantage over those organization which employees does not think that organization support them (Alvi, Abbasi et al. 2014). Studies also investigated that organization which show support towards employees have low turnover rate and employee are more committed towards organization (Hussain and Asif 2012).

2.6 Fairness:

Organization fairness or justice has become an important topic in organizations (Cho & Sai, 2012; Hassan, 2013a; Rubin & Chiqués, 2015; Rubin & Weinberg, 2016). Fairness is associated with accepting decision with greater satisfaction, greater job satisfaction, greater commitment towards organization and work, high job performance, and less turnover rate. Some researchers also say that fairness is a value itself for employees, so as a result people respond more positively when treated fairly (Van Knippenberg, De Cremer et al. 2007).

Much attention is given to fairness in treatment of employees by organizations in means of reward and treatment by management then positive work attitude is generated and increase motivation, job satisfaction and performance (Cho & Sai, 2012). Further it also motivates employees to show positive work behavior (Chen & Jin, 2014; Cho & Sai, 2012).

There are different types of fairness in organization like distributive fairness, procedural fairness, informational fairness and interpersonal fairness (Getnet, Jebena et al. 2014). Distributive fairness means accuracy of rating and concern over meeting, procedural fairness means setting the procedural of the work and performance expectations, informational fairness means rating decisions and providing feedback and interpersonal fairness means receptiveness and sensitivity of supervision (Getnet, Jebena et al. 2014).

2.7 Recognition:

Employee recognition is when someone in the organization is acknowledged for accomplish their task in effective way so that organization goals are achieved.(Andriotis 2018). Recognition is a sense given to an individual for being valued and important person for the organization.(Zeb, Rehman et al. 2014)

Recognition is occurred to praise employee for their good work and to keep them motivated and encourage others to perform good in workplace (Selina 2013). Whenever recognition is correctly use it has improved employee performance and keep them motivated to have high outcome (Danish and Usman 2010). Deeprose (2014) did mention that when there is good way of recognition in an organization according to their achievements it always keeps employees motivated and have efficient performance.

Recognition can be monetary or non-monetary reward given to an individual for performing well in the organization and accomplishing goals. While recognition can be done in different forms one of main way of recognition is through communication. Employee is recognized and acknowledged in organization by giving positive feedback, appreciated for his work and encouraged (Zeb, Rehman et al. 2014).s

2.8 Cohesiveness:

Cohesiveness is generally defined as the result of all forced acting on all members which keep them combine to work in group and keep them stick together. Early theories defined cohesiveness as team spirit, attraction between employees, sense of belonging later on the desire of an individual to stick in team was also added (Shin and Park 2009). Cohesiveness is defined when employee in organization is given tasks to perform it and for performing the given task and duties these employee stick together and perform it more effectively than an individual can perform (Harun and Mahmood 2012). It is also defined as when group members are in touched with each other's and produce effective communication is called cohesiveness (Lee, Gabelica, & Fiore, 2016; Shaw 1976) Cohesiveness is defined by Scarnati (2001, p. 5) It is a procedure that enables regular individuals to achieve positive outcomes. Every team has a common objective that can be accomplished when all of the members are on the same page (Harris & Harris 1996). Cohesiveness depends on the creation of mutual synergy among all employees, which fosters an atmosphere in which everyone can get involved and contribute to the achievement of a goal. (Luca & Tarricone, 2001). Because cohesiveness helps to bring the

best out of everyone at every level (Johnson & Johnson, 1995, 1999). Cohesiveness is defined as an important part and variable of group work and is linked with organization performance (Harun and Mahmood 2012).

Now a days many organizations believe in group work rather than giving individuals to perform different task they give these task and duties to groups to perform because they believe teams can perform these duties more effectively, can innovate new idea, more effective in problem solving and will increase cohesiveness between employees. More when employees work as team they become attached with each other, they share knowledge with each other and learn things from each other and when employees learn it means organization learns (van Woerkom and Sanders 2010).

