

**EFFECT OF COLLEGE CLIMATE ON TEACHER  
PERFORMANCE IN TEACHER TRAINING COLLEGE IN LAO  
PEOPLE'S DEMOCRATIC REPUBLIC**

**PHETMANY SYLATMENA**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENT FOR  
THE DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL MANAGEMENT)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2014**

**COPYRIGHT OF MAHIDOL UNIVERSITY**

Thesis  
entitled  
**EFFECT OF COLLEGE CLIMATE ON TEACHER  
PERFORMANCE IN TEACHER TRAINING COLLEGE IN LAO  
PEOPLE'S DEMOCRATIC REPUBLIC**

.....  
Mr. Phetmany Sylatmena  
Candidate

.....  
Lect. Arisara Leksansern, Ed. D.  
Major advisor

.....  
Lect. Siwaporn Poopan, Ph. D.  
Co-advisor

.....  
Lect. Poschanan Niramitchainont, Ph. D.  
Co-advisor

.....  
Prof. Bangchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedies  
Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Lect. Arisara Leksasern, Ed. D.  
Program Director  
Master of Education Program in  
Educational Management  
Faculty of Social Sciences and Humanities  
Mahidol University

Thesis  
entitled  
**EFFECT OF COLLEGE CLIMATE ON TEACHER  
PERFORMANCE IN TEACHER TRAINING COLLEGE IN LAO  
PEOPLE'S DEMOCRATIC REPUBLIC**

was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Master of Education (Educational Management)

on  
May 28, 2014

.....  
Mr. Phetmany Sylatmena  
Candidate

.....  
Assoc. Prof. Sirichai Chinatankul, Ph.D.  
Chair

.....  
Lect. Arisara Leksansern, Ed. D.  
Member

.....  
Lect. Poschanan Niramitchainont, Ph. D.  
Member

.....  
Lect. Siwaporn Poopan, Ph. D.  
Member

.....  
Prof. Bangchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedies  
Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Assoc. Prof. Wariya Chinwanno, Ph.D.  
Dean  
Faculty of Social Sciences and Humanities  
Mahidol University

## ACKNOWLEDGMENTS

The successful completion of this thesis is highly attributed to the kind help and support rendered by various relevant people. I would like to extend my heartfelt gratitude to my major advisor, Dr. Arisara Leksansern for her invaluable contribution, consistence guidance and assistance, without who's such effort, this enormous task would have remained accomplished. I am also equally grateful to my co-advisors Dr Siwaporn Poopan, Dr Poschanan Niramitchainont for their additional guidance and support. At the same time, I cannot forget the effort put in by my external examiner Prof. Dr. Sirichai Chinatangkul for his supplementary feedbacks and necessary supports rendered in making this mission a grand success.

I also owe my sincere appreciation and gratitude to the office bearers of the Faculty of Social Sciences and Humanities for their technical support and contribution made towards successful completion of this most challenging and yet highly wisdom oriented task.

My special thanks also go to the Directors of three Teacher Training Colleges for their kind cooperation and assistance during data collection. Furthermore, my sincerest gratitude goes to those friends, who provided psychological and other supports to me until the completion of this research.

I would also like to extend my deepest appreciation to Education Development Project II, Ministry of Education and Sports for kindly providing financial support for my studies without which my dream to pursue higher studies would have remained unfulfilled. I am also deeply indebted to all the personnel of Department of Teacher Education, Ministry of Education and Sports Lao PDR for providing me an opportunity to pursue this study.

Last but not the least, I would like to extend my deepest love and appreciation to my caring parents, beloved wife and loving sons for their best understanding, dedication and sacrifices made towards successful completion of my course.

Phetmany Sylatmena

EFFECT OF COLLEGE CLIMATE ON TEACHER PERFORMANCE IN  
TEACHER TRAINING COLLEGE IN LAO PEOPLE'S DEMOCRATIC  
REPUBLIC

PHETMANY SYLATMENA 5538153 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: ARISARA LEKSANSERN, Ed. D.,  
SIWAPORN POOPAN, PH. D., POSCHANAN NIRAMITCHAINONT, PH. D.

ABSTRACT

The aim of this research was to study the effect of college climate on teacher performance in Teacher Training Colleges in the Lao People's Democratic Republic (Lao PDR). The purposes of paper were 1) to study the levels of teacher performance in teacher training colleges of LAO PDR, 2) to study the levels of college climate in teacher training colleges of LAO PDR and 3) to examine the factors affecting teacher performance in teacher training colleges of LAO PDR. The study initially applied simple random sampling to choose 8 colleges from North, Central and the Southern part of Lao PDR. The study finally employed 285 teachers from a total of 1,019 teachers based on the Krejcie and Morgan table to respond to the questionnaire.

The data obtained from the questionnaire were processed electronically using the program package. The descriptive statistical analysis was used to analyze the personal factors, such as age, gender, education level and teaching experience while frequency, percentages, mean and standard deviation were used to analyze the levels of college climate and teacher performance. Furthermore, the Stepwise Multiple Regression Analysis (MRA) was used to analyze effect of college climate affecting teacher's performance

The findings confirmed the high level of college climate with mean labeled at 4.05 and the level of teacher performance was recorded as the highest with mean value labeled at 4.36. The MRA results indicated that there were two variable i.e. Organization/Competency (X5) at 51.4% ( $R^2 = .514^{***}$ ) and Reward and Recognition (X3) at 53.2% ( $R^2 = .532^{***}$ )

Recommendations to improve teacher performance in teacher training colleges in Lao PDR include another study to conduct a larger sample size of the teachers and covering large areas of other teacher training colleges and there are so many factors that affect teacher performance. It important to develop and improve teaching-learning for teachers in Lao PDR in the future.

KEY WORDS: TEACHER PERFORMANCE / TEACHER TRAINING

90 pages

## CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>LIST OF TABLE</b>	<b>vii</b>
<b>LIST OF FIGURES</b>	<b>ix</b>
<b>LIST OF ABBREVIATIONS</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION</b>	<b>1</b>
1.1 Background and Rationale of the Study	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Research Hypothesis	6
1.5 Scope of the Study	6
1.6 Operational Definition of the Term	6
1.7 Research Contributions	7
1.8 Conceptual Framework	8
<b>CHAPTER II LITERATURE REVIEW</b>	<b>9</b>
2.1 Teacher Training College in LAO PDR	9
2.2 Concepts of Organizational Climate	10
2.3 Concepts and Definition of Teacher Performance	12
2.4 Components of Teacher Performance	18
2.5 Types of Performance	22
2.6 Difference between Task and Contextual Performance	23
2.7 Predictors of Inter-Individual Differences in Job Performance	27
2.8 Related Researches	31

## **CONTENTS (cont.)**

	<b>Page</b>
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>36</b>
3.1 Research Design	36
3.2 Population and Sample	36
3.3 Research Instrument	37
3.4 Quality of Research Instruments	40
3.5 Data Collection	41
3.6 Statistics and Data Analysis	42
<b>CHAPTER IV RESULTS</b>	<b>43</b>
4.1 The Personal Information of Teachers	43
4.2 The Level of College Climate and Teacher Performance	45
4.3 The Affect of College Climate on Teacher Performance	59
<b>CHAPTER V DISCUSSION</b>	<b>61</b>
5.1 The Level of College Climate and Teacher Performance	61
5.2 The Affect of College Climate on Teacher Performance	65
<b>CHAPTER VI CONCLUSION AND RECOMMODATION</b>	<b>66</b>
6.1 Conclusion	66
6.2 Recommendations	68
<b>BIBLIOGRAPHY</b>	<b>71</b>
<b>APPENDICES</b>	<b>80</b>
Appendix A Truly Expert	81
Appendix B Research Questionnaire	82
<b>BIOGRAPHY</b>	<b>90</b>

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1 Population and sample from each teacher training college	37
3.2 Component of items in college climate	38
3.3 Measurement scale of level of college climate	38
3.4 Six components of teacher performance	39
3.5 Measurement scale of level of teacher performance	39
3.6 Interpretation of the range of mean scores in college climate and teacher performance	40
3.7 The Cronbach's alpha coefficient was used for reliability test	41
4.1 Frequency and percentages of personal information of teachers	44
4.2 The Mean and standard deviation of Environment	45
4.2 The Mean and standard deviation of Environment (cont.)	46
4.3 The Mean and standard deviation of Teamwork	46
4.4 The Mean and standard deviation of Reward and Recognition	47
4.5 The Mean and standard deviation of Technology	48
4.6 The Mean and standard deviation of the factor five Organization/Competency	48
4.6 The Mean and standard deviation of the factor five Organization/Competency (cont.)	49
4.7 Overall of the mean, standard deviation and level of College Climate of respondents	50
4.8 The Mean and standard deviation of teaching effectiveness	51
4.8 The Mean and standard deviation of teaching effectiveness (Cont.)	52
4.9 The Mean and standard deviation of teaching values	53
4.10 The Mean and standard deviation Teacher-students interaction	54
4.11 The Mean and standard deviation of Occupational Morality	55
4.12 The Mean and standard deviation of Job dedications	56

**LIST OF TABLES (Cont.)**

<b>Table</b>		<b>page</b>
4.13	The Mean and standard deviation of Assistant and cooperation	57
4.14	Overall of the mean, standard deviation and level of Teacher Performance of respondents	58
4.15	Analysis of the multicollinearity between the independent variables	59
4.16	Predictive factors of teacher performance	60

## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
1.1	Conceptual Framework	8

## **LIST OF ABBREVIATIONS**

MoES	Ministry of Education and Sports
MRA	Multiple Regression Analysis
LAO PDR	Lao people's Democratic Republic
OCB	Organizational Citizenship Behavior
SPSS	Statistical Package for Social Science
TTC	Teacher Training College
B.Ed	Bachelor Degree in Education

# CHAPTER I

## INTRODUCTION

### 1.1 Background and Rationale of the Study

Laos Education system has gone through a numerous stages of reformation since 1975 from being the weakest sector to the improvements seen in recent times. The Buddhist way of teaching was the first form of education in Laos. The country of Laos has seen both the French form of education system and the form of education implemented by the government of Laos. The colonial empire saw the setting up of the French system of education in Laos. The system was not specially meant for the common masses and was not very popular. It was a time when Laos Education was only meant for the people belonging to the upper classes. Ministry of Education and sports (2006).

It was since 1975; the government tried for the betterment of the infrastructure and improves the quality in schools. However, the major problem of Laos Education is the dearth of efficient and trained teachers. The teachers are not paid well and thus good teachers migrate to other places for better job opportunities. Knowing the weaknesses and the needs to uphold the education system in the country, the government began to reform the education system, with the goals of linking educational development more closely to the socioeconomic situation in each locality, improving science training and emphasis, expanding networks to remote mountainous regions, and recruiting minority teachers. A huge amount of capital including the foreign aids has been invested for the development of overall infrastructure of educational institutes and increase in bonuses and salaries of teachers projected towards promoting the quality of education system. The package towards upholding education system in Laos also emphasizes on the various ways and means of promoting teacher performance. The several ways like lesson planning, new strategies of teaching learning such as child-centered teaching and learning methodologies, different problem solving strategies, modernization of teaching methodologies through

pre-service and in-service and teacher evaluation appraisals were introduced to enhance teacher performance (Benveniste, Marshal & Santibanez, 2007). Despite the several attempts made towards improving teacher performance, there exist some drawbacks towards improving teacher performance. It may be due to lack of adequate researches to find out some hidden factors that affect teacher performance. Thus, there lies urgency to explore literatures and researches of the past at in-depth in order to understand about teacher performance. It is certain that the proper education system would be established in Lao PDR only when the country achieves height in teachers' competency levels and performance scales through adequate researches rather than logical assumptions set based on education policies and guidelines. Taking into the cases of existing scenarios of teacher performance in LAO PDR, it is known that the teacher performance is measured particularly from the limited and logical perspectives such as teaching practices, followed by teacher attendance and outcomes of student assessment. In contrast, the literature argued that such logical perspectives regarding teacher performance is ineffective unless the solutions to the teacher performance are found out through proper empirical findings in line with several factors affecting the teacher performance. The literature revealed that teacher performance is affected by multiple constructs such as leadership characteristics, evaluation modes, motivational factors, and other characteristics related to task and contextual performance. For instance, the traditional viewpoint of Onukwube et al. (2010) stressed that job performance is determined by single behavior. In contrast, the literature of the contemporary world affirmed that job performance is determined by the multidimensional constructs consisting of more than one behavior. The scholars like Austin & Villanova (1992) and Campbell (1990) argued that job performance is a complicated and multidimensional construct. He proposed a hierarchical model of eight performance factors such as Task specific behaviors; Non-task specific behaviors; Written and oral communication tasks; Efforts; Personal discipline; the degree to which a person helps out the groups and his or her colleagues; Supervisory or leadership; and Managerial and administrative performance. On the other hand, Bernardin & Beatty (1984) defined job functions according to the six dimensions of job performance: quality, quantity, time, cost-effectiveness, higher demand and interpersonal impact. Hassan (2004) discovered the literature revealed that the four

factors like attitude, subject mastery, teaching methodology and personal characteristics play a dominant role in affecting performance of teachers.

The teachers' performance is broadly divided into three major categories, i.e. Task performance, contextual performance and adaptive performance (Bakker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007). The task performance refers to set of behaviors by which an employee identifies the organizational goals and works towards successful accomplishment (Cai & Lin, 2006).

Teacher performance is perceived differently in different periods of time by the different scholars. For instance, in the literature it was mentioned that "it is difficult to arrive at a precise meaning of under-performance without first defining what is meant by performance". Armstrong (2000) perceived that 'if performance cannot be defined, it can't be measured or managed'. He further stated that teacher performance is a record of a person's accomplishments, according to Cai & Lin (2006), teacher performance refers to set of teaching behaviors consistent with education and teaching goals of a course. The general consensus of several authors indicated that teacher performance basically emphasizes on the outputs and outcomes of the assigned tasks. Individuals' performance could therefore be regarded as the way in which one carries out the given tasks such as teaching, marking, assessments, etc.

The importance of examining the effect of college climate on teacher performance towards improving teaching learning process has been emphasized. It is clearly stated that teachers are the backbone to quality education, which is further linked with evaluation of teachers' performance in order to enhance professional growth in teachers that would eventually enhance students' achievement and improve school effectiveness.

Education is the instrument for development of both human and countries. Today, Schools are increasingly being asked to shoulder a greater proportion of the responsibility for developing and guaranteeing educational quality. Darling & Hammond (2000) perceived that teaching and learning are central phenomena of education. Therefore, it is suggested that it is very essential to have the best teachers involved in teaching and learning in the classrooms. The various sources of literature confirmed that educational quality is completely dependent to teacher quality. Zachariah (2002) asserted that "the quality of education is dependent on the quality of

teachers.” He also stated that quality of teachers is important effective learning, character building and for the holistic development of a school. There are many factors contributing to the quality of education such as curriculum, amenities, physical teaching and learning environment, parental background, school policy, monetary benefits, etc. In addition, the literature emphasized on the importance of examining the other relevant factors affecting the teacher performance without which the progress and effectiveness of educational institutes remain unknown and unachievable as well. The literature also revealed that teacher evaluation systems can play an important role in improving teacher competency. Most importantly, they are relevant to both the quality of education and the achievement of students (Ovando, 2001; Wright, Horn, & Sanders, 1997). By encouraging the professional growth of teachers, teacher evaluation systems have an indirect influence on the results of students (Danielson & McGreal, 2000; Robinson, Lloyd, & Rowe, 2008). Professional growth is therefore an important topic in the effectiveness of an evaluation system for teachers (Stronge & Tucker, 2003).

