

Work Attitude, Practices and Environment as Drivers of Teachers Performance

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ABSTRACT

A range of studies exploring what made a teacher perform has looked mostly into details about salary compensation as extrinsic motivation to reflect performance and effectiveness. As such, several studies have been conducted regarding the work performance of teachers as a pivotal issue in education but considered different variables in dealing with what has caused its deterioration. Anchored on the Balance theory and support theory on social learning and self-efficacy, this study examines what best drives teaching performance. This study is focused on finding out the relationship between work attitude, practices, and environment as drivers of teachers' performance. The descriptive correlational research design was used to describe the levels of independent variables to teachers' performance. Furthermore, multiple regression was employed to test the predictive power of independent variables to its dependent variable. Findings revealed on the level of work attitude of elementary teachers and job satisfaction gained the highest mean and self-efficacy as the lowest mean. It can also be gleaned on the results on the level of practices that student's orientation got the highest mean and enhanced activities as the lowest. On the level of environment, classroom, and school-level indicators obtained the same mean. On determining

teachers' performance, it revealed that the effectiveness of teachers got the highest mean. The result implies that the three independent variables show a high correlation at a 0.01 level of significance. Analyses also showed that among all of the correlated variables, the work environment significantly predicts the teaching performance of the respondents. It further implicates that the teacher-respondents build professional learning communities, manifest the values that uphold the dignity of teaching, and apply updated knowledge to enrich teaching practices and pedagogy. The work environment influences most the teaching performance of the respondents. There is a direct association between work attitude and teachers' performance among elementary teachers. There is a direct association between work practices and teachers' performance among elementary teachers. Teachers must manage hard situations in class and take part in proposing initiatives in improving school.

Keywords — Social Science, work attitude, work practices, work environment, work performance, descriptive- correlational, multiple regression, elementary teachers, Philippines

INTRODUCTION

Recently, there has been a growing interest in the performance of teachers as one of the handfuls of factors in determining effectiveness and learning outcomes. Naik (1998) explains that teaching is a noble but demanding occupation. Mohanty (2000) states that performance is the most crucial input in the field of education.

Studies have investigated teacher performance globally. In foreign countries, Beijaard, Verloop, and Vermunt (2000) pointed out that teachers do not act only in the classroom where they instruct students. Still, it also includes paying attention to professional activities. This is how teachers' performed. In 2004, the Commission on Higher Education required Teacher Education Institutions to implement the New Teacher Education Curriculum. This implementation has increased the major courses and decreased general education units. Relative to this, CHED hopes that the teaching profession can then "keep pace with the demands of global competitiveness as they perform their functions" (Chua, 2012).

Few attempts have been made to associate variables as drivers of teacher performance. Thus, this study explores an important aspect of educational management. It started with the fundamental concept that the teacher's work

performance is deteriorating. This claim is supported by a study in Israel, which revealed many causes why they became poor performers in their workplace. Cited by Yariv (2011), teachers faced a current personal crisis that has impaired their performance. Banfield, Richmond & McCroskey (2006) stated that “poor-performing teachers not only provide the expected results, but their negative behavior may distract others from doing their work and reduces staff credibility.” Moreover, Yariv’s study found out that incompetent teachers are estimated to comprise about 5-10 percent of the teaching force.

It is believed that teachers are essential players in promoting quality education in schools; thus, teaching performance accounts for most of the too educational setting.

FRAMEWORK

This study is anchored on the theory of educational productivity of Fraser and Walberg (1981), which is one of the few empirically tested theories of school learning based on an extensive review and integration of 3000 studies.

Grainger, Barnes, and Scoffham (2004) stated Feldman’s (1985) variety of methods used in identifying 28 categories of learning influence and analyzed 179 handbook chapters and reviews 91 research syntheses focusing on the most significant influences on learning.

Additionally, this is theoretically motivated by Social Learning Theory emphasizing the importance of observing and modeling behaviors, attitudes, and emotional reactions of others (Bandura & Barab, 1973). Social learning theory focuses on learning in a social context. Thus, the theory is easily transferred to a classroom setting since students can learn a great deal by simply observing other students and teachers.