2.9 Teacher performance:

Teacher is someone who gives or share positive, good, creative or constructive things, information and knowledge to humans who wants it in any part of their live (Suryati, Harapan et al. 2020). Teachers are very important part of education, and its purpose is to teach knowledge, skills and attitude to students (Joyce & Weil, 1972). Teachers are leaders in education and quality of their leadership can be measure in classroom that how good they have completed their job and responsibilities (Suharsaputra, 2013:166). And quality of an education will always depend upon teachers' performance (Mangkunegara 2005: 61). Performance come from the word perform which means to display, implement or show. It is also defined as the act of displaying or carryout an activity or task given to someone. We can also say performance is what is done and not done by employee. Performance is result of work of employee in quality or quantity when a duty or task is assigned to him (Suryati, Harapan et al. 2020). Performance is level of achievement which help in contribution towards organizations success ((Simanjuntak, 2005) and is keeping up plans while achieving goals (Cardy, 2004), it is also connected with financial and not financial outcomes of any type of organization (Christian et al., 2011). From various definition of performance we can be concluded that performance is level of success or result which is achieved by someone in their line of work and it is measured by certain people through certain ways like performance appraisal (Suryati, Harapan et al. 2020).

So in educational organizations teachers have a very key role in education process of students (Susanto, 2016) their performance is important to achieve educational organizations aims (Azizah 2016). There are various methods use to increase their performance (Rivers 2011). Huang & Jao (2011) suggested two types of training theoretical method and cognitive method. Theoretical method gives subjective knowledge where cognitive improve their skills (Khan & Baloch 2017).

2.10 Relationship between work climate and teachers' performance:

To have a better school climate all citizens of school organization should have formal responsibilities to others in carrying out their duties. In addition management and employees should have a friendly relationship with each other (Rivai, Gani et al. 2019). Organization climate has a direct effect on teachers' performance. When organization climate is good and an conflict is occurred they will solve it rather than avoiding it (Rivai, Gani et al. 2019). Principal or top-level management are leaders of the organization and should provide comfortable and safe environment to everyone in the organization. It is very important for teachers performance (Rivai, Gani et al. 2019). Work climate focused on the perception which can assessed, so it has direct effect on performance of teachers. Work climate is work environment, material and nonmaterial which can influence the behavior and performance of the teachers (Rivai, Gani et al. 2019).

Teachers performance is the behavior of the teacher which is willingness for their work in their field and performance need to be evaluated in hope for betterment of performance (Rivai, Gani et al. 2019). Work performance consist of results of achievements by someone. So as result performance and work performance is reflection of success and achievement by someone individual or in group. From the above discussion it can be assume that work performance is related with climate of the education institution. How much good work climate is provided that much performance will be better (Rivai, Gani et al. 2019). The social and environmental structure, organizational progress, and the promotion of individual abilities and performance results are all influenced by the climate, which is why it is so important. Where so many researchers created a shared understanding of this discourse, the environment is no longer one-dimensional. Providing on-the-job training, seminars, conferences, departmental meetings, and supervision can all help employees perform better. Administrative policy measures can be used to maintain the climate, and performance can be increased by allowing managed climates rather than closed climates. According to research, public sector companies perform better when their social environments support individuals and make them feel good about offering their citizens high-quality services. This climate is crucial for the development of employee performance (Khan, Qureshi et al. 2015). So study suggests there is significant relationship between work climate and teachers performance.

H1: There is significant effect of work climate on teachers performance.

2.11 Relationship between autonomy and teachers' performance:

In teachers' perspective autonomy is defined as the capacity in which an individual take control how to perform his work and duties of his teaching. When job autonomy is given to teachers then they feel responsible for the results and outcomes of their job, which result in to performing their job more effectively (Johari, Tan et al. 2018). Different studies have suggested that autonomy has a significant effect on the job performance it is because job autonomy leads to increase in confidence of employees while performing task (Johari, Tan et al. 2018). In the context of teachers, teachers should be given freedom to choose method of teaching, how to solve a problem and how to share knowledge with students as a result they will perform more effectively. So job autonomy has significant effect on teachers performance. (Johari, Tan et al. 2018).

2.12 Relationship between trust and teachers' performance:

In educational institutions informal relationship between citizens significantly influence performance of organization, it is very important that teachers and top management have trust on each other. Studies have shown that when teachers have trust on their organization it significantly affect their performance and academic success is also high (Akin 2015).