The sources of literature further emphasized on the importance of the other influencing factors such as useful feedbacks, leadership characteristics and purposes of the teacher evaluation systems (Tuytens, & Devos, 2011; Colby et al., 2002; Davis, Ellet, & Annunziata, 2002; Frase&Streshly, 1994). Wahlstrom and Louis (2008) argued that the school leader is responsible to ensure the quality of teachers’ work. Hence, the school leader should be capable of providing constructive feedback to teachers. In this regard, the responsibility of the teacher evaluation process in particular depends on the school leader. Davis et al. (2002) also argued that an outstanding teacher evaluation system is of little meaning if the school leader is not supportive. In this context are prompted in many countries to implement teacher evaluation as a mean to improve the quality of instruction and increase student learning (Timperley & Robinson, 1997). Besides, the wide range of literature confirmed that the performance of teachers is not only the function of ability such as qualification and competence but also of motivation. Ngu (1998) contended that the two most important variables explaining the employee performance are motivation and ability. Further he defined motivation as the enthusiasm and persistence with which a person does a task, while ability refers to the task competence. Thus, it is ascertained

that teacher performance would be effective only when they are adequately motivated. Effective job performance can lead to the translation of broad objectives into reality and pave the way towards success for organizations. Blanchard (2004) affirmed that good performance in the higher education will lead to positive growth.

Considerate to the existing trends and the weaknesses broadly identified with low students' performance and poor quality of education, this study is designed to explore relevant theories and literatures on teacher performance in order to add adequate meanings and substances to the empirical findings of this study. Among the various sources of literature discussed for this study, the study on six factors of Cai & Lin (2006) in order to find out the levels of teacher performance in LAO PDR. The study will be conducted using the right research procedures and methodology thus, seeking the answers to the research questions stated below:

## **1.2 Research Questions**

1.2.1 What are the levels of teacher performance in teacher training college of LAO PDR?

1.2.2 What are the levels of college climate in teacher training college of LAO PDR?

1.2.3 What are the factors affecting teacher performance in teacher training college of LAO PDR?

## **1.3 Research Objectives**

1.3.1 To study the levels of teacher performance in teacher training college of LAO PDR.

1.3.2 To study the levels of college climate in teacher training college of LAO PDR.

1.3.3 To examine the factors affecting teacher performance in teacher training college of LAO PDR.

## 1.4 Research Hypothesis

Some factor of College Climate will had influence on teacher performance in teacher training college of LAO PDR.

## 1.5 Scope of the Study

This research focus on college climate on teacher performance in teacher training college of LAO PDR. The samples of the study included 285 teachers in the 3 teacher training colleges in LAO PDR. There are KhangKhai TTC (Northern), Bankeun TTC (Center), and Savannaket TTC (South).

The study mainly focuses on the six components of teacher performance conceptualized under task and contextual performance in line with the theory and practice of Cai & Lin (2006): Task performance: (Teaching effectiveness, Teaching values, Teacher-student interaction) and Contextual performance: (Occupational morality, Job dedication, Assistant and cooperation).

## 1.6 Operational Definitions of the Term

**College climate** refer to teachers' perceptions of the general work environment in teacher training college (environment, teamwork, reward and recognition, technology and organization/competency).

**Teacher performance** refers to the general behaviors and skills acquired by the teachers through long course of learning and work experience to be used to enhance overall growth of students and accomplish other educational related tasks.

**Task performance** refers to the set of technical behaviors in teachers like Knowledge, methods and skills applied to comprehend impart knowledge to students and largely to achieve the organizational goals.

- **Teaching effectiveness** refers to the behaviors of teachers such as planning, organizing, management and teaching skills towards delivering the lessons to students.

- **Teaching values** refer to the infusing positive behaviors in students resulted from teacher's performance both within and outside the classrooms.

- **Teacher-student interaction** refers to the ways the teachers use to communicate and interact with students both inside and outside the classrooms.

**Contextual performance** refers to the inner behaviors of the teachers such as taking extra responsibilities, initiating program and activities, which are not scheduled in the formal plan for the growth of students and the organizations as a whole.

- **Occupational morality** refers to the personal or social behaviors in teachers like honesty, obedience and sincerity especially towards accomplishing the tasks related to teaching and learning.

- **Job dedication** refers to the inner behaviors of teachers like sense of integrity, commitment, and hard work for the overall growth of the students' both inner and outer behaviors.

- **Assistant and cooperation** refers to those behaviors of group cohesiveness such as cooperation and helping attitudes in the teachers towards each other particularly for the effectiveness of students' performance and growth of the organizations.

**Teacher Training College** refers to college of higher education that specializes in teaching and training students to be teachers.

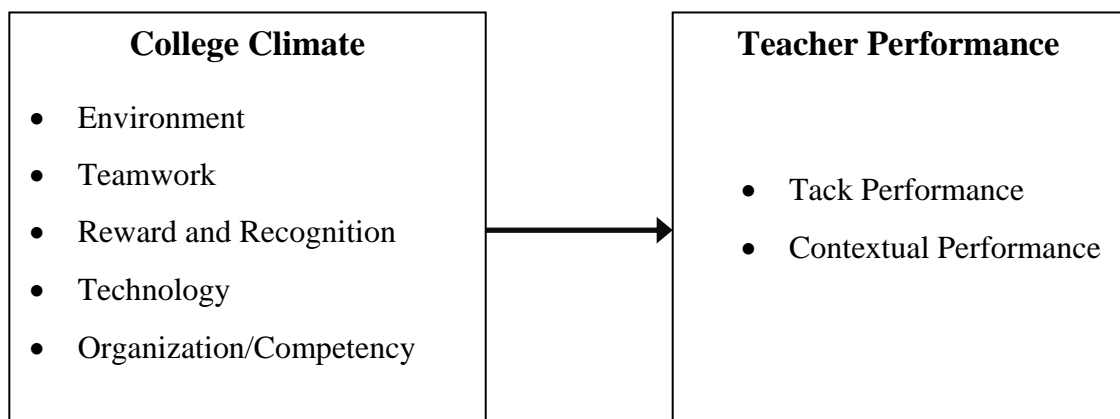
## 1.7 Research Contributions

1.7.1 It is expected that the empirical findings and recommendations of this study will create awareness among the teacher training colleges of LAO PDR about the factors affecting the teacher performance.

1.7.2 The ultimate outcomes of the study will uphold the teacher performance in line with the suggestions and recommendations provided at the end of this study.

## 1.8 Conceptual Framework

The study explored the various effect of college climate on teacher performance in order to conceptualize this study in line with the relevant theories and perspectives of the different scholars and the past researches. Independent variable various scholars and researchers like Owens (1998), Freiberg & Stein (1999), Sergiovanni (1991), Katz & Kahn (1996), Hoy, Tarter & Kottkamp (1991), Ozden (2004), Shukla & Mishra (2006) this study applies the six components perspectives of Cai & Lin (2006) to study the teacher performance in the teacher training colleges of LAO PDR.



**Figure 1.1 Conceptual framework**

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter aimed to provide a clear understanding of effect of college climate on teacher performance in Teacher Training College in Lao People's Democratic Republic (LAO PDR). This section of the study explicitly analyzes and synthesizes relevant theories, terms of definitions, and related researches of the past researchers in order to add sufficient information and meaning to this study. The contents of this chapter are laid down in the following sequence:

- 2.1 Teacher Training College in Lao PDR
- 2.2 Concepts of Organizational Climate
- 2.3 Concepts and Definitions of Teacher Performance
- 2.4 Components of Teacher Performance
- 2.5 Types of Performance
- 2.6 Differences between Task and Contextual Performance
- 2.7 Predictors of Inter-Individual Differences in Job Performance
- 2.8 Related Researches

### **2.1 Teacher Training College in Lao PDR**

#### **2.1.1 Background**

Teacher Training College (TTC) is an institution that provides training in teaching and learning for the pre-service teachers. It is also engage in policy development and monitoring research which is directly supervised by the Department of Teacher Education within the Ministry of Education and Sports.

### **2.1.2 Role of Teacher Training College**

The institution implements the policies of nurturing both the pre-service and in-service teachers from kindergarten, middle schools and tertiary level (bachelor degree) as set by the Ministry of Education and Sports. In order to strengthen the Ministry's plan to develop teachers not only capacity in teaching but also in terms of research writing and compiling materials and modern technology to promote and preserve the cultural values and traditions of the local and indigenous people of the country.

### **2.1.3 Rights of Teacher Training College**

Teacher Training College has set of policies to be implemented in the process of maintaining the standard and quality of the graduates. As such, certain policies in examination and validation of the results shall always be imposed to have good disciplined and highly motivated teachers. Just like in Ireland, Teachers College in Lao PDR maintained consistently the rules of teachers' education in the country.

### **2.1.4 Organization of Teacher Training College**

The Teacher Training College has this organizational structure as supervised by the Ministry of Education and Sports; the administrative and office, staff organization office, science office, science society office, kindergarten-primary office, teachers' development office, evaluation office and the foreign language office.

### **2.1.5 Structure Staff**

As approved by the Education Minister the Teachers Training College is run by the following executive positions from; Director, three Deputy Directors, ten office heads and ten-fourteen vice office heads.

## **2.2 Concepts of Organizational Climate**

Shukla & Mishra (2006) asserted that organizational climate refers to the quality of working environment. If people feel that they are valued and respected

within the organization, they are more likely to contribute positively to the achievement of business outcomes. A positive climate encourages while negative climate leads to downfall of an organization. The researchers above conducted a the study from the employee's point of view and found that creating a 'healthy' organization climate requires attention to the factors which influence employees' perception, including the quality of leadership, the way in which decisions are made and whether the efforts of employees' recognized.

According to Ozden (2004), the free communications and cooperation among the working members lead to positive organizational climate at school. And positive climate is an important aspect that helps schools to achieve success as desired. Therefore, it is crucial to create an environment of trust, sincerity, respect and mutual understanding among the school members.

Freiberg & Stein (1999) asserted that the college climate is the combination of 'heart and soul' by every stakeholder towards motivating students, teachers and the principal, which ultimately lead to success. The heart and soul metaphorically refers to the strategies that a college applies to motivate and gratify college members to ensure effectiveness of college. In view of this, climate is such an aspect of the college that gives life to it and exposes values that the college cherishes for.

Katz & Kahn (1996) perceived that "the climate in an organization which reflects the type of people who compose the organization, the work processes, means of communication and the exercise of authority within the individual organization. Climate is atmosphere in which individual help, judge, and reward, constrain, and find out about each other. It influences moral attitude of the individual toward work and his environment."

Sergiovanni (1991) asserted that school climate has an immense impact in improving the quality of work life. Schools that are characterized by a great deal of togetherness, familiarity, and trust among teachers are more effective. In view of this, school climate is a form of organizational energy. It depends on how a school harnesses this energy. For instance, some groups use their climate energy towards effectiveness of schools while some groups may use the same energy that causes problems and other hindrances towards school effectiveness. Thus, the school

effectiveness relies on the favorable school climate that must be taken care by those who are directly involved in the organization.

Hoy, Tarter & Kottkamp (1991) suggested two dimensions of interpersonal interaction that is “principal’s behavior and teacher’s behavior.” Four aspects of principal’s leadership behavior include “aloofness, production emphasis, thrust and consideration and four aspects of teacher’s interactions are disengagement, hindrance, esprit and intimacy are selected as the conceptual foundation for the analysis of organization’s climate.”

## **2.3 Concepts and Definitions of Teacher Performance**

### **2.3.1 Concepts of Teacher Performance**

Nayyar (1994) stated that job performance in general is a way an employee accomplishes the assigned tasks to meet the required standard. While (Cheng & Tsui, 1998; Marsh, 1987; Medley, 1982), defined teacher’s performance as the behavior of a teacher, which changes with the change in the environment in order to furnish the assigned tasks in a desired way. Indeed, the performance of students is highly dependent on the performance and competency level of teachers.

A teacher has many responsibilities besides classroom teaching learning in a way that satisfies students. For instance, he or she has to shoulder many more responsibilities related to student’s behavior such as molding student’s general behavior, maintaining positive relationship with parents and other stakeholders and to accomplish other tasks related to school management with utmost sincerity and commitment (Hanif, 2010).

Indeed, teacher performance has self-concept and was perceived differently by different scholars and researchers. Javier (2005) proclaimed that teacher performance is one of the important components of personality development. This self-concept about teacher performance is drawn considerate to the tasks of teachers, who have to deal with multi behavioral students in the class, look after classroom management, and enhance instructional skills in order to deliver the lessons effectively

in the classrooms. The knowledge and attitudes of teachers are highly valued and play significant roles towards achieving the shared goals of schools in line with the instructions and guidance provided by the school principals. Hattie (2003) stated that “students who are taught by the expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students”. So in order to provide quality education, educational institutes have to enhance the performance level of their faculty members. Hanif (2010) perceived that a good teacher not only teaches students in a desired way but he or she can be able to manage time and other duties like managing ethics and discipline in class, motivating students, ensuring students’ interaction, and maintaining a good rapport with the parents of students and administration of educational institution. (Medley, 1982; Marsh, 1987; Cheng & Tsui, 1998) asserted that teacher performance refers to the behavior of a teacher, which changes according to the change in environment in such a way that when a particular task is assigned to teacher, he/she accomplishes the assigned task in a required manner.

According to Brock & Grady (1995), teaching is one of the few careers in which the least experience members face the greatest challenges and the most responsibilities. Similarly, Murray (2009) insisted that experience increases the teacher’s productivity at all level. Jacob (2007) proclaimed that teaching experience has consistently been found related to teacher effectiveness. Cheng (2000) emphasizing on the same issue asserted that newly hired teachers in this era of rapid change have to play many roles and responsibilities that may relate to teaching, curriculum changes, educational innovations, student learning experiences, professional development, working with parents and interacting with the community. On the other hand, Donald et al (2005) explained that institutions may affect the teacher effectiveness through resources, administrative leadership and curriculum.

In contrast to the discussed viewpoints about teacher performance, the study also briefly shares the viewpoints about the teacher under-performance considering its importance to be borne in mind by the educationists. OECD (2005) pointed out that the most significant and costly resource in schools is teachers towards school improvement efforts. Improving the efficiency and equity of schooling

depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching. Teachers who under-perform not only fail to achieve expected results, but their behavior may also have a deleterious effect on the work of others. They consume much of school leaders' time and occupy posts that would be better filled by better performing teachers. Their ineffective performance may also damage the school's reputation – often raising fierce reaction from parents. The continued emphasis by feedback from external inspection on raising standards of teaching and learning puts pressure on individual teachers, and those managing them, to ensure that any weaknesses in classroom performance are remedied.