The principles underlying social learning theory include: learning through observation of others’ behaviors and the outcomes of those behaviors, learning can occur without a behavior change, learning involves cognition (similar to the internal working model), and the environment plays a role in reinforcing or diminishing the modeling of behaviors. From this perspective, students learn how to behave or not behave in the classroom based on observations of other students’ behaviors and corresponding teacher responses to these behaviors, and the teacher’s responses to the individual student’s behaviors. Social learning theory introduces other variables (e.g., peer behavior, teacher responses to peer behavior, and teacher-peer relationships) to consider when examining differences in student-teacher relationship quality (Bandura & Barab, 1973).

The internal working model and the principles from social learning theory provide complementary perspectives for understanding the dynamics of student-teacher relationships. The teachers bring particular relationship models and sets of social behaviors to the relationship. And the children's social behavior reflects not only their relationship model but also peer group influences and classroom reinforcement patterns. Behavioral patterns of both student and teacher are included in the present investigation, emphasizing the kinds of behavior that are likely to be aversive to student-teacher relationships: children's disruptive externalizing behavior problems and teachers' level of positive/negativity and sensitivity/insensitivity to student needs. In the subsequent sections, the rationale for focusing on these child and teacher factors is provided.

In addition, this study is also guided by Self Efficacy Theory. Bandura's self-efficacy theory originates from social cognitive theory (Bandura & Barab, 1973). The theory evolved when Bandura became aware that there was a missing element in social learning theory. According to Bandura and Barab (1973), self-efficacy beliefs are fundamental to human functioning. Artino (2006) posits that a person must possess the necessary knowledge and skills, and the motivation and perception, required for a successful exhibition of the required behavior under difficult circumstances. Bandura (1973) theorized that perceived self-efficacy makes a difference in how people think, feel, and behave. His theory states that people faced with constant rejection must possess high self-efficacy, or self-worth, to persist. His theory further states that self-efficacy is based on one's judgment of one's capacity to execute on a given responsibility (Skaalvik & Skaalvik, 2007).

Finally, this was also motivated by the Balance Theory. In balance theory, balance is defined as a stable cognitive state comfortable to the perceiver (Feldman, 1985). Teachers' attitude towards life has a relevant connection to their competence in school. Gonzalez (1986) argues that the motive that pushes people towards balance is achieving a harmonious, simple, coherent, and meaningful view of social relationships. They also maintain that imbalance systems give pressure towards attitude change. According to this theory, people experience discomfort and pressure if there is an imbalance in their attitudinal systems that will lead them to change their attitudinal systems to achieve a balance.

OBJECTIVES OF THE STUDY

The study determines the relationship of work attitude, practices, and environment as drivers of teacher performance. Specifically, the study seeks to examine the level of work attitude, work practices, work environment, and work

performance of teachers and which among the variables significantly predict teaching performance.

METHODOLOGY

Research Design

The descriptive correlational research design was used to describe the following results: work attitude among elementary teachers in terms of self-efficacy and job satisfaction; their level of work practices in terms of structuring, students' orientation and enhanced activities; their level of the work environment in terms of classroom-level environment and school-level environment; and, their level of teachers' performance in terms of teaching effectiveness. The correlational method was employed to determine the relationships of the associated variables in this study: level of work attitude and teachers' performance; the level of work practices and teachers' performance; and the level of the work environment and teachers' performance.

Respondents

The respondents of the study cover twenty-five (25) elementary schools having 226 teachers.

Instrumentation

To measure the school teachers' beliefs accounted for in this study, the researcher adopted the first Teaching and Learning International Survey (TALIS). This covers scales and interpretation on work attitude, work practices, and work environment.

Herein, school principals and teachers provided information about the professional development they have received, their teaching beliefs and practices, and workplace issues indicated in this study.

The indicators for the responses were measured with the use of the Five-Point Likert Scale. For the aspect of Teachers' Performance, an adopted questionnaire constructed and standardized by Sujata Mishra was utilized in the study. The questionnaire is a one-factor scale consisting of 35 items aiming to measure teachers' performance level. All items were also anchored in a five-point Likert-type scale ranging from 1 (Never) to 5 (Always).

The researcher underwent a pre-hoc analysis to determine the reliability of the study. Thirty (30) survey questionnaires were distributed to some teachers.

The result of the test, as s , indicates that the pre-hoc research instrument was interpreted as very high reliability, which exceeded the critical value of 0.75. It shows that the study is possible in the local setting.