2.13 Relationship between support and teachers' performance:

When administration and leadership show support towards teacher then as result organization have low turnover rate and high performance. While another study shows that 40% of teachers left organization or low performance because of administration does not show support towards them. So as result when leaders and top management show support towards employees then it has significant effect their performance. (Tehseen and Hadi 2015).

2.14 Relationship between fairness and teacher's performance:

Studies have shown that when education institutions show fairness in their system like have equal pay for all employees, transparent performance evaluation method, all employees are treated equally then it has significant effect on teachers performance (Yamoah 2013).

2.15 Relationship between recognition and teachers' performance:

Previous study has shown that in organizations where employee recognized for their job which have, they have done in good way have increase their performance in positive way which show recognition has significant effect on employee performance (OMO-ODIAGBE, Aroge et al. 2020). As there are not much work done on recognition in educational institution this study will focus on how recognition effect on teacher's job performance.

2.16 Relationship between cohesiveness and teachers' performance:

Studies show that in education institutions where employee has cohesiveness between them, they are more effective in problem-solving and are more effective in performing their task and duties. Hence cohesiveness has significant effect on teachers performance (Utami, Matin et al. 2019).

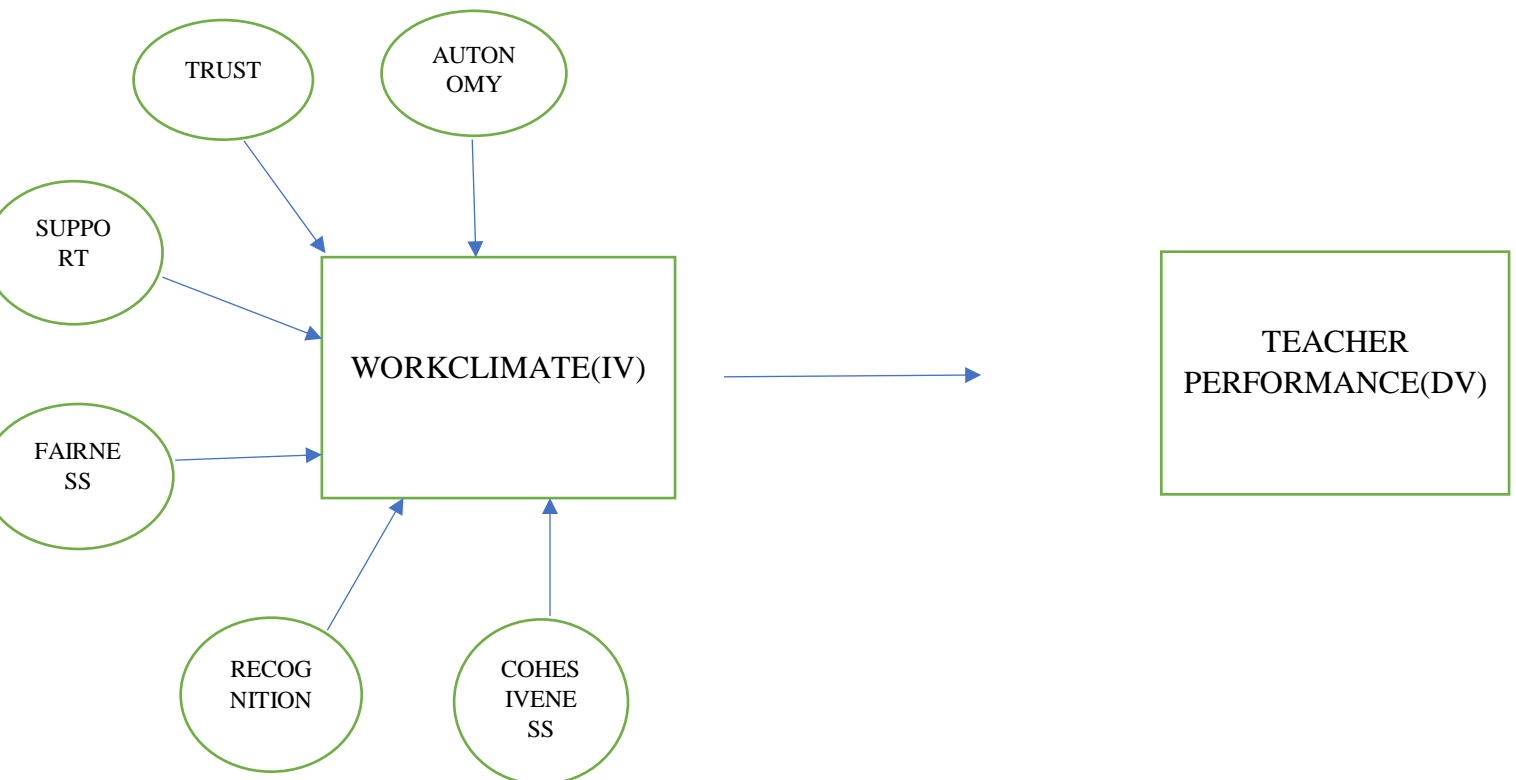
3 Research Methodology

This chapter is comprising different methodologies used for assessing the relationship between work climate and teachers job performance. The chapter not only focuses on research methodology used for data collection and analysis but also the approach, instruments, units, population, sample size, and the philosophy used to assess the relationship between work climate and teachers’ performance.

The research is quantitative in nature and ideal survey methods has been followed. The primary data will be collected through structured questionnaires with close-ended questions and alternative answers.

3.1 Framework:

Dimensions of WC:



Hypothesis:

H1: There is significant effect of work climate on teachers’ performance

3.2 Research method:

According to Mackey and Gass (2015), research design is a blueprint used to collect, measure, and analyze data to extract a conclusion. Different types of methodologies can be used when conducting a research study such as qualitative, quantitative, and mixed. The term "qualitative methodology" refers to a form of methodology that evaluates the emotions and sentiments of the subjects. (Makmur) "Quantitative methodology" is an approach which is used to measure the indicator of variables so that an overview and conclusion could be obtained from the research problem. However, mixed methodology is described as a sort of technique that looks at statistical disparities between variables as well as the subject's feelings (Kumar, 2019).