Ginott (1972) declaring: As a teacher, I play a pivotal role in shaping the life of students. The creation of the classroom climate lies in the hand of teachers. The success of students lies in the hand of teachers. Teacher is an agent of torture or an instrument of inspiration for students. He or she is an element of humiliation or humor, hurt or heal. In terms of any kind of situations, it is my response that decides a crisis to be intensified or diminished, and a child humanized or de-humanized.

Pupils have a remarkable aptitude for both recognizing and valuing teachers whose enthusiasm shines through their teaching and whose high-order communication skills can be witnessed in every interaction they share. Given the weight of reform that teachers now carry, it is to their enormous credit that so many continue to bring this professionalism to allow on their work.

A survey by Wragg *et al.* (2000) summed up the context of a teacher's current role by asserting: The current trend of education demands higher level of professional competence in teachers. Teachers are required to be professional by their knowledge. They are held accountable for their action and further expected to be always prepared to cope up with the paradigm shift in the organizational behaviors such as changes in curriculum, changes in assessment patterns and educational reformation as a whole.

With so much at stake, head teachers are understandably anxious about having to deal with these situations. Furthermore, he shared the remarks of one of the head teachers, who stated,

*“Dealing with an ineffective teacher is the hardest thing a head ever does. You have to make yourself unpopular and you face the danger that the teacher will enlist support from other colleagues and you end up with a split in the school”.*

Yet, to do nothing is to endanger the educational opportunities of many pupils and waste investment in the costliest resource any school has – its staff. It is also important not to underestimate the impact of this situation on the individual teacher. Invariably, the teacher loses self-esteem and confidence when placed in these circumstances. The longer this situation is allowed to continue without remediation, the more difficult it is to restore that teacher’s performance.

It is not surprising, therefore, that some teachers do not cope with the demands made of them, with the result that their performance begins to deteriorate. Under-performing teachers present one of the most difficult challenges school leaders may ever encounter. Dean’s (2002) shared his observation declaring, “The head teacher and team leader see that pupils are getting a raw deal and hate the task of setting out to deal with the problem. Yet, such problems will not go away and such teachers do not always respond to support and encouragement”.

Teachers who perform inadequately not only fail to achieve their own performance standards, but they can also affect the performance of those with whom they come into contact such as other staff, pupils, etc. Teachers’ under-performance can have a negative impact upon the:

- School’s reputation and standing in the community;
- Attainment and achievements of pupils;
- Performance of other teachers;
- Performance of support staff; and
- Leadership and management of the school.

From the review of general viewpoints about teacher performance and under-performance, it may be concluded that teachers are the key human resource in the educational institutes. The success or the failure of the institutes depends on the performance of teachers significantly depending on how one evaluate teachers’ performance after the accomplishment of the assigned tasks of a school.

### **2.3.2 Definitions of Teacher Performance**

Armstrong (2000) perceived that ‘if performance cannot be defined, it can’t be measured or managed’. Bates & Holton (1995) underlined the term’s complexity when they describe performance as a ‘multi-dimensional construct, the measurement of which varies depending on a variety of factors’. Not surprisingly, there seemed to be no universal agreement on what the term ‘performance’ means.

A dilemma faced by writers on the subject is whether to distinguish between the behaviors of performing from the outcomes of performance. Brumbach (1988) offers a more comprehensive view of performance by attempting to embrace both behavior and outcomes. For him: Performance means both behaviors and results. Behaviors originated from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.

Conversely, Fidler & Atton (1999) chose to use the term ‘poor performers’ for employees who are not performing satisfactorily, stressing the point that such employees have major failings in a number of critical aspects of their work like they fall below a threshold of satisfactory performance on a number of criteria. Implied here is the existence of a recognizable benchmark that can be used to determine minimum satisfactory performance.

However, as can be seen from the following definitions and descriptions that several researchers have attempted to add their contributions to the general understanding that teacher performance basically emphasizes on achievement of outputs and outcomes of the assigned tasks. Individuals’ performance could therefore be regarded as the way in which one carries out the given tasks such as teaching, marking, assessments, etc.

Performance is behavior exhibited or something done by the employee (Campbell, 1990).

According to Motowidlo, Borman & Schmidt (1997), job performance is the behavior that can be evaluated in terms of the extent to which it contributes to organizational effectiveness.

Armstrong (2000) stated that teacher performance is a record of a person's accomplishments.

Caillier (2012) explained teacher performance as how does an employee perform his/her duties. Performance is important to workers and employers because it inevitably influences decision regarding promotions, terminations, merit increments, and bonuses.

Adeyemi (2011) teacher performance can be described in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities and also in managerial areas such as effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

Nadeem et al., (2011) argued that the teacher effectiveness and creativity can be enhanced through pre-service and in-service training.

Olayiwola (2011) teacher performance is a supreme art that brings positive change in the overall behavior of students. Low performance of teachers directly affects the performance of their students in external examination. Teacher performance is one of the important factors that determine school effectiveness and learning outcomes.

Raza & Arid (2010) asserted that teacher performance is a behavior demonstrated by the teacher in the process of teaching and it is known to be related to teachers' effectiveness.

Cox & Yamaguchi (2010) proclaimed that it is difficult to assess the effectiveness of teachers. Teaching being a noble profession, teachers have greater role in their students' intellectual, personal and social development.

Cai & Lin (2006) pronounced that it is known to everyone that teaching is a complicated process, and so are the teachers' behaviors. Many scholars have stated that teacher performance evaluation should be a multidimensional scaling.

Jones, Jenkin & Lord (2006) expressed that teacher performance is the way in which they accomplish the assigned task.

According to Cai & Lin (2006), teacher performance refers to set of teaching behaviors consistent with education and teaching goals of a course.

Pulakos, et al., (2000) stated that the adaptive performance consist of dimensions like handling emergencies, handling stress at work, solving problems creatively, demonstration of interpersonal adaptability, and showing physically oriented adaptability.

From the reviewing of the perceptions on teachers' performance, it may be concluded that the teachers' performance refers to the behaviors and skills of teachers towards accomplishing the assigned tasks. The definitions of performance lead to the conclusion that an individual's performance needs to be assessed with both behaviors and outcomes of the assigned tasks.

## **2.4 Components of Teacher Performance**

The traditional viewpoint of Onukwube et al. (2010) stressed that job performance is determined by single behavior while the literature of the contemporary world affirmed that job performance is determined by the multidimensional constructs consisting of more than one behavior. The scholars like Austin and Villanova (1992) & Campbell (1990) argued that job performance is a complicated and multidimensional construct. Hasan (2004) there are both external factors and the internal factors involved in the teacher's performance. For instance, there are many external factors affecting how a teacher makes discussion in the classroom. It is difficult to attach any order of significance to these factors because of the individual difference among the teachers. It involves certain degree of the expectations of the community, the particular school system in which the teacher is employed, the school policies, the parents and the students. Many of the expectations from these external factors sometimes lead to conflicting situations. Thus, the teacher must weld these into a workable framework while integrating a range of internal factors. The individual teacher's beliefs about how children learn effectively, how to teach in particular discipline or key learning area. The match between individual teacher's beliefs about best teaching practice and whether they can personally meet these demands in the classroom is crucial. A teacher's own preferred ways of thinking, acting and attitude

towards learners is determined by the availability of both human and physical resources.

Factors that have impact on student's learning are the knowledge and aptitudes, The knowledge, skills, aptitudes, attitudes and values students possess upon entry are the result of complex combination of their genetic composition and their home background. Pertaining to this issue, Abrami et. al., (1999) asserted that effectiveness of a particular teacher depends on the knowledge, skills, aptitudes and values that a teacher possess. He further pointed out that it depends on the teaching experience of a teacher.

1) Attitude: Attitudes refer to the way a person reacts to the given situation. The term 'attitude' is generally defined as a person's general behavior towards an object, idea or institution. Attitudes can be positive, negative or even neutral.

The attitude of the teacher is an important variable in the daily teaching learning life. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child. The teacher must have a positive attitude toward teaching. The teacher must find out the causes of anti-social behavior in children and help them to improve their personality.

2) Subject mastery: Proficient teachers apply broad, deep, and integrated sets of 'knowledge and skills' when planning, implementing and revising lessons. Underlying these categories is teachers' personal characteristics: what they believe about school subjects and how they are best taught, and how are they trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. Thorough understanding of the subject requires in-depth study or all aspects of the subject from a variety of perspectives, to think of ideas and information, to enrich classroom situation, of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other. Teacher should have in depth study in all aspects of the subjects to enrich classroom situation.

3) Teaching methodology: The teaching methodologies are basically divided into four categories. They are teacher directed methods, student directed methods, interactive methods and problem solving method. If the teachers divert full attention to these methods and apply them in their classes, the results of their job performance can be certainly improved.

4) Personal characteristics: There are many personal characteristics that teachers adopt in the classroom atmosphere. Communication has been found to be very important and affective tool in teaching competency. In order to understand the language, teacher should use appropriate verbal, diagrammatic or symbolic forms and avoid technical jargon. The teacher should focus more on key concepts and vocabulary and give precise directions to students and refrain giving ambiguous direction. It was well concluded that the factor of subject matter was perceived by the principals, teachers themselves and students to be at the highest level among the four factors of teachers' professional performance.

Campbell (1990) proposed a hierarchical model of eight performance factors such as Task specific behaviors; Non-task specific behaviors; Written and oral communication tasks; Efforts; Personal discipline; the degree to which a person helps out the groups and his or her colleagues; Supervisory or leadership; and Managerial and administrative performance.

Bernardin & Beatty (1984) defined job functions according to the six dimensions of job performance: quality, quantity, time, cost-effectiveness, higher demand and interpersonal impact. This definition extends beyond the expression of a single activity or task. It is clear, however, that the interactive activities of the six dimensions will affect their results or performance. Even if a work activity is accomplished with very good quality and quantity, but if one misses the best time, it may not benefit the organization. On the other hand, Bernardin & Beatty's performance model work based on results has introduced interpersonal relationship, which provides sufficient evidence for the relationship performance theory.

Furthermore, the literature pointed out that job performance is determined by motivation. Many scholars perceived that motivation is a key factor contributing towards higher job efficiency in employees resulting into effectiveness of organizations. The literature of management and organizational psychology besides,

the literature also pointed out that the employees who are highly motivated are much more likely to be better performers. (Lawler, 1994; Buchanan & Huczynski, 1997) stated that motivation is the important factor affecting the individual job performance. According to Nelson and Quick (2003), “motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest themselves in the organization”. Ngu (1998) contended that the two most important variables determining employee’s performance are motivation and ability. He further asserted that motivation arouse interest and perseverance in the employee while ability refers to an aptitude related to task. Thus, the performance of academic staff highly depends on motivation that would ultimately promote their competency. Effective job performance by the academic staff can lead to the understanding of the broad objectives for which universities are established, namely knowledge delivery, research and community services. Blanchard (2004) affirmed that good performance in higher education leads to positive growth. For instance, empirical investigations by Brownell and McInnes (1986) revealed that managers who are highly motivated are much more likely to be high performers. Abejirinde (2009) investigated the relationship between motivation and work performance within private and public enterprises in Nigeria and found that promotion as a motivator and employees' performance are positively correlated. It was also revealed that job performance as a motivator has significant relationship with employees' performance. Another study by Baibaita (2010) revealed that motivation exerts positive impact on the employees' performance in the Nigerian banking industry.

The sources of literature further pointed out that the teacher competency can be influenced by other factors such as feedbacks, leadership characteristics and purposes of the teacher evaluation systems (Tuytens, & Devos, 2011; Colby et al., 2002; Davis, Ellet, & Annunziata, 2002; Frase & Streshly, 1994). Wahlstrom and Louis (2008) stated that the quality of teacher’s work depends on the school leader if ever he or she provides constructive feedbacks to teachers. The responsibility of the teacher evaluation process strongly relies on the school leader. Thus, Davis et al. (2002) rightly pointed out that “an outstanding teacher evaluation system is of little meaning if the school leader is not supportive.” In this context, school leaders are

prompted in many countries to implement teacher evaluation as a mean to improve the quality of instruction and increase student learning (Timperley & Robinson, 1997).

## **2.5 Types of Performance**

The evidence is mounting that job performance involves more than just task performance. Results from recent studies (i.e., Borman, White, & Dorsey, 1995; MacKenzie, Podsakoff, & Fetter, 1991; Motowidlo & Van ScoRer, 1994; Van Scotter & Motowidlo, 1996) support the distinction between task performance and contextual performance made by Borman & Motowidlo (1993). The literature also pointed out that the performance of teachers is divided into three categories. They are task performance, contextual performance and adaptive performance (Bakker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007). These three types of teachers' performances share not only the similar attributes to each other but also influence each other although they can be studied distinctly. (Cai & Lin, 2006; Griffin, et al., 2000; Stephan & James, 1994). Besides, they are equally important to enhance the overall performance of an employee by presenting the three condition of employees' effective performance i.e. proficiency, adaptability and pro-activity (Griffin, Neal, & Parker, 2007; Conway, 1999).

Campbell et al., (1993) and Pritchard et al., (1992) argued, "Performance must be distinguished from effectiveness and from productivity or efficiency". Effectiveness refers to the evaluations of the results of performance. In comparison, productivity is the ratio of effectiveness to the cost of attaining the outcome. For example, the ratio of hours of work (input) in relation to products assembled (outcome) describes productivity.

### **2.5.1 Task Performance**

Task performance refers to set of behaviors by which an employee identifies the organizational goals that have been highlighted and explored (Cai & Lin, 2006). Task performance in other words is a technical behavior and activities involved in the employee's job (Griffin, Neal, & Neale, 2000). Here, the employee's

proficiency with which he/she can perform technical activities is examined (Borman & Brush, 1993).

### **2.5.2 Contextual Performance**

Apart from task performance, the contextual performance refers to the employees' activities, which do not contribute to the technical core but it supports the organizational, social and psychological environment in which the organizational goals are followed (Borman & Brush, 1993). It is consisted of occupation morality, job dedication, and assistance and cooperation among the teachers (Cai & Lin, 2006). Scotter & Motowildo (1996) went a step further than the other studies by investigating two separate facets of contextual performance: interpersonal facilitation and job dedication. According to these scholars, interpersonal facilitation "consists of interpersonally oriented behaviors that contribute to organizational goal accomplishment" (p. 526). These interpersonal behaviors improve morale, encourage cooperation and generally support the context in which task performance occurs. The behaviors of this category would be likely to correlate with personality traits such as agreeableness (Scotter & Motowildo, 1996). Job dedication "centers on self-disciplined behaviors such as following rules, working hard, and taking the initiative to solve a problem at a work (p. 526). These dedication-oriented behaviors demonstrated the motivation to act in the organization's best interest. Further, they perceived that the traits such as conscientiousness should correlate with job dedication.

## **2.6 Differences between Task and Contextual Performance**

A great deal of attention has been paid to the distinction between task and contextual performance. There are three basic differences between task and contextual performance (Borman & Motowidlo, 1997; Motowidlo et al., 1997; Motowidlo & Schmit, 1999):

- 1) Contextual performance activities are comparable for almost all jobs, whereas task performance is job specific;

2) Task performance is predicted mainly by ability, whereas contextual performance is mainly predicted by motivation and personality;

3) Task performance is in-role behavior and part of the formal job-description, whereas contextual performance is extra-role behavior and discretionary (Le. not enforceable), and often not rewarded by formal reward systems or directly or indirectly considered by the management.