A post-hoc analysis using Cronbach Alpha was employed to test the data gathered from the respondents of the study. The result of the post hoc test for the instrument's scales for reliability and consistency of each item had an overall Cronbach Alpha of .979, as shown in Table 3.5. The result of the test suggested that the research instrument exhibited very high reliability, which exceeded the critical value of 0.75.

Data Gathering Procedure

Before starting the data-gathering procedure, the researcher prepared a letter addressed to the Schools Division Superintendent, which was noted beforehand by the Dean of the Graduate School. The letter contained consent asking to conduct the study to the respective respondents.' After the letter was approved, it was then handed down to the school's district supervisor for consent and subsequently to the different school heads of elementary schools. The researcher administered the survey questionnaire to the respondents and retrieved it. Finally, the results were tabulated, interpreted, and finally was provided with conclusions and recommendations.

Ethical Considerations

All respondents were advised that their participation was voluntary. They were assured of their privacy and confidentiality. For the security of the respondents and their psychological and social well-being, it was explained to them the effect and significance of the study.

Statistical Treatment

In the analysis of data gathered in this study, work attitude in terms of self-efficacy and job satisfaction; their level of work practices in terms of structuring, students' orientation, and enhanced activities; to their level of the work environment in terms of classroom-level environment and school-level environment; and, their level of teachers' performance in terms of teaching effectiveness were presented and analyzed using frequency counts, percentages and weighted mean. Regression analysis was used to test the hypotheses of the study at a 5% level of significance.

RESULTS AND DISCUSSION

Level of Work Attitude of the Elementary School teachers

The first research subproblem is focused on finding out the level of work attitude among elementary teachers in terms of Self-efficacy and Job Satisfaction.

The interpretation of the scores for the level of Work Attitude in terms of Self-efficacy and Job Satisfaction indicates that the teachers in public elementary schools have a High Level of Work Attitude in terms of Self-efficacy with a rating of ($\mu = 4.2367$) and a High Level of Work Attitude in terms of Job Satisfaction with a mean rating of ($\mu = 4.4878$).

Aronson (1969) states that attitude has demonstrated a high positive relation between professional commitment and job satisfaction, but in terms of teaching competence and job satisfaction, it reveals positively low for most and some of its dimensions.

Level of Work Attitude in Terms of Self-efficacy

It shows that statement no.7 "*I can promote an environment of collegiality, trust, and respect*" obtained the highest mean of 4.4629 described as **High** while statement no. 3 "*I can get through to the most difficult school situations*" got the lowest mean rating of 4.0071 or **High**. The overall mean is 4.2367, qualitatively described as **High Level of Work Attitude in terms of Self-efficacy**.

The result implies that the teacher-respondents believe that they are capable of maintaining good relations with the people around them by keeping trust and respect. They value these virtues when dealing with people as they have them within themselves. On the other hand, they find it hard to surpass some challenges they encountered, along with the execution of their profession. There are some instances where they cannot easily resolve conflict situations they are facing in their work.

Education is the activity that aids new generations to obtain the necessary information, ability, attitude, and understanding and develop their character while preparing them for communal life. Meanwhile, teaching is the process in which the individual develops talents (obtained during the education phase) in proportion to their capacity. And the most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person working in educational institutes who enables students to reach the cognitive, sensory, and behavioral aims and gains within the range determined by the educational system (Salkovsky & Romi, 2015).

Ulug, Ozden, and Eryilmaz (2011) cited in their study that teachers' attitudes have vital roles in influencing society and creating a sound foundation for learners. Smith J.K & Smith L.G (2014) held the views on the location of schools, educational qualification, and years of teaching as contributors to teachers' professional attitude.

It further revealed that teachers who exhibit high self-awareness are emotionally and socially competent. Competence depicts sensitivity to culture and understanding different perspectives. Osher et al. (2008) affirm that self-efficacy strongly influences both the power of a person to face challenges competently and the choices he makes.

Level of Work Attitude in Terms of Job Satisfaction

It shows that statement no.7 "*I value my work*" obtained the highest mean of 4.8571 described as **High** while statement no. 3 "*I can achieve my short and long term goals in my work*" got the lowest mean rating of 4.2429 or **High**. The overall mean is 4.4878, qualitatively described as **High Level of Work Attitude in terms of Job Satisfaction.**

The result infers that the teacher-respondents acknowledge the worth of their work, in particular and of their profession, in general. They value what they have with their work. They recognize the worth it brings to them as teachers. However, they less believe that they are capable of achieving their short and long-term goals. The less value their potential to accomplish their aspirations. They less acknowledge their capacity to achieve what they plan for.