This study will be conducted quantitatively. Quantitative research variables in consisted of work climate (x) and its effect on teachers' performance (y). Then all the data obtained is processed and processed with a quantitative analysis.

3.2.1 Table 1 operationalization of variables

Variables		No. of Items	Items
Autonomy	Independent Variable Dimensions	4	The job allows me to decide on my own how to go about doing my work The job allows me to plan how I do my work The job allows me to make my own decisions about how to schedule my work The job allows me to decide on the order in which things are done on the job
Trust		4	The person to whom I report will share data and facts The person to whom I report is fair in judging performance I have a good understanding of the person to whom I report The person to whom I report is trustworthy
Support		4	It really cares about my well-being Values my contribution to its well-being It would help me if I needed a special favor It takes pride in my accomplishments

Fairness		4	<p>I'm fairly rewarded for the work that I have done well</p> <p>I'm fairly rewarded in view of the amount of experience I have</p> <p>I'm fairly rewarded considering the responsibilities that I have</p> <p>I'm fairly rewarded for the stresses and strains of my job</p>
Recognition		3	<p>There is a well-developed performance recognition tool kit for employees</p> <p>There is a well-established system of service awards</p> <p>There is an enhanced system of financial bonuses</p>
Cohesiveness		4	<p>I feel that I am a part of the team</p> <p>My team works together better than most teams on which I have worked</p> <p>My teammates and I help each other better than most other teams on which I have worked</p> <p>My teammates and I get along better than most other teams on which I have worked</p>
Work climate		4	<p>My workplace is pleasant</p> <p>My work hours fit my needs</p> <p>I have the means necessary for doing my work</p> <p>The goals of my work are clearly defined</p> <p>The superiors are approachable</p>
Teachers' performance	Dependent variable	4	<p>My performance is better than that of my colleagues with similar qualifications</p> <p>I am satisfied with my performance because it is mostly good.</p> <p>My performance is better than that of teachers with similar qualifications in other schools</p> <p>The performance of my school is better than that of other school</p>

3.3 Type of Study

The current study is a correlational examination as it examines the relationship between work climate, and teachers' performance.

3.4 Research Interference

The researcher's role is mandatory. Data for the present study is gathered by the researcher using distributed questionnaires. Calculations using statistical tests are done to establish the relationship between the study's variables. In the conclusion section of the study, the researcher formulates conclusions and draw suggestions.