Task performance covers a person's contribution to organizational performance, refers to actions that are part of the formal reward system (i.e., technical core), and addresses the requirements as specified in job descriptions (Williams & Karau, 1991). In general, task performance consists of activities that transform materials into the goods and services produced by the organization or to allow for efficient functioning of the organization (Motowidlo et al., 1997). Thus, task performance covers the fulfillment of the requirements that are part of the contract between the employer and employee.

Moreover, task performance in itself can be described as a multi - dimensional construct. Campbell (1990) proposed a hierarchical model of eight performance factors. Among these eight factors, five refer to task performance:

- 1) job-specific task proficiency;
- 2) non-job-specific task proficiency;
- 3) Written and oral communication;
- 4) Supervision in case of leadership position and
- 5) Management and administration

Each of these five factors further consists of sub-factors which are differently important for various jobs. For instance, the supervision factor includes (1) guiding, directing and motivating subordinates and providing feedbacks, (2) maintaining good working relationships and (3) coordinating subordinates and other resources to get the job done (Borman & Brush, 1993)

Often it is not sufficient to comply with the formal job requirements, one need to go beyond what is formally required (Parker et al., 2006; Sonnentag & Frese, 2002). Contextual performance consists of behavior that does not directly contribute to organizational performance but supports the organizational, social and psychological environment. Contextual performance is different from task performance as it includes

activities that are not formally part of the job description. It indirectly contributes to an organization's performance by facilitating task performance.

Borman & Motowidlo (1993) enumerate five categories of contextual performance:

- 1) Volunteering for activities beyond a person's formal job requirements;
- 2) Persistence of enthusiasm and application when needed to complete important task requirements;
- 3) Assistance to others;
- 4) Following rules and prescribed procedures even when it is inconvenient;
- 5) Openly defending organization objectives.

Examples of contextual performance are demonstrating extra effort, following organizational rules and policies, helping and cooperating with others, or alerting colleagues about work-related problems (Borman & Motowidlo, 1993; Motowidlo et al., 1997).

In the past, contextual performance was conceptualized and measured in numerous ways. On a very general level, these different conceptualizations can be identified that aim at the effective functioning of an organization as it does at a certain time ('stabilizing' contextual performance), and proactive behaviors which intend to implement new and innovative procedures and processes in an organization, thus changing the organization ('proactive' contextual performance; Sonnentag & Frese, 2002).

The stabilizing contextual performance comprises organizational citizenship behavior (OCB; Organ, 1988), and some aspects of pro-social organizational behavior (Brief & Motowidlo, 1986). OCB describes discretionary behavior which is not necessarily recognized and rewarded by the formal reward system. Discretionary means that the behavior is not enforceable and not part of the formal role in terms of the person's contract with the organization. Furthermore, Organ (1988) explains that not every single discrete instance of OCB is expected to make a difference in organizational outcomes, but that the aggregate promotes the effective functioning of an organization (Organ, 1988; 1997). OCB consists of five components:

- 1) altruism (helping others);
- 2) conscientiousness (compliance to the organization);

- 3) civic virtue (keeping up with matters that affect the organization);
- 4) courtesy (consulting with others before taking action); and
- 5) sportsmanship (not complaining about trivial matters)

The more 'proactive' view on contextual performance includes concepts such as personal initiative (Frese et al., 1996), taking charge (Morrison & Phelps, 1999), and proactive behavior (Crant, 1995). Personal initiative is characterized as a self-starting and active approach to work and comprises activities that go beyond what is formally required. Consequently, employees show personal initiative when their behavior fits to an organization's mission, when their goals have a long-term focus, and when they are capable of finding solutions for challenging situations. Similarly, taking charge implies that employees accomplish voluntary and constructive efforts which effect organizationally functional change. Proactive behavior refers to showing self-initiated and future oriented action that aims to challenge the status quo and improve the current situation (Crant, 1995; Parker et al., 2006). In sum, contextual performance is not a single set of uniform behaviors, but is multidimensional in nature (Van Dyne & LePine, 1998).

From the teaching perspective, the task performance means set of regulated job behaviors, which a teacher can do. The teachers' task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Cai & Lin, 2006).

The contextual performance and task performance are not highly correlated each other. The six dimensions of Cai & Lin (2006); three each for contextual performance and task performance are often interdependent. Since these six dimensions of Cai & Lin become the basis for this study, the characteristics of each dimension are briefly discussed below:

As perceived by these scholars, the contextual performance is categorized into three dimensions such as occupational morality, dedication and assistance and cooperation.

- 1) Occupational morality refers to the behaviors teacher represents in obeying occupation criteria and normative disciplines, showing identification and support to organizational goals, having true conviction towards educational career and being enthusiastic and responsible to his/her job, etc.

2) Job dedication refers to the behaviors teacher represents in reflecting education and teaching tasks, summarizing work experience, showing concern and love to every student, and perfecting teaching skills and knowledge to adjust himself/herself to the change of time.

3) Assistance and cooperation refers to the behaviors teacher represents in helping colleague initiatively, showing better team spirit, having good cooperation with students' parents, and being genuine to others.

Similarly, the task performance of teachers is determined by the other three dimensions like teaching effectiveness, teaching values and teacher-student interaction.

1) Teaching effectiveness refers to the behaviors teacher represents in teaching planning, teaching organizing, and expressions to teaching contents.

2) Teaching values refer to the inculcation of positive behaviors in students resulted from teacher's performance within and outside classrooms.

3) The teacher-student interaction entails about the communicative and interactive behaviors between teacher and students both inside and outside class.

## **2.7 Predictors of Inter-Individual Differences in Job Performance**

Both theoretically and practically, it is critical to identify predictors of job performance. Most generally, one can differentiate between person-specific and situation-specific predictor variables. Person-specific variables are individual difference variables, that is, variables that differ between individuals, but are expected to be rather stable within individuals. Situation-specific variables characterize the work situation or the organizational context, but not the individual person. Individuals differ considerably in job performance level. In jobs with low difficulty, the performance of the highest performer exceeds the lowest performers between two to four times, whereas in jobs with high difficulty, highest performers may exceed the lowest performers by even a greater ratio (Campbell et al., 1996). What predicts these differences? Most research on person-specific predictors of job performance focused on abilities, knowledge, experience, and non-cognitive traits.

### **2.7.1 Cognitive Abilities**

Ability refers to 'the power or capacity to act financially, legally, mentally, physically, or in some other way' (Ree et al., 2001: 21). Cognitive ability refers to qualifications or capacity with respect to mental tasks. Substantive research efforts have been undertaken to examine whether general mental ability (OMA), also referred to as 'g' (Spearman, 1904), is related to job performance.

Most meta-analyses examining the association between cognitive abilities and job performance did not differentiate between the questions of whether cognitive abilities are uniformly related to all types of job performance largely unanswered. Motowidlo et al. (1997) have argued that cognitive ability is mainly related to task performance by impacting on task habits, task skills, and task knowledge. According to these authors, the relationship between cognitive ability and contextual performance should be weaker because cognitive ability should be only related to contextual knowledge, but not to contextual habits or contextual skills.

With respect to more proactive types of contextual performance, research evidence remains inconclusive. Whereas Fay & Frese (2001) reported a positive relationship between cognitive ability and personal initiative, Le Pine & Van Dyne (2001) showed that cognitive ability was not related to voice behavior as one specific aspect of proactive behavior. Clearly more studies are needed that also take the type of job into account.

### **2.7.2 Knowledge**

Campbell et al., performance model (1993) proposed declarative and procedural knowledge as core performance determinants. Meta analytic evidence suggests that job knowledge (i.e., declarative knowledge) is related to job performance. For example, Hunter & Hunter (1984) reported average correlations between job content knowledge tests and performance ratings of 0.48. A more recent meta-analysis examining the relationship between written knowledge tests and job performance resulted in an effect size (corrected for the effects of sampling error, range restriction and criterion unreliability) of 0.45. Moderator analysis indicated that the relationship was higher for more complex jobs (Dye et al., 1993).

Chan and Schmitt (2002) examined the relationship between situational judgment test measures and various aspects of job performance. In a study based on data from 160 civil service employees the authors found that the situational judgment test score predicted task performance as well as contextual performance (job dedication, interpersonal facilitation). Interestingly, the situational judgment test predicted task and contextual performance beyond cognitive abilities, personality factors, and job experience (for a similar finding see also Clevenger et al., 2001).

Taken together, there is convincing evidence that knowledge is related to various aspects of job performance. However knowledge may not only affect performance, but specific facets of performance may help in increasing knowledge (cf., Seibert et al., 2001).

### **2.7.3 Experience**

Job experience is also relevant for performance. Hunter & Hunter (1984) reported a mean corrected correlation between job experience and job performance of 0.18 (corrected for measurement error in job performance ratings). Another meta-analysis (McDaniel et al., 1988) reported a higher estimate of the population estimate and further indicated that the relationship between job experience and job performance decreases with age. A more recent meta-analysis resulting in an overall effect size of 0.13 suggests the relationship between job experience and performance might be also contingent on job complexity and type of performance measurement (Sturman, 2003).

To advance knowledge on the role of experience, Tesluk & Jacobs (1998) suggested a comprehensive model that includes qualitative aspects of experience, particularly type of experience including variety, challenge and complexity. Also, research on managerial learning suggests that specific experiences and individuals' reactions to these experiences might matter more for subsequent performance than simple quantitative indicators of experience (McCauley et al., 1994).

Meta-analytic findings on the role of experience mostly refer to task performance or overall job performance. Research evidence on the relationship between job experience and contextual performance is relatively scarce, and mostly yields weak correlations between job experience and contextual performance, particularly OCB-related indicators (Chan & Schmitt, 2002; Motowidlo & VanS

cotter, 1994; VanS cotter & Motowidlo, 1996). With respect to adaptive performance, research showed a weak positive correlation between experience with change and this performance aspect (Allworth & Hesketh, 1999).

Thus, quantitative aspects of job experience show weak to moderate associations with task performance, and rather low correlations with contextual and adaptive performance. Moderator variables probably play a substantial role in the relationship between job experiences and performance.

#### **2.7.4 Non-Cognitive Predictors**

In addition to cognitive factors (e.g., general mental ability and knowledge) and experience, non-cognitive traits have also received considerable research attention as potential person-specific predictors of job performance. These non-cognitive traits include personality factors such as proposed by the Five Factor Model (Digman, 1990; McCrae and Costa, 1989), more narrow traits (Dudley et al., 2006), the proactive personality concept (Crant, 1995), and core self-evaluations (Judge & Bono, 2001).

The Five Factor Model differentiates five distinct dimensions of personality:

- 1) emotional stability;
- 2) extraversion;
- 3) openness to experience;
- 4) agreeableness;
- 5) Conscientiousness.

Individuals high on emotional stability (i.e., low neuroticism) are characterized by low negative affectivity and tend to respond with less subjective distress to negative events than do individuals low on emotional stability. Extraversion refers to individuals' propensity to experience positive affect and to be sociable, assertive, and energized by social interactions. Openness to experience characterizes an individual's tendency to be creative, flexible, imaginative and willing to take risks. Agreeableness describes individuals who are kind, gentle, likable, cooperative, and

considerate. Conscientiousness refers to an individual's degree of being orderly, self-disciplined, achievement-oriented, reliable and perseverant.

Broad personality traits such as global conscientiousness might not be the best predictors of job performance (Dudley et al., 2006). Meta-analysis showed that more narrow personality traits (achievement, dependability, order, and cautiousness) contribute to the prediction of performance beyond the predictive power of global conscientiousness. The amount of additional variance explained varied across performance criteria with the largest increase of more than 25 per cent of the variance for job dedication and much smaller increases for other performance facets such as overall job performance and task performance (Dudley et al., 2006).

This study emphasized on analyzing and synthesizing many factors that determine the teacher performance in order to add adequate substances to the study. Nonetheless, considering the effectiveness of the task and contextual performance advocated by many scholars and researchers, this study focusses on the six factors of Cai & Lin (2006) which is broadly conceptualized into task and contextual performance. The study is intended to scrutinize on the effects of these factors towards teacher performance in the teacher training colleges of LAO PDR.

## **2.8 Related Researches**

### **2.8.1 Task Performance and Contextual Performance**

Borman & Motowidlo (1997) studied on task performance and contextual performance distinguishes between task and contextual activities, and taxonomy of contextual performance containing elements of organizational citizenship behavior and pro-social organizational behavior is offered. The findings confirmed that personality successfully predicts contextual performance and provides an alternative explanation for recent meta-analytic findings that personality correlates moderately with overall performance. Personality may be predicting the contextual component of overall performance. Results from studies using the Hogan Personality Inventory confirm that correlations between personality and contextual criteria are higher than correlations between personality and overall performance. We argue that finding such links

between predictors and individual criterion elements significantly advances the science of personnel selection.

Scotter (2000) studied on the relationships of task performance and contextual performance with turnover, job satisfaction, and affective commitment and found that employees whose contextual performance was higher also reported being more satisfied with their jobs and more committed to the organization. Hierarchical regression analyses showed that contextual performance explained additional variance in job satisfaction or organizational commitment, over what was explained by task performance, but task performance did not explain significant incremental variance in either of these dependent variables.

Cai & Lin (2006) studied on theory and practice on teacher performance evaluation based on six dimensions conceptualized under task and contextual performance. The findings confirmed strong relationship between task and contextual performance towards teacher performance. It was found that teacher job performance was remarkably influenced by the contextual performance. However, there existed little variation among four ratings style indicators since the study was performed from the perception of four categories of population sample consisting of self-rating, peer rating, student rating and supervisor rating. Validity analysis based on the correlation of four kinds of rating results shows that student rating had the highest validity; self-rating has the worst validity. Peer rating and supervisor rating had common validity among the four rating styles.

Another study conducted by Sonnentag, Volmer & Spsychala (2010) on job performance found convincing empirical evidence of cognitive abilities, particularly general mental ability, are substantially related to overall job performance in general, and to task performance in particular. Cognitive abilities did not seem to be a strong and consistent predictor of contextual performance, but they were associated with adaptive performance. Thus, quantitative aspects of job experience showed weak to moderate associations with task performance, and rather low correlations with contextual and adaptive performance. The empirical data showed that personality factors were found more affective compared to cognitive ability predictors. Similarly, challenge stressors such as time pressure, and demands were found positively associated with task performance and also with proactive behavior, whereas hindrance

stressors such as role stressors and situational constraints were negatively associated with task performance but possibly positively with proactive behavior.

Wang (2010) studied on the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation. The findings showed that the sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance. Work stress had a positive effect on work performance but mental health has a negative effect on work performance, which is not consistent with the hypothesis. Studies also found that emotion commitment was the intermediary variable of the sustained commitment to job performance. Work pressure was the intermediary variable of work pressure affecting job performance whereas there was a positive correlation between achievement motivation and mental health thus affecting the job performance.

Hanif, Tariq & Nadeem (2011) studied on personal and job related predictors of teacher stress and job performance among school teachers in Pakistan. The findings revealed negative relationship between teachers stress and job performance. The step-wise regression analysis revealed school system, gender, job experience, number of family members, and number of students as significant predictors of teachers stress and gender, school system, family members, job experience and age as significant predictors of teachers' job performance.