The findings are supported by the literature of Naik (1998), explaining how to maintain a high level of professional performance by assuming personal responsibility for performance, growth, and development.

Level of Work Practices of the Elementary School Teachers

It can be gleaned that the Work Practices among the public elementary school teachers in terms of Structuring is on **High Level** as shown by a rating of ($\mu = 4.2469$), their Work Practices as indicated by Students' Orientation is on **High Level** ($\mu = 4.4806$), and Work Practices as indicated by Enhanced Activities ($\mu = 4.2599$) interpreted as **High Level.**

Level of Work Practices in Terms of Structuring

In terms of structuring, it shows that statement no.7 "*I give emphasis to most important points in a day*" obtained the highest mean of 4.3600 described

as **High**, while statement no. 2, “*I make a summary of earlier lessons,*” got the lowest mean rating of 4.1214 as **High**. The overall mean is 4.2469, qualitatively described as **High Level of Work Practices in terms of Structuring**.

The result suggests that the teacher-respondents highlight important learning in a day. They give emphasis and focus on what needs to be learned most. They present most what is significant for them to be shared in the class and for them to learn as well. In some instances, the respondents at the timeless make a summary of their earlier lessons. The less make some notes for the learning they will be imparting to the class.

The findings are supported by the concept of van Huizen, van Oers, and Wubbels (2015), mentioning that “teacher competence is linked with identifying separate skills of a good teacher.

Level of Work Practices in Terms of Students’ Orientation

It shows that statement no.6 “*I motivate students to take part in group discussion*” obtained the highest mean of 4.6357 described as **High** while statement no. 2 & 3 “*I enhance students ability grouping*” and “*I conduct student self-evaluation as to their class performances*” got the lowest mean rating of 4.4286 with a descriptive equivalent to **High**. The overall mean is 4.4806, qualitatively described as **High Level**.

The result expresses that the teacher-respondents encourage pupils to share also their thoughts in group learning. They inspire them to work and accomplish tasks in a group. They stimulate group activities for the pupils to participate in class. However, they less encourage them as to the exposure of their abilities in a group. They challenge them to show up what they can offer in group activities. Also, they provide an assessment of students’ performances.

The findings are supported by the literature of Vella and Schafer (2000), which noted that the quality of teaching relies on the ability to structure and design class activities that are engaging and support student learning. The range of activities teachers use should accommodate all learning styles and encourage students to assume responsibility for their learning. Teachers can create a dynamic and flexible learning environment that accommodates individual learning needs by using interactive activities. Such activities should provide students with opportunities to share ideas, test their thinking, and examine different perspectives on issues.

Hassan (2014) revealed the importance of orientation programs and services for students to engage them about their expectations, campus environment, and

student development resources. Jabeen (2011) cites that orientation programs have a direct and positive impact on student success.

Furthermore, successful group work activities in the classroom demand a lot of skills from teachers. Many often feel reluctant to implement it either because of a lack of confidence, experience, and insufficient training or because they don't wish to risk undermining their discipline or control within the class.

The study of Alexander (2006) confirmed that collaborative group work would help develop confidence among teachers to promote better achievement among learners.

Level of Work Practices in Terms of Enhanced Activities

It shows that statement no.7 “ *I make innovations of learning strategies to improve learning adaptability of my students*” obtained the highest mean of 4.1929 described as **High** while statement no. 3 “ *I provide opportunities for students in writing an essay*” got the lowest mean rating of 3.7714 or **High**. The overall mean is 4.0520, qualitatively described as **High Level**.

The result expresses that teacher-respondents are creative and innovative. They employ some activities to improve the ability of the students to learn and cope with other learning. They utilize improvised methods in their teaching process. They make use of some initiatives for the students to easily grasp their imparted learning. On some points, the less encourage students to do some writings. They less inspire them to make or write an essay and thus, never always expose students to activities involving as such.

The findings are supported by Grainger, Barnes, and Scoffham (2004), mentioning that in seeking to become a creative teacher, one will want to widen our understanding of own creativity and the imaginative approaches and repertoire of engaging activities that one can employ in order to develop the children's capacity for original ideas and action. One will also want to exert professional autonomy, learning to be flexible and responsive to different learners and diverse learning contexts (Grainger, Barnes, & Scoffham, 2004). Johnson (2010) puts emphasis on oral reflection activity as useful for student thinking.