3.5 Research Philosophy

In positivism, "factual" knowledge gathered from observations gives the sense of being reliable. As a result, positivism is implemented in this study as the research philosophy.

3.6 Research Approach

A quantitative approach and a supportive perspective are used to maintain objectivity. The deductive approach used in the current study starts with the creation of hypotheses based on the literature. After that, employing research methods, established hypotheses are tested (Flick, 2015). Information is collected using existing literature to verify the concepts. The elements of this approach include generation of hypothesis, hypothesis formulation, data collecting, and data analysis.

3.7 Research Strategy

It is challenging to ignore the importance of a research strategy for carrying out a fruitful research investigation. A research strategy gives the researcher the necessary direction. To collect data from respondents for the current study, a survey methodology is used, which includes the use of a modified structured questionnaire. The goal of this study is to gather information on a literary subject and then analyze it to get a conclusion.

3.8 Unit of Analysis

The unit of analysis of the study are teachers from district Nowshera who are teaching in private or public education institution.

3.9 Population:

Population indicates the audience that a researcher identifies to study (Kumar, 2019). The population in this study includes education teachers of public/private schools located in Nowshera. Data collection from every individual in the population is almost unattainable. As a result, a sample is chosen to represent the total population. The total population of teachers in Nowshera was 250. Different tools such the Sample Size Calculator and g power were used to determine a reliable sample that accurately represents the population. The sample size was taken of 156 respondents.

3.10 Sampling technique:

Non-Probability Convenience sampling was used to ensure the randomness while collecting the data from large sample size. The questionnaires were developed through google forms and circulated on internet.

3.11 Sampling size:

The sample size is of 156 respondents from teachers of Nowshera. They were both from public and private sector. Teachers from private sector was 98 where from public sector was 58. The questionnaire was share with them through google form.

3.12 Scale used for measurement: (Likert scale)

- 1= strongly disagree
- 2= disagree
- 3= neutral
- 4= agree
- 5= strongly agree

3.13 Questionnaire:

The questionnaire for measurement of autonomy was adapted from (Dysvik and Kuvaas 2011) . The questionnaire used for measurement of trust was adapted from (Bews 2012). The questionnaire used for measurement of support was adapted from (Valentine, Greller et al. 2006). The questionnaire for fairness was adapted from (Greenberg 1986). The questionnaire for recognition was adapted from (Kariuki and Kiiru 2021). The questionnaire for cohesiveness was adapted from (Jarvenpaa, Shaw et al. 2004). The questionnaire for work climate was adapted from (Peña-Suárez, Muñiz et al. 2013). The questionnaire for teacher performance was adapted from (Brayfield and Crockett 1955).

3.14 Data Collection Procedure

156 respondents accessed the questionnaire for data collection which was adapted from previous research studies. The questionnaire was developed through Google Forms and was shared through the social media sites such as WhatsApp, Facebook, Instagram, Twitter, and through emails. The questionnaire was kept simple and separated into different subsections to help respondents have better understanding and provide reliable responses. Furthermore, to avoid any ambiguity or vagueness, the questionnaire contains simple and clear instructions for the respondents.

3.15 Data analysis:

The data will be analyzed on SPSS to test the authenticity of the hypotheses. Data analysis follows data collecting, and it involves running statistical tests on the data collected from the survey (reliability, correlation, and regression analysis). The link between work climate (an independent variable) and teachers' performance (dependent variable) was studied using SPSS software to authenticate the hypotheses. The statistical analyses (reliability, correlation, and regression) demonstrate the relationship between the study's variables.

4 Data Analysis and Findings

4.1 Introduction:

Adapted structured questionnaire was distributed and the data was collected from 156 respondents (teachers of Nowshera district) in the survey. Data analysis is done, based on the data collected through the survey, with the help of SPSS Data Analysis Software by using different statistical tests like reliability analysis, correlation, and regression.