The findings of the study conducted by Abdulsalam & Mawoli (2012) on motivation and Job Performance revealed a moderate positive correlation between motivation and teaching performance; and a weak negative correlation between motivation and research performance. It further showed that motivation was found significantly affecting teaching performance while it did not show any significant influence on research performance.

### **2.8.2 Organizational Climate**

Saowanee Treputtharata & Sompon Tayiam (2014) studied on School Climate affecting Job Satisfaction of Teachers in Primary Education, Khon Kaen Thailand. The population using in this study were 2,316 school teachers, under the office of Khon Kaen Primary Educational Service Area 5. The sample sizes were 329

teachers. Using Simple Random Sampling to obtain the samples in data collection. The research instrument using in this study was the Questionnaire as 5 Level Rating Scale based on Likert Scale. Research findings were as follows; 1) Overall of the school climate affecting job satisfaction of teachers was at a “high” level. The success and unity were found with the highest mean while the lowest one was the responsibility. 2) Overall of teachers’ job satisfaction was at a “high” level. The career characteristic was found with the highest mean while the lowest one was the salary and other related stipends. 3) There were 6 aspects of the organizational climate affecting the job satisfaction of teachers including ; 1) performance standard, 2) responsibility, 3) unity, 4) reward, 5) success and 6) leadership. The value of multiple correlation coefficients was 0.84 and the coefficient of prediction or prediction capability was found at 71.60% with statistical significance at the .05 level.

Danya, M., Shirley, L., Christopher, A., Margit Wiesner (2014) Studied the role of the college classroom climate on academic procrastination The study sample consisted of 248 students enrolled in under-graduate mathematics courses. Among the classroom climate dimensions investigated, results indicated that course situational interest was a direct negative predictor of academic procrastination. Findings also suggested that self-efficacy mediated the effect of instructor organization/support on procrastination, whereas, task value mediated the effects of instructor organization/support and course situational interest on procrastination. These findings may be useful to instructors in creating a course environment that promotes adaptive motivation-al beliefs and inhibits procrastination.

Adejumobi & Ojikutu (2013) studied on the relationship between school climate and teacher job performance among secondary schools in Lagos State Nigeria. A multistage cluster sampling technique which divided Lagos state into six educational districts yielded a sample of 1,804 students, 238 teachers and 18 Principals. Information was extracted from the respondents using the questionnaire. A log-linear model was fitted to show the interaction between the various variables and it shows that teacher job performance is affected by school climate.

Tsung-Chih, Chi-Wei & Mu-Chen (2007) studied on Safety climate in university and college laboratories: Impact of organizational and individual factors in university and college laboratories in Taiwan, a sample of Employees at 100

universities and colleges in Taiwan were mailed a self-administered questionnaire survey. According to the results of this study, three of the organizational factors (ownership, safety manager, safety committee) and five of the individual factors (gender, age, title, accident experience, and safety training) have statistically significant effects on the safety climate. In other words, out of the 12 null hypotheses in this study, four hypotheses should be retained, and all others can be rejected. Among them, the effects of safety manager, gender, age, and safety training on the safety climate support the research results.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains the methods used to study effect of college climate on teacher performance in teacher training colleges in Lao people's democratic republic (LAO PDR). The chapter were explained in the following sequences:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Quality of Research Instruments
- 3.5 Data Collection
- 3.6 Statistics and Data Analysis

#### **3.1 Research Design**

This study was employed quantitative approach to study the effect of college climate on teacher performance in the teacher training colleges of Lao people's democratic republic (LAO PDR) from the perceptions of teachers.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

The Lao people's democratic republic (LAO PDR) has 8 teacher training colleges with a total teacher's population of 1,019 teachers.

### 3.2.2 Sample size

The sample size was calculated from a population of 1,019 teachers in 8 teacher training colleges of LAO PDR. The researcher used Krejcie & Morgan table (1970). The total sample size for this study consists of 285 teachers.

The simple random sampling three colleges from each part such as: North, central and south by drawing lots from eight colleges. The three teacher training colleges (TTC) such as: KhangKhai TTC (Northern), Bankeun TTC (Center) and Savannaket TTC (South).

### 3.2.3 Sampling method

The population proportion formula was used to find out the sample group for each teacher training college.

The simple random sampling by drawing lot was used to select the teachers from each teacher training college. The sample for each teacher training college as show in table 3.1

**Table 3.1** Population and sample from each teacher training college

Sl. no.	Name of Colleges	Population	Sample
1	KhangKhai TTC (Northern)	158	105
2	Bankeun TTC (Center)	109	72
3	Savannaket TTC (South)	163	108
<b>Total</b>		<b>430</b>	<b>285</b>

Source: Statistical from Department of Teacher Education (2012)

## 3.3 Research Instruments

The data collection instrument selected for the research consists of three parts:

**Part I:** This part consists of personal information of teachers such as age, gender, educational level and teaching experience.

**Part II:** This section is intended to obtain organizational factors (college climate) of teacher training college such as environment, teamwork, reward and recognition, technology, and organization/competency

The total of 21 items was used for measuring the levels of college climate as shown in the table 3.2.

**Table 3.2** Components of college climate/organization climate

Components of college climate	Item number	Total Items
1. Environment	1-4	4
2. Team Work	5-7	3
3. Reward and Recognition	8-11	4
4. Technology	12-14	3
5. Organization/ Competency	15-21	7
<b>Total</b>		21

Each item was rated using 5-point Likert scale with the values beginning from 5 indicating 'strongly agree' and 1 as 'strongly disagree' as shown in the table 3.3

**Table 3.3** Measurement scale of level of college climate

Frequency of college climate	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agee	4
Strongly Agee	5

**Part III:** This section is intended to use the revised questionnaires set based on the six components perspectives of Cai and Lin (2006). The questionnaires for each factor are modified from the previous researches to fit the contextual needs of the research sites.

The totals of 43 items were used for measuring the levels of teacher performance as shown in the table 3.4.

**Table 3.4** Six components of teacher performance

Six components of teacher performance	Item number	Total Items
<b>Task performance</b>		
1. Teaching effectiveness	1-11	11
2. Teaching values	12-18	7
3. Teacher-student interaction	19-24	6
<b>Contextual performance</b>		
4. Occupational morality	25-30	6
5. Job dedication	31-36	6
6. Assistant and cooperation	37-43	7
<b>Total</b>		43

Each item was rated using 5-point Likert scale with the values beginning from 5 indicating 'strongly agree' and 1 as 'strongly disagree' as shown in the table 3.5

**Table 3.5** Measurement scale of level of teacher performance

Frequency of teacher performance level	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

The interpretation of the mean of fact level was employed using the following Best's Criteria (1977). The score of the answers were classified into 5 levels. The level of college climate and teacher performance was considered from the score of items and classified into range of means to measure lowest to the highest level.

$$= \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}}$$

$$= \frac{5-1}{5} = \frac{4}{5}$$

$$= 0.80$$

**Table 3.6** Interpretation of the range of mean scores in college climate and teacher performance

<b>Range of Mean Score</b>	<b>Level of college climate/teacher performance</b>
1.00-1.80	Lowest
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Highest

### 3.4 Quality of Research Instruments

#### 3.4.1 Validity of Questionnaire

3.4.1.1 The content validity was carried out by three truly experts (see in Appendix A) from Department of Teacher Education under Ministry of Education and Sports in Lao PDR, who examined the correctness and appropriateness of language, content coverage, and Relevancy to the objectives of the research,

particularly in relation to factors affecting on teacher performance in teacher training college in LAO PDR.

3.4.1.2 The researcher revised, corrected and improved the questionnaire based on the experts' suggestions before conducting reliability test.

### 3.4.2 Reliability of Questionnaires

The set of questionnaires were examined for a minimum 30 teachers from one of the teacher training colleges, which is not included in the study sample in order to find out the reliability of the questionnaires using Cronbach's alpha coefficient (1970). The study will ascertain the standard reliability of the questionnaires either by revising the items or deleting the items. The Cronbach's alpha coefficient was used for reliability test.

**Table 3.7** The Cronbach's alpha coefficient was used for reliability test

<b>Components</b>	<b>Reliability test</b>
1. Environment	.81
2. Team Work	.79
3. Reward and Recognition	.83
4. Technology	.78
5. Organization/ Competency	.85
6. Task Performance	.94
7. Contextual Performance	.92
<b>Total</b>	<b>.84</b>

### 3.5 Data Collection

The data from the three teacher training colleges were collected using the procedures as follows:

3.5.1 The study was seek approval from the Ministry of Education and Sports (MoES) in line with the official letter issued by Faculty of Social Sciences and Humanities, Mahidol University, Thailand.

3.5.2 The letters were drafted to the director of the concerned colleges in line with the approval letter issued by the concerned authority thus to seek permission to use teachers to respond to the questionnaires.

3.5.3 After getting the approval, the set of questionnaires were distributed to teachers, who were selected using simple random sampling. The answered answer sheets were collected from each college after a week from the date of distribution of questionnaires.

### **3.6 Statistics and Data Analysis**

Data obtained from the questionnaires were processed electronically using the program package in order to find out the descriptive and inferential statistics in the following sequence:

3.6.1 Descriptive statistical analysis was used to analyze the personal information (age, gender, educational level and teaching experience) by frequency and percentage.

3.6.2 Descriptive statistical analysis was used to analyze the levels of college climate and teacher performance by mean and standard deviation.

3.6.3 The affect of college climate on teacher performance was analyzed by Stepwise Multiple Regression Analysis (MRA) to identify affectors.

## **CHAPTER IV**

### **RESULTS**

This chapter the researcher presented the finding of the result study regarding effect of college climate on teacher performance in teacher training college in Lao people's democratic republic (LAO PDR). In the process of conducting the research, the researcher collected data by means of questionnaire. The questionnaire was distributed to two hundred and eighty five teachers in three teacher training college. The analysis of data using program package backed up by content analysis in line with the research methodology. The analysis on the important aspects such as demographic factors of the respondents, factors effecting teacher performance in the following sequence to ease readers and to maintain proper layout of this study.

4.1 The Personal Information of Teachers

4.2 The Levels of College Climate and Teacher Performance

4.3 The Affect of College Climate on Teacher Performance

#### **4.1 The Personal Information of Teachers**

The information pertaining to personal information such as gender, age, education level and Teaching experiences were extracted from the teacher respondents using multiple choice questions. The data obtained from the field was finally analyzed using frequency and percentage as shown in table 4.1.

**Table 4.1** Frequency and percentages of personal information of teachers

(n=285)

<b>Teachers' personal information</b>	<b>Frequency (n)</b>	<b>Percentages (%)</b>
<b>1. Age</b>		
Less than 26 years	38	13.4
26-35 years	167	58.6
36-45 years	46	16.1
above 45 years	34	11.9
<b>Mean= 33, SD= 8.32, Min.=23, Max.= 60</b>		
<b>2. Gender</b>		
Male	147	51.6
Female	138	48.4
<b>3. Educational level</b>		
Lower than Bachelor Degree	31	10.9
Bachelor Degree	222	77.9
Master Degree	32	11.2
<b>4. Teaching experience</b>		
1-5 years	120	42.2
6-10 years	75	26.3
11-15 years	40	14.0
Above 15 years	50	17.5
<b>Total</b>	<b>285</b>	<b>100.0</b>

The analysis of the personal information of teachers using frequency and percentages in the table 4.1 indicated that 51.6% of the teacher respondents were male and 48.4% were female. Regarding their age, regarding their age, the highest

percentage of 58.6% respondents fell into the category of age 26-35 years followed by 16.1% of respondents at age group 36-45 years, 13.4% of respondents at age group 25 years and the least percentage of 11.9% respondents at age group above 45 years. With regard to their education level, the maximum of 77.9% of the teachers had Bachelor degree, 11.2% of the teachers had qualification of Master degree and 10.9% of the teachers had qualification less than bachelor degree. The table also indicated that the majority of 42.2% of the respondents had teaching experience of 1-5 years, 17.5% of the respondents had teaching experience 15 years above, 26.3% of the respondents had teaching experience of 6-10 years and while 14.0% of the respondents had teaching experience 11-15 years.

## 4.2 The Levels of College Climate and Teacher Performance

### 4.2.1 Statistics Analysis the Five Factors Effecting College Climate

In general, it was found that most of teachers respondent questionnaires in three teacher training college were rated the high climate in five factors of college climate.

The detail about this result were shown in table 4.2, 4.3, 4.4, 4.5 and 4.6

**Table 4.2** The Mean and standard deviation of Environment

(n=285)

Environment	Mean	S.D.	Level of Climate
1. My work area is a safe working environment	4.45	.747	Highest
2. My work area is clean and well organized	4.01	.702	High

**Table 4.2** The Mean and standard deviation of Environment (cont.)

(n=285)

<b>Environment</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
3. My work environment is efficient	4.01	.702	High
4. I am satisfied with present work environment	4.02	.803	High
<b>Average</b>	<b>4.11</b>	<b>.614</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.2 showed that the overall level of environment was at high level (mean=4.11). The level of Climate in the item 'My work area is a safe working environment' was the highest (mean=4.45). The mean for the items 'I am satisfied with present work environment', 'My work area is clean and well organized' and 'My work environment is efficient' was 4.02, 4.01 and 4.01.

**Table 4.3** The Mean and standard deviation of Team work

(n=285)

<b>Team work</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
1. Within departments we have effective team work	4.04	.736	High
2. The teachers work with do a good job	4.14	.688	High
3. The teachers in my department work well together	4.14	.762	High
<b>Average</b>	<b>4.10</b>	<b>.614</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.3 showed that the overall level of team work was high performance (mean=4.10). The two items ‘The teachers work with do a good job’ and ‘the teachers in my department work well together’ were at high level climate at equal score of 4.14. The last mean score (mean=4.04) was ascribed to the item ‘Within departments we have effective team work’.

**Table 4.4** The Mean and standard deviation of Reward and Recognition

(n=285)

<b>Reward and Recognition</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
1. I receive adequate feedback about my performance	3.85	.767	High
2. I receive training to stay current in the skills I need to be effective in My job	3.85	.915	High
3. In difficult times I get support and help from my colleagues	4.01	.785	High
4. When I need help, I can ask others in my work group for suggestions or ideas	4.18	.707	High
<b>Average</b>	<b>3.97</b>	<b>.648</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.4 showed that the overall level of Reward and Recognition was high performance (mean=3.97). The level of climate in ‘When I need help, I can ask others in my work group for suggestions or ideas’ and ‘In difficult times I get support and help from my colleagues’ was at the high level (mean=4.18) and (mean=4.01) and the last two items ‘I receive adequate feedback about my performance’ and ‘I receive training to stay current in the skills I need to be effective in My job’ were high level climate at equal score of 3.85.

**Table 4.5** The Mean and standard deviation of Technology

(n=285)

<b>Technology</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
1. Technology we use helps me get my job done	4.11	.719	High
2. Tools and technologies that I use help me to be efficient Completing my in work.	4.05	.703	High
3. Tools and technologies to perform our Work.	3.65	.870	High
<b>Average</b>	<b>3.93</b>	<b>.643</b>	High

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.5 showed that the overall level of Technology was at high level (mean=3.93). The mean score of items 'Technology we use helps me get my job done' and 'Tools and technologies that I use help me to be efficient completing my in work' were 4.11 and 4.05 respectively with both items at the high level. The last score of the mean at high level (mean=3.65) was in item 'Tools and technologies to perform our Work'.