Moreover, poorly designed work timings, unsuitable authorities, lack of appreciation, and personal decision making impacts job performance (Salkovsky & Romi, 2015).

Level of Work Environment of the Elementary School Teachers

This reveals that the elementary school teachers have a High Level of Work Environment in terms of Classroom Level Environment ($\mu = 4.4612$) and a High

Level of Work Environment in terms of School Level Environment ($\mu = 4.4041$). The overall interpretation of the Work Environment is High ($\mu = 4.4327$).

Level of Work Environment in Terms of Classroom Level Environment

It shows that statement no.2 “*I enforce disciplinary measures in class*” obtained the highest mean of 4.6071 described as **High** while statement no. 1,5 & 6 “*I ensure that the learning environment is conducive,*” “*I review students’ commitment in class works,*” and “*I ensure calm and concentration in the classroom of students*” got the lowest mean rating of 4.3571 or **High**. The overall mean is 4.4612, qualitatively described as **High**.

The result shows that the teacher-respondents exercise discipline among their pupils. They display actions of correcting wrong from right. They ensure that the pupils are acting appropriately in a class. However, they are not much particular about providing a learning place suitable for pupils to learn. They are also less in evaluating the interest of the pupils in a class and, even at times, unable to hold temper in the classroom.

The findings are supported by the literature of Salkovsky and Romi (2015), which states that classroom management and discipline are significant in promoting students’ sense of responsibility in the classroom.

Such findings are aligned with the statements of Barton, Coley & Wenglinisky (1998), which cited that classroom discipline is needed in order to create a conducive atmosphere for student’s learning.

Level of Work Environment in Terms of School Level Environment

It shows that statement no. 2, “*I build professional learning communities,*” obtained the highest mean of 4.5643, described as **High**, while statement no. 6, “*I initiate proposing school policies through leadership,*” got the lowest mean rating of 4.1929 or **High**. The overall mean is 4.4041, qualitatively described as **High**.

The result implies that the teacher-respondents aim to create professional learning communities. They exhibit manners of professionalism in order to create a professionally-oriented environment among them. They display appropriate relations with the people they are working with. On the other side, they propose fewer initiatives in improving school policies. The less practice leadership thus, do not always engage themselves in innovations that may propose to school.

The findings are supported by the concept of (Beijaard, Verloop, & Vermunt 2000), emphasizing that performance, after all, is connected to professional standards of teaching.

Level of Teachers' Performance In Terms of Teaching Effectiveness

The Level of Teachers' Performance in terms of Teaching Effectiveness of the elementary school teachers reveals that the Level of Teachers' Performance, as indicated by Teaching Effectiveness, obtained an overall mean rating of 4.3967 ($\mu = 4.3967$), which is interpreted as High.

Statement no. 14, "*I cooperate with the guardian to solve the problem of student for their proper development according to the right opportunity.*" obtained the highest mean of 4.6600 described as High, while statement no. 4 "*I use more rewards and lesser punishment in the classroom for the achievement of desired aims.*" Got the lowest mean rating of 4.2329 or High.

The overall mean is 4.3967, qualitatively described as High.

The result indicates that the teacher-respondents really maintain direct communication with the guardian of their pupils. They facilitate informing them of any problem that may arise involving their children. They make a partnership with their pupil's guardian in order to continuously guide the learning development of their pupils. However, they employ some means of recognizing the good deeds of their pupils. They employ fewer actions correcting undesired behavior of their pupils.

Teacher performance management, according to Omolara (2015), is a continuous process to identify, evaluate, and develop teachers' ability to perform effectively.

The findings are supported by Hasan (2014), as he cited that a teacher should be one who can adopt a role image and developed a relaxed style of communication with students. Through this way, students can be more responsive to them.

The Correlation of Variables

The last research sub-problems are focused on the following: The drivers significantly predict teaching performance among elementary teachers as significant relationship between the level of work attitude and teachers' performance among elementary teachers; the significant relationship between the level of work practices and teachers' performance among elementary teachers in and, the significant relationship between the level of the work environment and teachers' performance among elementary teachers.