4.2 Descriptive Frequencies

Different demographic categories are made within the questionnaire for data distribution which helps in data interpretation. In the questionnaire, the demographic section was divided into three sub-sections including gender, age, and job type (public or private). Demographic data collected from the respondents through questionnaire is listed as follows:

Demographics		Frequencies	Percentages	Cumulative Percentage
Gender	Male	85	54.5	54.5
	Female	68	43.6	98.1
	Prefer not to say	3	1.9	100
Age	25-35	79	50.6	50.6
	36-45	43	27.6	78.2
	46-55	33	21.2	99.4
	56-65	1	.6	100
Job type	Private sector	98	61.5	61.5
	Public sector	58	38.5	100

The descriptive frequencies suggest that based on gender, 85 out of 156 respondents (54.5 percent) are males and 68 out of 156 respondents (43.6 percent) are females and 3 out of 156 (1.9 percent) people prefer not to say about gender. Based on age, 79 out of 156 respondents (50.6 percent) falls between the age group of 25-35 years. 43 out of 156 respondents (27.6 percent) falls between the age group of 36-45 years. 33 out of 156 respondents (21.2 percent) falls between the age group of 46-55 years. 1 out of 156 respondents (.6 percent) falls between the age group of 56-65 years. Based on frequency of job type 98 out of 156 respondents (61.5 percent) work in private sector. 58 out of 156 respondents (38.5 percent) work in public sector.

The analysis of the descriptive frequencies indicates that majority of the respondents were males with 54.5 percent with female respondents respectively 43.6 percent. Similarly, majority of the respondents were at the age of 25-35 years followed by the respondents of age group of 36-45 years. Survey has also included majority respondents were working in private education institution.

4.3 Reliability Analysis

One of the most crucial analyses is reliability analysis, which establishes the dependability of the questionnaire that was used to collect the data. The Cronbach's Alpha Test is another name for the reliability analysis. Deviations in intervals determine a questionnaire's level of dependability. Higher levels of questionnaire reliability are associated with lower variances. Additionally, a questionnaire's dependability, relevance, and consistency may also be utilized to assess its reliability. The findings of the reliability analysis are mentioned below:

Reliability Statistics

Variable	Cronbach's Alpha	N of Items
W-C	.935	27
T-P	.853	4
Total	.894	31

A reliability coefficient that is close to 1 or at least more than 0.6 indicates that the questionnaire or the questions contained within are highly reliable. (Molloy, Genot et al. 2001) discussed that Alpha Cronbach's value of 0.6 or higher is regarded as highly reliable and acceptable index. W-C and T-P have reliabilities of 0.935 and 0.853 respectively. Cronbach's Alpha values (0.935 AND 0.853) are above 0.6 and near to 1 based on the reliability analysis discussed previously, indicating that the questionnaire and the data gathered from that questionnaire are highly reliable. The overall Cronbach's Alpha value is 0.894, indicated by the reliability analysis, which is highly reasonable and shows that the questionnaire and the data collected through that questionnaire is very consistent and reliable.

4.4 Correlation Analysis

correlation is the process of determining the relationship between two or more variables. When there is a significant association between two or more variables, the correlation is said to be high. When there is little correlation, however, between two or more variables, it is said to exist. The term "moderate correlation" refers to the degree of linkage between two or more variables. The correlation coefficients' range is from -1 to +1. To analyze the correlation between the study's variables, Pearson r is used in the analysis shown below.

Correlation

		W-C	T-P
W-C	Pearson Correlation	1	.454**
	Sig. (1-tailed)		.000
	N	156	156
T-P	Pearson Correlation	.454**	1
	Sig. (1-tailed)	.000	
	N	156	156

The results shown in the analysis indicates that these is a reasonably significant relationship between (W-C) and (T-P) with a magnitude of 0.454 in a positive direction. Positive correlation between variables proves that Increasing the independent variable (W-C) inevitably increases the dependent variable (T-P) and vice versa, indicating that there is a positive (direct) relationship between work climate and teachers performance.

4.5 Regression Analysis

The relationship between independent and dependent variables, additionally the immensity of their relationship, is referred to as regression. the linear regression analysis and its findings are discussed below.