**Table 4.6** The Mean and standard deviation of Organization/ Competency

(n=285)

<b>Organization/ Competency</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
1. I am proud to tell others that I am part of this organization	4.26	.693	Highest
2. The organization's goals and objectives are clear to me	4.09	.752	High
3. I enjoy being a part of this organization	4.21	.735	Highest

**Table 4.6** The Mean and standard deviation of Organization/ Competency (cont.)

(n=285)

<b>Organization/ Competency</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Climate</b>
4. Employees have a good balance between work and personal life	3.78	.830	High
5. Everyone here takes responsibility for their actions	4.22	.715	Highest
6. My skills and abilities are fully utilized in my current job	4.15	.695	High
7. I gain satisfaction from my current job responsibilities	4.37	.693	Highest
<b>Average</b>	<b>4.15</b>	<b>.537</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.6 showed that the overall level of Organization/ Competency was high performance (mean=4.15) in most items. The result of highest level of climate in four items 'I gain satisfaction from my current job responsibilities' (mean=4.37), 'I am proud to tell others that I am part of this organization' (mean=4.26), 'Everyone here takes responsibility for their actions' (mean=4.22) and 'I enjoy being a part of this organization' (mean=4.21). And three items indicated high level of climate, the mean score of 'My skills and abilities are fully utilized in my current job', 'The organization's goals and objectives are clear to me' and 'Employees have a good balance between work and personal life' were at 4.15, 4.09 and 3.78 respectively.

### 4.2.3 Summary of the Mean, Standard Deviation and Level of College Climate

**Table 4.7** Overall of the mean, standard deviation and level of College Climate of respondents

(n=285)

College climate	Mean	S.D.	Level of Climate
1. Environment	4.11	.614	High
2. Teamwork	4.10	.614	High
3. Reward and Recognition	3.97	.648	High
4. Technology	3.93	.643	High
5. Organization/Competency	4.15	.537	High
<b>Total</b>	<b>4.05</b>	<b>.611</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The descriptive analysis of level of college climate resulted in high average mean score of 4.05. The level of college climate displayed at high level through all five factors.

The summary indicated that the levels of Organization/competency (mean=4.15) was comparatively higher the other variables. The level of Environment (mean=4.11) and Teamwork (mean=4.10) was also high. The level of Reward and Recognition and Technology at the high level was at the mean score of 3.97 and 3.93 respectively.

### 4.2.4 The Structure and Consideration of Teacher Performance

This part of analysis consisted of mean and standard deviation of Teacher performance in teacher training college in LAO PDR. There were six component perspectives of Cai & Lin (2006):

- 1) Teaching effectiveness
- 2) Teaching values
- 3) Teacher-student interaction
- 4) Occupational morality
- 5) Job dedication
- 6) Assistant and cooperation

According to the average scoring system of level of Teacher Performance, the score of Teacher performance towards in teacher training college in LAO PDR. In six components falling between 1.00-1.80 are considered to exhibit lowest performance. If score fall between 1.81-2.60 the low performance. If score fall between 2.61-3.40 the performance have moderate. If the scores fall between 3.41-4.20 the performance has high and the last one, the performance has highest if score fall between 4.21-5.00.

The detail about this result are shown in table 4.8, 4.9, 4.10, 4.11 and 4.1

**Table 4.8** The Mean and standard deviation of teaching effectiveness

(n=285)

Teaching effectiveness	Mean	S.D.	Level of Teacher Performance
1. I always attend my lessons with adequate preparation	4.32	.618	Highest
2. I always prepare my lessons for effective delivery	4.40	.595	Highest
3. I always prepare appropriate teaching learning materials	4.26	.719	Highest
4. I always assign appropriate tasks for students in line with my lessons	4.43	.575	Highest

**Table 4.8** The Mean and standard deviation of teaching effectiveness (cont.)

Teaching effectiveness	Mean	S.D.	Level of Teacher Performance
5. I assess students' work on time as per the strategic plan	4.26	.679	Highest
6. I maintain conducive learning environment	4.15	.642	High
7. My lessons are associated with effective monitoring to ascertain proper classroom management	4.19	.620	High
8. I provide constructive feedbacks to students	4.33	.590	Highest
9. I attend classes on time	4.48	.573	Highest
10. I solve student's doubt until they understand properly	4.41	.572	Highest
11. My lessons are student-centered	4.31	.705	Highest
<b>Average</b>	<b>4.32</b>	<b>.441</b>	<b>Highest</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

According to the table 4.8 the overall of teaching effectiveness was highest level of teacher performance (mean=4.32). The result indicated highest (mean=4.48) of teaching effectiveness in the item 'I attend classes on time'. While two showed high level of teaching effectiveness were items 'My lessons are associated with effective monitoring to ascertain proper classroom management' and 'I maintain conducive learning environment' with the mean at 4.19 and 4.15 respectively.

**Table 4.9** The Mean and standard deviation of teaching values

(n=285)

Teaching values	Mean	S.D.	Level of Teacher Performance
1. My lessons are mostly value-oriented	3.82	.902	High
2. I share my experiences and wisdom to students to mold their general behaviors	4.31	.577	Highest
3. My lessons are associated with some moral stories	4.38	.679	Highest
4. I always display positive behaviors to students both outside and inside the classrooms	4.47	.572	Highest
5. My lessons are associated with advice and some guidance	4.19	.683	High
6. I make ascertain that problematic students are counseled and guided properly	4.28	.648	Highest
7. I use polite word per students	4.55	.565	Highest
<b>Average</b>	<b>4.28</b>	<b>.489</b>	<b>Highest</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

Table 4.9, it was showed that average of Teaching values was highest of level of teacher performance, average mean 4.28. There were five items at the highest level of teacher performance ‘I use polite word per students’ (mean=4.55), ‘I always display positive behaviors to students both outside and inside the classrooms’ (mean=4.47), ‘my lessons are associated with some moral stories’ (mean=4.38), ‘I share my experiences and wisdom to students to mold their general behaviors’

(mean=4.31) and 'I make ascertain that problematic students are counseled and guided properly' (mean=4.28).

The other two items were high level of teacher performance: 'My lessons are associated with advice and some guidance' (mean=4.19) and 'My lessons are mostly value-oriented' (mean=3.82).

**Table 4.10** The Mean and standard deviation Teacher-students interaction

(n=285)

Teacher-students interaction	Mean	S.D.	Level of Teacher Performance
1. I use formal language while delivering lessons in the class	4.49	.637	Highest
2. I participate in the informal interaction outside the classrooms	4.11	.768	High
3. I maintain free communication both inside and outside classrooms	4.21	.715	Highest
4. Students do not hesitate to address their personal and academic related problems to me	3.86	.848	High
5. Students do not find difficulty to understand my lessons	4.04	.673	High
6. My lessons are associated with lots of question-answer sessions to encourage interaction	4.15	.707	Highest
<b>Average</b>	<b>4.14</b>	<b>.530</b>	<b>High</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

Table 4.10 the finding indicated the overall Teacher-students interaction was at the high level of teacher performance with an average mean of 4.14. Three sub

factors out of six items were highest level of teacher performance and three sub facets were at the high level of teacher performance.

**Table 4.11** The Mean and standard deviation of Occupational Morality

(n=285)

Occupational Morality	Mean	S.D.	Level of Teacher Performance
1. I am truly duty bound	4.55	.595	Highest
2. I am punctual in my duty	4.44	.576	Highest
3. I am complied with the set norms of the institute	4.65	.534	Highest
4. I listen to the advice of my supervisor and colleagues	4.58	.542	Highest
5. I accomplish the teaching learning related tasks as per the strategic plan	4.55	.565	Highest
6. I have a sense of honesty while furnishing the assigned tasks	4.72	.495	Highest
<b>Average</b>	<b>4.58</b>	<b>.409</b>	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

From above table 4.11, it was pointed that average of Occupational Morality was the highest performance, the average mean 4.58. All of the six items indicated the highest level of teacher performance: 'I have a sense of honesty while furnishing the assigned tasks' (mean=4.72), 'I am complied with the set norms of the institute' (mean=4.65), 'I listen to the advice of my supervisor and colleagues' (mean=4.58), 'I accomplish the teaching learning related tasks as per the strategic

plan' (mean=4.55), 'I am truly duty bound' (mean=4.55) and 'I am punctual in my duty' (mean=4.44).

**Table 4.12** The Mean and standard deviation of Job dedications

(n=285)

<b>Job dedications</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level of Teacher Performance</b>
1. I attend my lessons in line with the institute's calendar	4.35	.675	Highest
2. I have true sense of commitment	4.54	.533	Highest
3. I have positive attitude towards work	4.57	.537	Highest
4. I make myself readily available to students	4.71	.506	Highest
5 I am involved in other events of an institute for the benefits of students	4.45	.589	Highest
6. I have true sense of belongingness to my institute	4.50	.591	Highest
<b>Average</b>	<b>4.52</b>	<b>.422</b>	<b>Highest</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

Table 4.12 reflects the level of teacher performance regarding the Job dedications the average was at highest mean 4.52. All the six items indicated the highest performance in terms of Job dedications: 'I make myself readily available to students' (mean=4.71), 'I have positive attitude towards work' (mean=4.57), 'I have true sense of commitment' (mean=4.54), 'I have true sense of belongingness to my institute' (mean=4.50), 'I am involved in other events of an institute for the benefits of

students' (mean=4.45) and 'I attend my lessons in line with the institute's calendar' (mean).

**Table 4.13** The Mean and standard deviation of Assistant and cooperation

(n=285)

<b>Assistant and cooperation</b>	<b>Mean</b>	<b>SD</b>	<b>Level of Teacher Performance</b>
1. I am approachable to both students and colleagues	4.38	.584	Highest
2. I am ready to extend help to the needy ones (students and colleagues)	4.38	.613	Highest
3. I seek help from colleagues and supervisor when needed	4.32	.628	Highest
4. I am work as a team	4.35	.647	Highest
5. I address students' problems to their satisfaction	4.21	.617	Highest
6. I am always available to students	4.39	.587	Highest
7. The students and colleagues are friendly with me	4.42	.579	Highest
<b>Average</b>	<b>4.34</b>	<b>.437</b>	<b>Highest</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

Table 4.13 showed that the overall score was highest (mean=4.34) with all items at highest level of Assistant and cooperation. The mean of the item 'The students and colleagues are friendly with me' was highest level (mean=4.42). The item 'I am always available to students' (mean=4.39) it was interesting to note that two items 'I am approachable to both students and colleagues' and 'I am ready to extend

help to the needy ones (students and colleagues' were scored at the highest level with the same mean value (mean=4.38) and the least score of mean highest level (mean=4.21) was in the item 'I address students' problems to their satisfaction'.

#### 4.2.5 Summary of the Mean, Standard Deviation and Level of Teacher Performance

**Table 4.14** Overall of the mean, standard deviation and level of Teacher Performance of respondents.

(n=285)

Teacher Performance	Mean	S.D.	Level of Teacher Performance
1. Teaching effectiveness	4.32	.441	Highest
2. Teaching values	4.28	.489	Highest
3. Teacher-student interaction	4.14	.530	High
4. Occupational morality	4.58	.409	Highest
5. Job dedication	4.52	.422	Highest
6. Assistant and cooperation	4.34	.437	Highest
<b>Total</b>	<b>4.36</b>	<b>.449</b>	<b>Highest</b>

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00= Highest

The table 4.14 showed the summary of descriptive group statistics of six component of Teacher performance. The result of the level of teacher performance of respondents at the mean of 4.36. The overall level of teacher performance was highest.

Among six component of teacher performance, the mean level of Occupational morality (mean=4.58), Job dedication (mean=4.52), Assistant and cooperation (mean=4.34), Teaching effectiveness (mean=4.32) and Teaching values

(mean=4.28) were highest level at varying degrees of their means. The remaining variable Teacher-student interaction (mean=4.14) was high level.

### 4.3 The Affect of College Climate on Teacher Performance

#### 4.3.1 Multicollinearity Analysis of Dependent Factors

The multicollinearity analysis was performed with Pearson product moment correlation statistics five independent variables to test assumptions of strength of relationship between college climate and teacher performance. The table 4.15 showed that multicollinearity between the variable were not a significant problem since all variable pairs has correlation coefficient less than 0.75, which means the independent variable affected teacher performance. Therefore, multiple regression analysis was conducted on the five independent variable of college climate to generate the significant affective factors of teacher performance.

The variables included in the study were, X1, X2, X3, X4, X5 related to college climate and variable Y related to teacher performance.

X1: Environment

X2: Teamwork

X3: Reward and Recognition

X4: Technology

X5: Organization/Competency

Y: Teacher Performance included six components

**Table 4.15** Analysis of the multicollinearity between the independent variables

	X1	X2	X3	X4	X5
X1	1				
X2	.640**	1			
X3	.558**	.653**	1		
X4	.447**	.530**	.550**	.590**	
X5	.602**	.719**	.746**		

\*p<0.05, \*\*p<0.01

The stepwise multiple regression analysis was carried out to examine college climate factor affecting teacher performance. The table 4.16 showed that, two independent variable of college climate affect teacher performance at significant level of 0.05. The two variables identified were Organization/Competency (X5) and Reward and Recognition (X3).

When considering influence of each independent variable to predict the dependent variable from the coefficient value (Beta weigh=.556), it revealed that variable Organization/Competency (X5) would have the highest influence on teacher performance.

Future, when all two independent variable were included in the regression model it can explain the variable Organization/Competency (X5) at 51.4% ( $R^2 = .514^{***}$ ) and Reward and Recognition (X3) at 53.2 % ( $R^2 = .532^{***}$ )

**Table 4.16** Predictive factors of teacher performance

Variables	R	R <sup>2</sup>	R <sup>2</sup> change	b	beta	t	P
Organization/Competency (X5)	.717	.514	.514	.398	.566	9.263	.000
Reward and Recognition (X3)	.730	.532	.018	.118	.202	3.309	.001
( constant)				2.306		19.209	.000

Teacher performance = 2.306+.398 (organization/competency) + .118 (Reward and Recognition).

## **CHAPTER V**

### **DISCUSSION**

This study proposes to find effect of college climate on teacher performance in teacher training college in Lao people's democratic republic (LAO PDR). The data was collected from 285 teachers who working in the three teacher training college at the time of data collection, the results obtained from the survey questionnaire from 285 respondents were statistically discussed in line with research objective and discussions are presented as follows.

5.1 The Levels of College Climate and Teacher Performance.

5.2 The Affect of College Climate on Teacher Performance.

### **5.1 The Levels of College Climate and Teacher Performance**

#### **5.1.1 The Levels of College Climate**

In this part of the study, data analyzed on 21 items from 285 teacher's respondents were discussed in detail. It was posited that college climate levels. There were five factors such as Environment, Team work, Reward and Recognition, Technology and Organization/ Competency were discussed under the following topics:

##### **5.1.1.1 Analysis of the level of Environment**

The study found that the overall level of environment was high (mean=4.11). This indicates that most teachers satisfying their workplaces environment. The survey showed that teachers were able to heightened awareness of their environment 'My work area is a safe working environment'

### **5.1.1.2 Analysis of the level of Teamwork**

The finding showed that overall average of level of teamwork was high (mean= 4.10). It was interesting to note that all items in the factor were measured high. The study indicated teacher working in teacher training college they have effective team work and work well together to achieve their common goal. The finding was supported by Salas E, Cooke NJ, Rosen MA (2008) Members of a team must engage in both task work and teamwork processes to achieve their common goal. Task work is the component of the individual member's performance independent of interaction with other members.