Regression analysis was used to determine the degree of association of the correlated variables at 0.01 level of significance.

Among the correlated variables, the work environment strongly influences the teaching performance of the respondents. It shows a high correlation at the 0.01 level of significance.

This shows that the effectiveness of the teacher in the execution of their teaching functions is affected by the workplace they are engaging with. The conduciveness of their working environment is essential in their maximum ability in their teaching performances. Naik (1998) stated that a calm and cool working place might improve performance.

It also conforms to the findings of Mohanty (2000), who puts emphasis on performance as a crucial input in the academe, believing that teachers are the most critical component in the success of the life of students.

The significant relationship between the level of work attitude and teachers' performance among elementary teachers

There is a significant relationship between work attitude and teachers' performance among elementary teachers. It is highly correlated at a 0.01 level of significance.

This indicates that the way teachers view their profession and carry it out is significantly related to their performances in teaching. How they manifest the teaching profession has something to do with how they deliver teaching to their pupils.

This statement agrees with the study of Freimer (2013), which attitude highly influences students' interest in learning.

A significant relationship between the level of work practices and teachers' performance among elementary teachers

There is a significant relationship between work practices and teachers' performance among elementary teachers. It is highly correlated at a 0.01 level of significance.

The result suggests that teachers' observance in teaching the class is associated with his/her performance in teaching. That, how teachers deal with their teaching role has something to do with how they deliver their teaching functions in relation to students' learning as well.

These findings corroborate with the statement that performance is one of the handfuls of factors to determine school effectiveness and learning outcomes (Naik, 1998).

Mohanty (2000) mentioned that motivation, qualification, experience, training, aptitude are indicators of teacher performance. Moreover, in Yiwen's (2004) study, he emphasized the effect of positive teacher behavior on student's motivation level and that the teacher is professionally accountable for improving the learning experience of the students.

A significant relationship between the level of the work environment and teachers' performance among elementary teachers

There is a significant relationship between work environment and teachers' performance among elementary teachers. It is highly correlated at a 0.01 level of significance.

The result discloses how teachers deliver their teaching functions is affected by the environment they are working in. The workplace of the teachers has something to do with how they perform their jobs.

The findings are supported by the study of Travers (2011), indicating that how and what teachers teach have an influence on students, including how teachers relate, teach and model social, emotional constructs and manage the classroom. He concluded that "teaching performance is a function of the school environment as well as of personal qualities." Barlow (2000) examined that the workplace environment impacts employee morale, productivity, and job performance, both positively and negatively'.

Korthagen (2014) cited the findings of the study of Dorman, Fraser, and McRobbie (1997) that the school environment does not necessarily transmit to the classroom environment.

Multiple regression was applied to test the exploratory and predictive power of the independent variables to the dependent variable. There are three models generated through the stepwise regression procedure. Among the three models, the environment has the best fit. The ANOVA result corresponding to the environment is significant. This supports the rejection of the null hypothesis, which indicates that the amount of variance is equal to zero. Therefore, it can be implied that the variance explained, which is previously identified to 63.1%, is a significant amount of variance. Results show that environment had the strongest influence on teacher effectiveness while work attitude had the weakest.

CONCLUSION

Teacher-respondents believe that they are capable of maintaining good relations with the people around them by keeping trust and respect. They acknowledge the worth of their work and value it. Moreover, teacher-respondents give emphasis and focus on what needs to be learned most. Also, they inspire pupils to work and accomplish tasks in a group. They are also creative and innovative, employing some initiatives for the students to easily grasp their imparted learning. Teacher-respondents ensure that the pupils are acting appropriately in a class. They exhibit manners of professionalism in order to create a professionally-oriented environment among them and display appropriate relations with the people they are working with. Teacher-respondents really maintain direct communication with the guardian of their pupils and make a partnership with them in order to continuously guide the learning development of their pupils. The work environment influences most of the teaching performance of the respondents. There is a direct association between work attitude and teachers' performance among elementary teachers. There is a direct association between work practices and teachers' performance among elementary teachers. There must be capable of managing hard situations in class and take part in proposing initiatives improving school policies.

TRANSLATIONAL RESEARCH

The results of the study could be translated through a journal article for international publications, newsletters, radio, social media, and other media for information dissemination and to revisit the institutional policies. It can be translated by sharing this with present and future employees to handle problems affecting teacher performance.

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