4.6 The impact of W-C dimensions on T-P

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.541a	.376	.370	.651.	1.814

a. Predictors: (Constant), WC

b. Dependent variable: TP

The dependent variable's change as caused by the predictive variable (W-C) is reflected in the R-square (T-p). R square merely represents the degree to which "W-C" may explain "T-P." The R Square value in the model indicated that W-C was responsible for 37.6% of the variation in T-P. The Durbin Watson value ought to fall between 0 and 4. The value of Durbin Watson is 1.814. On the other hand, adjusted R square reveals the validity of the theoretical model. The theoretical model used in this study is 37.6 percent fit, according to the corrected R square value of 37.6 percent.

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.555	1	16.55	39.155	.000b
	Residual	63.907	151	.423		
	Total	80.462	152			

a. Dependent Variable: ES

b. Predictors: (Constant), ESQ

The ANOVA table shows that the value of F is immensely greater than 4 and the significance value is less than 0.05 which indicates that the statistical significance of the theoretical model is recognized. With the reference of ANOVA, W-C have a significant impact on T-P.

4.7 Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.650	.345		4.781	.000
	WC	.597	.095	.454	6.254	.000

a. Dependent Variable: TP

The coefficient table above shows that W-C have positive impact on T-P. The model indicates that significance value of W-C is less than 0.05 which means that there is a positive relationship between them. E-S (b=0.597) is significant with coefficient being positive which indicates that higher electronic loyalty is related to higher electronic satisfaction.

4.8

Data Findings

Hypothesis	Statement	Accepted/Rejected
H1	W-C has a positive relation with T-P	Accepted

5 Discussion and conclusion

5.1 Discussion:

The research study has aimed to investigate the relationship between work climate and teachers' performance in Nowshera District of Pakistan. In this study work climate is considered as independent variable and its dimensions or indicators are autonomy, trust, support, fairness, recognition and cohesiveness. Teachers' performance is used as dependent variable. An adopted structured questionnaire is used to collect data from respondents (teachers of District Nowshera in Pakistan). A scale of significance level with a range permitted up to 5 percent is set in order to test the acceptance and rejection of the study's hypotheses. According to the defined scale of significance level, the study's (H1) hypotheses are either accepted or denied. Workplace climate and teacher performance are not significantly correlated at the 0.05 level. In light of this, H1 (which was created in accordance with theoretical framework) is acknowledged and proven relevant. Regression study therefore demonstrates that there is a substantial association between work climate (independent variable) and teachers' performance (dependent variable) in Nowshera District, Pakistan, accepting H1. The findings of (Suryati, Harapan et al. 2020) also theoretically support the findings of present study that work climate has significant effect on teachers performance. Furthermore findings of (Rivai, Gani et al. 2019) also support the findings of present study that there is significant effect of work climate on teachers performance.

5.2 Theoretical implications:

This study will prove highly effective for research students, as it will increase their knowledge regarding how work climate (autonomy, trust, support, fairness, recognition and cohesiveness) effects teachers' performance in Pakistan. Similarly, present research will provide necessary assistance to the human resource management students in better understanding of the relationship between work climate and teachers performance. Furthermore, present study will contribute to human resource management field both in theory and operation.

5.3 Practical implementations:

This study is significant for education institution of Pakistan that are keenly focused on increasing teachers job performance by improving work climate. Findings of this study will clarify the relationship between work climate and teachers' performance, as it provides logical evidence for educational institution regarding literature topic. Finally, management of educational institution in Pakistan will be benefitted from it, as their understanding about the role of work climate and teachers job performance.

5.4 Research limitation:

A restriction that a researcher encounters while conducting study is referred to as a "limitation." Just a few limitations, such as a brief time frame and a small sample size, are encountered by the researcher as he investigates how the work climate affects instructors' performance. The time frame that can be used for this investigation is very constrained because more time is needed to complete it than is available. If more time is available, a larger study that includes participants from several cities might be done. The researcher should have more time to gather information from people in different cities, though. Because of the limited time available for data collection, the researcher will benefit from a longer time frame in order to obtain data from members of the public who were not deemed respondents. Furthermore, 156 respondents is an inadequate sample size for data collection from instructors working in Pakistan's Nowshera area. The sample size might

be raised to 500 or more respondents in order to conduct comprehensive study with a wider representation of instructors in Pakistan. The questionnaire was made available online due to timing constraints.