According to the Guitert argues (2007: 2) teamwork is highlighted of utmost importance for the achievement of a better employability, as well as highly valued for professional performance, as

### **5.1.1.3 Analysis of the level of Reward and Recognition**

The study findings showed that overall level of Reward and Recognition was high (mean= 3.97). This indicates that most teachers teaching in teacher training college satisfying of Reward and Recognition in their workplaces.

Eisenberger, Armeli, & Pretz, (1998), Rewards can serve a number of additional positive functions in the organization. Rewarding individuals is a signal of good performance, and provides encouragement to the employee to continue exhibiting the behaviors that have been recognized. At the same time, the mere lack of providing a reward can signal to lower performing individuals that their performance must improve. Superior managers understand their follower's preference for the types and frequencies of rewards they desire, and use rewards strategically to align the behavior of the follower with desired organizational goals.

According to According to Andrew (2004), commitment of all employees is based on rewards and recognition

### **5.1.1.4 Analysis of the level of Technology**

The overall level of technology (mean=3.93) was high as reported by the results of the study. The study showed technology that Teachers used

in teaching-learning in teacher training college, technology is advantages for help them get their job done and to be efficient Completing their work.

#### **5.1.1.5 Analysis of the level of Organization/Competency**

According to the study the level of Organization/Competency was high (mean=4.15). This indicates that most teachers teaching in teacher training college they are satisfying and understand well about objective and organization's goals

### **5.1.2 The Levels of Teacher Performance**

The objectives of the analysis were to identify various areas of teacher's performance. The level of teacher performance based on research findings. The areas of level of teacher performance were studied under six factors of teaching effectiveness, teaching values, Teacher-student interaction, Occupational morality, Job dedication, Assistant and cooperation.

In this part of the study, data gathered from 285 teachers respondents on 43 items were discussed in detail.

#### **5.1.2.1 Analysis of the level of teaching effectiveness**

The study found that the overall level of Teaching effectiveness was highest (mean=4.32). The outcome may be attributed to the teaching-learning in teacher training college in the particular example of 'I attend classes on time' (mean=4.48) the teachers demonstrated a highest performance teaching process.

Teaching Effectiveness could also be explained as teachers' actions with a Series of strategies to achieve the present educational objectives. (Kuo, 2009; Chien, 2009)

According to Yang (2010) defined Teaching Effectiveness as teachers being able to arrange suitable teaching activities, provide good instructional environments, present systematical instructional contents, effectively utilize instructional skills, and build harmonious classroom atmosphere in the teaching

process. This study applies the dimensions of Instructional Cooperation, Assessment, and Classroom Management proposed

#### **5.1.2.2 Analysis of the level of teaching values**

The overall level of teaching values (mean=4.28) was highest level as reported by the result of the study. The survey response that teachers teaching in teacher training college most of teacher satisfying and always display positive way with their teaching process. The finding was supported by Graham (2006) Teaching as one of the most important components for the preparation and retention of prospective teacher. According to Brock & Grady (1995), teaching is one of the few careers in which the least experience members face the greatest challenges and the most responsibilities.

#### **5.1.2.3 Analysis of the level of Teacher-students interaction**

The findings showed that the overall level Teacher-students interaction was high (mean=4.14). It was evident from the results of the finding that teacher and student in teacher training college they are interaction and communication both inside and outside classrooms this was supported by Archer & Hughes, (2011). Teaching and learning basic skills, such as beginning reading, require a high level of interaction between teachers and their students. Interactions such as demonstrating new skills, affording opportunities for independent practice, recognizing mistakes, and providing corrective feedback serve as an essential vehicle for teaching children fundamental concepts and skills.

#### **5.1.2.4 Analysis of the level of Occupational Morality**

The study found that the level of Occupational Morality was highest (mean= 4.54). This indicated that teachers perceived about Occupational Morality in teacher training college they are understand well and complied with the set norms of the institute.

### **5.1.2.5 Analysis of the level of Job dedications**

The research finding confirmed that the overall level of job dedication was highest (mean= 4.52). It was interesting to note that all items in the factor were measured highest. Job dedication was noted, teachers in teacher training college they have positive attitude towards work and make them self readily available to help students and involved in other events of an institute.

### **5.1.2.6 Analysis of the level of Assistant and cooperation**

The study findings showed that the overall level of Assistant and cooperation was highest (mean= 4.34). It was interesting to note that all items in the factor were measured highest. This showed about Assistant and cooperation in teacher training college teacher, they are cooperation with both students and colleagues and help to solve problems to students and colleagues their satisfaction.

## **5.2 The Affect of College Climate on Teacher Performance**

The finding from multiple regression analysis concluded that effect of college climate on teacher performance in teacher training college in Lao people's democratic republic (LAO PDR) illustrates, there are two variable that affect teacher performance were included in the regression model it can explain the variable Organization/Competency (X5) at 51.4% ( $R^2 = .514^{***}$ ) and Reward and Recognition (X3) at 53.2% ( $R^2 = .532^{***}$ ).

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

This study was intended to examine effect of college climate on teacher performance in teacher training college in Lao people's democratic republic (LAO PDR). The study was essential to provide suggestive recommendation to policy maker in the Ministry of education and sports especially department of teacher education responsibility teacher training college to development and improve teaching-learning for teachers in Lao PDR in the future.

The chapter is presented in following sequences:

6.1 Conclusion

6.2 Recommendations

#### **6.1 Conclusion**

This research studied effect of college climate on teacher performance in teacher training college in Lao people's democratic republic. The results of the study were summarized as follow:

##### **6.1.1 The Personal Information of Teachers**

Gender was grouped to male and female. The finding showed 51.6% of the teacher respondents were male and 48.4% were female.

Age was counted for teachers' age. The research findings showed that about 56.8 percent of the respondents were between the age group of 26-35 years, 16.1 percent in between 36-45 years, 13.4 percent less than 26 years and only 11.9 percent above 45 years.

Education level was the highest graduation obtained by teacher. The finding showed that 77.9 percent of the respondents had Bachelor's degree, 11.2

percent of the respondents had Master's degree and 10.9 percent of the respondents had lower than Bachelor's degree.

Teaching experiences was that how long the teaching experience as a teacher in the teacher training college. The findings from this study indicated that 42.2 percent of teachers between 1-5 years, 26.3 percent between 6-10 years, 17.5 percent above 15 years, and 14.0 percent were between 11-15 years in teaching experiences respectively.

### **6.1.2 The Levels of College Climate**

The levels of college climate there were five factors: Environment, Team work, Reward and Recognition, Technology, and Organization/ Competency.

Environment: the results showed that level of environment working of teachers in three teacher training college, overall average was high level.

Teamwork: the finding showed the level of teamwork of teacher in teacher training college average high level.

Reward and Recognition: it was showed that average reward and Recognition of teacher in teacher training college was high level.

Technology: the study showed that the overall level of Technology use in Teacher training college average was high level.

Organization/Competency: The finding showed overall level of Organization/ Competency in teacher training college were high level.

Therefore, overall College climate in Teacher training college was rated at high level.

### **6.1.3 The Levels of Teacher Performance**

The levels of Teacher Performance, there were six component perspectives of Cai and Lin (2006): they included: Teaching effectiveness, Teaching values, Teacher-student interaction, Occupational morality, Job dedication, Assistant and cooperation.

Teaching effectiveness, research indicates the overall of teaching effectiveness in teacher training college was highest performance level.

Teaching values: the study showed that average of teaching values in teacher training college was highest performance level.

Teacher-student interaction: the finding indicated the overall Teacher-students interaction in teacher training college was high performance level.

Occupational morality, the study was pointed that average of Occupational Morality teachers in teacher training college was highest performance level.

Job dedication: the finding reflects the level of teacher performance regarding the Job dedications were indicated the highest performance level.

Assistant and cooperation: the study showed that Assistance and cooperation teachers in teacher training college overall average were highest performance level.

Therefore, the level of teacher performance in teacher training college was rated at a highest level of teacher performance.

#### **6.1.4 The Affect of College Climate on Teacher Performance**

Critical factors were implied to the effect of college climate on teacher performance in teacher training college. Stepwise multiple regression analysis was carried out to find illustrates, there are two variable that affect teacher performance were included in the regression model it can explain the variable Organization/Competency (X5) at 51.4% ( $R^2 = .514^{***}$ ) and Reward and Recognition (X3) at 53.2% ( $R^2 = .532^{***}$ )

## **6.2 Recommendations**

Although the research findings indicate that overall teacher performance in three teacher training college (TTC) was a highest performance. But there is some point to recommend for future improvement and uplift the present teacher's performance level to develop teaching-learning in the future.

### **6.2.1 Recommendation from Findings**

The following recommendations are made based on the analysis of surveys and testing instruments regarding effect of college climate on teacher performance in teacher training college in Lao people's democratic republic (LAO PDR).

1) The study from the result of questionnaires respondent from teachers in three teacher training college in Lao people's democratic republic. in general, this study found that the level of college climate in teacher training college, overall average all factors indicated high level to highest level , there is no factors that needs improvement or to be changed. The entire teachers are happy and have good opinion about the factors. So therefore I would recommend the entire teacher training college to adopt the college climate and the factors mentioned above for better performances of the teachers in the future.

2) Research findings indicated that the level of teacher performance in three teacher training college in Lao people's democratic republic. Overall average all components indicated high performance level to highest performance level. Most of teachers respondents questionnaires, they are very happy and proud in the teaching-learning process in teacher training college. Suggestions teacher training college should improve high performance level into the highest performance level for better teaching in the future.

3) According research findings, effect of college climate on teacher performance in Teacher Training College in Lao people's democratic republic there are two factors Organization/Competency) and (Reward and Recognition) affecting teacher performance. So the concerned authorities should improve factor affecting teacher performance such as Organization/Competency and Reward and Recognition.

### **6.2.2 Recommendation for Future Researchers**

1) This study was done in three teacher training college (KhangKhai TTC (Northern), Bankeun TTC (Center) and Savannaket TTC (South)).

2) The future research is should be larger sample size of the teachers and covering large areas of other teacher training college.

3) There are so many factors that affecting on teacher performance. Studies should have enlarged factors.

4) A deeper understanding of teacher performance could be acquired through a qualitative or mixed method of study with rich descriptive analysis.

## BIBLIOGRAPHY

- Abejirinde, A. A. (2009). Motivation and Workers Performance within Public and Private Enterprises in Nigeria. *Lapai International Journal of Management and Social Sciences*, 2(2), 101 - 112.
- Adejumobi, F.T. & Ojikutu, R.K. (2013). "School climate and teacher job Performance in Lagos State Nigeria." *Discouse Lournal of Educational Research*, 1(2), 26-36.
- Al-Bataineh, A. (2000). *Keeping teaching fresh* (Research Report No. SP040165). Retrieved from EDRS Document Reproduction Services No. ED453215.
- Allworth, E. & Hesketh, B. (1999) 'Construct-oriented biodata: Capturing change-Related and contextually relevant future performance', *International Journal of Seledion and Assessment*, 7, 97-111.
- Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford.
- Armstrong, M. (2000) *Performance Management*. London: Kogan Page.
- Austin, J.T. & Villanova, P. (1992), the Criterion Problem: 1917 – 1992, *Journal of Applied Psychology*, 77(1), 836-874.
- Bakker, A. B., & Bal. (2010). Weekly work engagement and performance: A study among starting teachers, *Journal of Occupational and Organizational Psychology*, 83(1), 189-206.
- Barman, W. C & Motowidlo, S. J. (1997) 'Task performance and contextual Performance: The meaning for personnel selection research', *Human Performance*, (10), 99-109.
- Barman, W. C. & Brush, D. H. (1993) 'More progress toward a taxonomy of Managerial performance requirements', *Human Performance*, 6: 1-21.
- Barth, R. (1986). On sheep and goats and school reform. *Phi Delta Kappan*, 68(4), 293-296.

- Bates, R. A. & Holton, E. F. (1995) 'Computerised performance monitoring: a review Of human resources issues', *Human Resource Management Reviews*, Winter, pp. 267–88.
- Benveniste, L., Marshall, J., & Santibanez, L. (2007). Teaching in Lao PDR. Human Development Sector East Asia and the Pacific Region. Ministry of Education, Lao People's Democratic Republic.
- Bernardin, H. J. & Beatty, R. W. (1984). Performance appraisal: Assessing human Performance at work. Boston: Kent.
- Black, C. (2003, April). *Action research and teacher performance appraisal*. Paper presented at the proceedings of the annual meeting of the American Educational Research Association, Chicago, IL.
- Blanchard, O. (2004). Economic Fututre of Europe. *NBER Working Paper*, 705(10).
- Borman W. C. & Brush, D.H. (1993) more progress toward a taxonomy of managerial Performance requirements, *Human Performance*, 6(1), 1-21.
- Borman, W. C. & Motowidlo, S. J. (1993) 'Expanding the Criterion Domain to Include Elements of Contextual Performance', in N. Schmitt and W. Borman (eds), *Personnel Selection in Organizations*. New York: Jossey-Bass, 71-98.
- Brief, A P. & Motowidlo, S. J. (1986) 'Prosocial organizational behaviors', *Academy Of Management Review*, (11), 710-725.
- Brownell, P., & McInnes, M. (1986), Budgetary Participation, Motivation and Managerial Perfonnance. *The Accounting Review*, 67(4), 587-600.
- Brumbach, G. B. (1988) 'Some ideas, issues and predictions about performance Management', *Public Personnel Management*, Winter, pp. 387–402.
- Buchanan, D., & Huczynski, A. (1997). Organizational Behaviour: An Inttductory Text (3rd Ed.). London:Prentice Hall.
- Cai, Y. & Lin, C. (2006), Theory and practice on teacher performance evaluation, *Frontiers of Education in China*, 1(1), 29-39.
- Campbell, J. P. (1990) 'Modeling the Performance Prediction Problem in Industrial and Organizational Psychology', in M. D. Dunnette and L. M. Hough (eds), *Handbook of Industrial and Organizational Psychology*. PaloAlto: Consulting Psychologists Press. Vol. 1: 687-732.