5.5 Recommendation and further research:

As in this study, the respondents were all from Nowshera, data can be gathered from a huge sample size from various cities in Pakistan for future research and studies. Researchers can also investigate for a mediating effect of teachers' motivation on their performance. The performance of instructors is influenced by a variety of different factors, including work culture and training.

5.6 Conclusion:

The goal of this study, as mentioned in Chapter 1, is to determine the impact of the workplace climate on teachers' performance in Nowshera, Pakistan. An adaptive structured questionnaire is given to the 156 respondents (teachers teaching in the Nowshera District) in order to collect data and determine the effects of the variables in this study. The purpose of the study is to determine the relationship between work climate (autonomy, trust, support, fairness, recognition, and cohesiveness) and teachers' performance. Teachers' performance and the work climate were empirically evaluated to demonstrate their relationship, and a favourable correlation was observed. work climate and teacher performance have a positive correlation with a magnitude of 0.454, according to correlation analysis. Additionally, regression analysis has shown a substantial link between instructors' performance and the work climate (an independent variable) (dependent variable). The results of this study demonstrate that the work climate has a substantial impact on teachers' performance in Nowshera, Pakistan. Additionally, teachers' effectiveness could improve with a better work climate.

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APPENDIX

Research Questionnaire

Hi. I am a student of Bahria University, Islamabad. I am collecting information for my research thesis, for which I have designed a questionnaire and sharing it with you to gather information. This questionnaire has been designed for the sole purpose of collecting data regarding Effect of work climate on teachers performance. The data collected will be treated with very high degree confidentiality and it is meant for academic purpose only. You are kindly asked to fill out this questionnaire by circling appropriate answers.

Section A: General Information

Gender:

- Male
- Female
- Prefer not to say

Age:

- 25-35
- 36 – 45
- 46-55
- 56-65

Job type:

- Public
- Private

Section B

Keeping in view your experience, answer the following questions:

- 1= strongly disagree
- 2= disagree
- 3= neutral
- 4= agree
- 5= strongly agree

Autonomy:

The job allows me to decide on my own how to go about doing my work 1 2 3 4 5

The job allows me to plan how I do my work 1 2 3 4 5

The job allows me to make a lot of decisions on my own 1 2 3 4 5

The job allows me to decide on the order in which things are done on the job 1 2 3 4 5

Trust:

The person to whom I report will share data and facts 1 2 3 4 5

The person to whom I report is fair in judging performance 1 2 3 4 5

I have a good understanding of the person to whom I report 1 2 3 4 5

The person to whom I report is trustworthy 1 2 3 4 5

Support:

It really cares about my well-being 1 2 3 4 5

Values my contribution to its well-being 1 2 3 4 5

It would help me if I needed a special favor 1 2 3 4 5

It takes pride in my accomplishments 1 2 3 4 5

Fairness:

I'm fairly rewarded for the work that I have done well 1 2 3 4 5

I'm fairly rewarded in view of the amount of experience I have 1 2 3 4 5

I'm fairly rewarded considering the responsibilities that I have 1 2 3 4 5

I'm fairly rewarded for the stresses and strains of my job 1 2 3 4 5

Recognition:

There is a well-developed performance recognition tool kit for employees 1 2 3 4 5

There is a well-established system of service awards. 1 2 3 4 5

Verbal praise is highly used as a tool of acknowledging exemplary performance. 1 2 3 4 5

There is an enhanced system of financial bonuses 1 2 3 4 5

Cohesiveness:

I feel that I am a part of the team 1 2 3 4 5

My team works together better than most teams on which I have worked 1 2 3 4 5

My teammates and I help each other better than most other teams on which I have worked 1 2 3 4 5

My teammates and I get along better than most other teams on which I have worked 1 2 3 4 5

Work climate:

My workplace is pleasant 1 2 3 4 5

My work hours fit my needs 1 2 3 4 5

The goals of my work are clearly defined 1 2 3 4 5

The superiors are approachable 1 2 3 4 5

Teacher performance:

My performance is better than that of my colleagues with similar qualifications 1 2 3 4 5

I am satisfied with my performance because it is mostly good. 1 2 3 4 5

My performance is better than that of teachers with similar qualifications in other schools 1 2 3 4 5

The performance of my school is better than that of other school. 1 2 3 4 5

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