- Campbell, J. P., Glaser, M. B. & Oswald, F. L. (1996) 'The substantive nature of job Performance variability', in K. R. Murphy (ed.), *Individual Differences and Behavior in Organizations*. San Francisco: Jossey-Bass, 258-299.
- Campbell, J. P., McCloy, R. A., Oppler, S. H. & Sager, C. E. (1993) 'A theory of Performance', in C. W. Schmitt and W. C. A. Borman (eds), *Personnel Selection in Organizations*. San Francisco: Jossey- Bass, 35-70.
- Carson, *Exploring the Episodic Nature of Teachers' Emotions as it Relates to Teacher Burnout*, (2006), Purdue University.
- Cawley, B. D., Keeping, L. M., & Levy, P. E. (1998). Participation in the performance Appraisal process and employee reactions: a meta-analytical review of Field investigations. *Journal of Applied Psychology*, 83(4), 615e633.
- Chan, D. & Schmitt, N. (2002) 'Situational judgement and job performance', *Human Performance*, 15: 233-254.
- Cheng & Tsui, Research on total teacher effectiveness: conception strategies, *International Journal of Educational Management*, 12(1) (1998), 39-47.
- Cheng, Y. C. (2000). Educational Reforms in the New Century: Multiple Intelligence and Globalization, Localization and Individualization. In the Chinese Research Association (ed.), *New Vision of Educational Development in the New Century*, (pp. 1-41). Taiwan: Taiwan Books Store.
- Clevenger, J., Pereira, G. M. & Wiechmann, D. (2001) 'Incremental validity of Situational judgment tests', *Journal of Applied Psychology*, 86: 410-417.
- Colby, S. A., Bradshaw, L. K., & Joyner, R. L. (2002). Teacher evaluation: A review Of the Literature. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Crant, J. M. (1995) 'The Proactive Personality Scale and objective job performance Among real estate agents', *Journal of Applied Psychology*, 80: 532-537.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: a review of State policy evidence. *Education Policy Analysis Archives*, 8. <http://epaa.asu.edu/epaa/v8n1> Retrieved from.
- Dean, J. (2002) *Implementing Performance Management: A Handbook for Schools*. London:Routledge Falmer.

- Davis, D. R., Ellett, C. D., & Annunziata, J. (2002). Teacher evaluation, leadership and learning organizations. *Journal of Personnel Evaluation in Education*, 16(4), 52-57.
- Digman, J. M. (1990) 'Personality structure: Emergence of the five-factor model', *Annual Review of Psychology*, (41), 417-440.
- Donald Boyd, P. G. (2005). *How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement*. New York.
- Dudley, N. M., Orvis, K. A., Lebiecke, J. E. & Cortina, J. M. (2006) 'A meta-Analytic investigation of conscientiousness in the prediction of job performance: Examining the intercorrelations and the incremental validity of narrow traits', *Journal of Applied Psychology*, 91, 40-57.
- Dye, A. D., Reck, M. & McDaniel, M. A (1993) 'the validity of job knowledge Measures', *International Journal of Selection and Assessment*, 1, 153-157.
- Eisenberger, R., Armeli, S., & Pretz, J. (1998). Can the promise of reward increase creativity? *Journal of Personality and Social Psychology*, 74, 704-714.
- Fay, D. & Frese, M. (2001) 'the concepts of personal initiative (PI): An overview of Validity studies', *Human Performance*, 14, 97-124.
- Fidler, B. & Atton, T. (1999) *Poorly Performing Staff in Schools and How to Manage Them*. London: Routledge.
- Frase, L. E., & Streshly, W. (1994). Lack of accuracy, feedback, and commitment in teacher evaluation. *Journal of Personnel Evaluation in Education*, 1, 47-57.
- Freiberg, H. J. & Stein, T. A. 1999. Measuring, Improving and Sustaining Healthy Learning Environments, in *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Palmer Press, London. P. 3-4, 11- 29
- Frese, M., Kring, W., Soose, A & Zempel, J. (1996) 'Personal initiative at work: Differences between East and West Germany', *Academy of Management Journal*, (39), 37-63.
- Geofrey, Y. (2010). Motivation and Academic Staff Performance in Public Universities in Uganda: The Case of Makerere University. Retrieved from <http://dspace.mak.ac.ug/handle/23456789/1339>.

- Ginott, H. (1972) *Teacher and Child*. New York: Macmillan.
- Hanif, *Teacher Stress, Job Performance and Self Efficacy among Women Teachers* (2010), Lap Lambert Academic Publishing.
- Hassan, M., (2004) *Techniques of Classroom Teaching*. APH Publishing Corporation  
5 Ansari Road, darya Ganj, New Delhi-110 002p-11
- Hattie, J. (2003). *Teachers Make a Difference what is the research evidence?*  
Auckland: Australian Council for Educational Research.
- Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1991) *Open Schools/Healthy Schools: Measuring Organizational Climate*. Sage Publication, London. PP. 12-16, 123
- Huberman, M. (1989). On teachers' careers: once over lightly, with a broad brush. *International Journal of Educational Research*, 13(4), 314-466.
- Hunter, J. E. & Hunter, R. F. (1984) 'Validity and utility of alternative predictors of Job performance', *Psychological Bulletin*, (96), 72-98.
- Ingaverson, L. (2001). Developing standards and assessments for accomplished Teaching: A responsibility of the profession. In D. Middlewood, & C. Cardno (Eds.), *Managing teacher appraisal and performance: A comparative approach* (pp.160-179). London: Routledge Falmer.
- Jacob, B.A. (2007). The Challenges of Staffing Urban Schools with Effective Teachers. *The Future of Children*, 17(1), 129-153.
- Judge, T. A & Bono, J. E. (2001) 'Relationship of core self-evaluation traits - self-Esteem, generalized self-efficacy, locus of control, and emotional stability -with job satisfaction and job performance: A meta-analysis', *Journal of Applied Psychology*, (86), 80-92.
- Katz, O. & R. Kahn. 1996. *The Social Psychology of Organizations*. 2nd ed. Wiley, New York.
- Keeping, L. M., & Levy, P. E. (2000). Performance appraisal reactions: measurement, Modeling and method bias. *Journal of Applied Psychology*, 85(5), 708-723.
- Kelchtermans, G., & Piot, L. (2010). *Schoolleiderschap aangekaart en in kaart gebracht*. Leuven/Den Haag: Acco.

- Kuo, C. W. (2009). The operation of research meeting of each field teaching and Teaching Effectiveness in Taoyuan County. *Elementary Education*, 48(1), 99-105.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning Activities. *Teaching and Teacher Education*, 19, 149-170.
- Lawler, E. E. (1994). *Motivation in Work Organization*. San Francisco: Jossey-Bass Inc.
- Leithwood, K. (1992). The move toward transformational leadership. *Educational Leadership*, 49(5), 8-12.
- LePine, J. A, Erez, A & Johnson, D. E. (2002) 'The nature and dimensionality of Organizational citizenship behavior: A critical review and met analysis', *Journal of Applied Psychology*, (87), 52-65.
- LePine, J. A. & Van Dyne, L. (2001) 'Voice and cooperative behavior as contrasting Forms of contextual performance: Evidence of differential relationships with big five personality characteristics and cognitive ability', *Journal of Applied Psychology*, (86), 326-336.
- Marsh, *Students' Evaluations of University Teaching: Research Findings, Methodological Issues and Directions for Future Research*, (1987), Pergamon.
- McCauley, C. D., Ruderman, M. N., Ohlott, P. J. and Morrow, J. E. (1994) 'Assessing the developmental components of managerial jobs', *Journal of Applied Psychology*, (79), 544-560.
- McCrae, R. R. & Costa, P. T. Jr. (1989) 'the structure of interpersonal traits: Wiggins's circumplex and the five-factor model', *Journal of Personality and Social Psychology*, (56), 586-595.
- McDaniel, M. A., Schmidt, F. L. & Hunter, J. E. (1988) 'Job experience correlates of Job performance', *Journal of Applied Psychology*, (73), 327-330.
- Medley, Teachers' effectiveness, In H. E. Mitzel, J. H. Best and Rabinowitz (Eds.), *Encyclopedia of Educational Research*, (1982), Free Press.
- Min, Adaptive performance: New development of teachers' adaptive performance Structure, *Research in Higher Education of Engineering*, 2 (2007), 235-242.
- Ministry of Education and sports (2006). *Teacher Education Strategy 2006-2015 and Action Plan 2006-2010 (TESAP)*. Manuscript. Vientiane.

- Mitchell, T. R. (1982). Motivation: Need Directions for Theory, research, and Practice. *Academy of Management Review*, 7(1), 80-88.
- Morrison, E. W. & Phelps, C. C. (1999) 'Taking charge at work: Extrarole efforts to Initiate workplace change', *Academy of Management Journal*, (42), 403-419.
- Motowidlo, S. J. & Van Scatter, J. R. (1994) 'Evidence that task performance should be distinguished from contextual performance', *Journal of Applied Psychology*, (79), 475-480.
- Motowidlo, S. J., Barman, W. C. & Schmit, M. J. (1997) 'A theory of individual Differences in task and contextual performance', *Human Performance*, (10), 71-83.
- Murray, L. (2009). *Testimony House Education and Labor Committee Hearing on Teacher Quality and Distribution*. Oakland.
- Nayyar, Some correlates of work performance perceived by the first line supervisors: A study, *Management and Labour Studies*, 19(1) (1994), 50-54.
- Nelson, D. L., & Quick, J. C. (2003). *Organizational behavior: foundation, realities and challenges* (4<sup>th</sup> Ed.). Australia: Thomson South –Western.
- Ngu, S. M. (1998). *Motivation Theory and Workers Compensation in Nigeria*. Zaria: ABU Press.
- OECD (Organization for Economic Co-operation and Development) (2005) *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. London: OECD Publishing.
- Onukwube, H.N., Iyabga, R. & Fajana, S. (2010), the Influence of Motivation on Job Performance of Construction Professionals in Construction Companies in Nigeria, *Construction, Building and Real Estate Research Conference of the Royal Institution of Chartered Surveyors*, held at Dauphine University, Paris. (2-3 September, 2010).
- Organ, D. W. (1988) *Organizational citizenship behavior: The Good Soldier Syndrome*. Lexington, MA: Lexington.
- Owens, R. G. 1998. *Organizational Behavior in Education*. 6th Ed. Prentice Hall, Allyn and Bacon, Boston, USA. p. 161-170.

- Ozden, Y. (2004). Introduction to Job as a Teacher .Ankara: Pegem Press. Shukla H & Mishra DP, A study of the organizational climate of professional colleges, The ICFAI Journal of organization Behavior, 5 (2) (2006) 48-61.
- Parker, S. K., Williams, H. M. & Turner, N. (2006) 'Modelling the antecedents of Proactive behavior at work', *Journal of Applied Psychology*, (91), 636-652.
- Pritchard, R. D. (1992) 'Organizational Productivity', in M. D. Dunnette and L. M. Hough (eds), *Handbook of Industrial and Organizational Psychology*, Vol. 3 (2nd ed.). Palo Alto: Consulting Psychologists Press, 443-471.
- Ree, M. J., Carretta, T. R. & Steindl, J. R. (2001) 'Cognitive ability', in D. S. O. N. Anderson, H. K. Sinangil and C. Viswesvaran (eds), *Handbook of Industrial, Work, and Organizational Psychology*. London: Sage. (1), 219-232
- Salas E, Cooke NJ, Rosen MA. On teams, teamwork, and team performance: discoveries and developments. *Hum Factors*. 2008; 50(3):540-7.
- Seibert, S. E., Kraimer, M. L. & Crant, J. M. (2001) 'What do proactive people do? A Longitudinal model linking proactive personality and career successes, *Personnel Psychology*, (54), 845-874.
- Sergiovanni, T. J. (1991) The Importance of School Culture and Climate: The Principal ship. Allyn and Bacon, Massachutes. P. 215-219.
- Sonnentag, S. & Frese, M. (2002) 'Performance concepts and performance theory', in S. Sonnentag (ed.), *Psychological Management of Individual Performance*. Chichester: Wiley, 3-25.
- Stronge, J. H., & Tucker, P. D. (2003). Teacher evaluation. Assessing and improving Performance. Larchmont, NY: Eye on Education.
- Sturman, M. C. (2003) 'searching for the inverted u-shaped relationship between times and performance: Meta-analyses of the experience/performance, tenure/performance, and age/performance relationships', *Journal of Management*, (29), 609-640.
- Tang, S. Y. F., & Chow, A.W. K. (2007). Communicating feedback in teaching Practice supervision in a learning-oriented field experience assessment framework. *Teaching and Teacher Education*, 23, 1066-1085.
- Tesluk, P. E. & Jacobs, R. R. (1998) 'Towards an integrated model of work Experience', *Personnel Psychology*, (51), 321-355.

- Thurston, P. W., & McNall, L. (2010). Justice perceptions of performance appraisal Practices. *Journal of Managerial Psychology*, 25(3-4), 201-228.
- Timperley, H. S., & Robinson, V. M. J. (1997). The problem of policy Implementation: the case of performance appraisal. *School Leadership and Management*, 17, 333-345.
- Tuytens, M., & Devos, G. (2011). Stimulating professional learning through teacher Evaluation: an impossible task for the school leader? *Teaching and teacher education*, 27(5), 891-899.
- Van Dyne, L. & LePine, J. A. (1998) 'Helping and *voice* extra-role behaviors: Evidence of construct and predictive validity', *Academy of Management Journal*, (41), 108-119.
- Van Scotter, J. R. & Motowidlo, S. J. (1996) 'Interpersonal facilitation and job Dedication as separate facets of contextual performance', *Journal of Applied Psychology*, (81), 525-531.
- Williams, K. D. & Karau, S. J. (1991) 'social loafing and social compensation: The Effects of expectations of co-worker performance', *Journal of Personality and Social Psychology*, (61), 570-581.
- Wragg, E.C., Haynes, G. S., Wragg, C. M. & Chamberlain, R. P. (2000) *Failing Teachers?* London: Routledge.
- Yang, Li-hsiang (2010). A Study of the Working Stresses Coping Strategies and Teaching Efficiencies for Teachers of Food and Beverage Management in Vocational High Schools. *Educational Research & Information*, 18(2), 127-148.

## **APPENDICES**

**APPENDIX A**  
**TRULY EXPERT**

1. Mr. Maaly Vorabouth  
Head of evaluation division, Department of Teacher Education, Ministry of Education and Sports.
2. Mr. Khamphan Khamon  
Head of in-service division, Department of Teacher Education, Ministry of Education and Sports.
3. Mr. Somphay Sengvilaysack  
Deputy of administration division, Department of Teacher Education, Ministry of Education and Sports.

**APPENDIX B**  
**RESEARCH QUESTIONNAIRE**

**Effect of College Climate on Teacher Performance in Teacher Training College  
in Lao People’s Democratic Republic (LAO PDR)**

.....  
The purpose of this study is to examine the Effect of College Climate on Teacher Performance in Teacher Training College in LAO PDR.

**Part I: Personal Information**

**Directions:** Please choose one of your personal information with the help of tick (√) from among the given personal traits.

1. Age.....years

2. Gender

- 1) Male
- 2) Female

3. Educational Level

- 1) Under Bachelor Degree       2) Post Grad. Certificate in Ed.
- 3) Bachelor of Education       4) Master Degree
- 5) Other (please specify).....

4. Teaching Experience .....years

**Part II: College Climate**

(1) Please express your opinion using a (√) mark beneath the opinion level against Each statement.

(2) Each scale is meant as following

- \* 1 Means strongly disagree
- \* 2 Means Disagree
- \* 3 Means Neutral
- \* 4 Means Agee
- \* 5 Means Strongly Agee

S/N	Statement	Level of Climate				
		1	2	3	4	5
<b>Environment</b>						
1	My work area is a safe working environment.					
2	My work area is clean and well organized.					
3	My work environment is efficient.					
4	I am satisfied with present work environment.					
<b>Team work</b>						
5	Within departments we have effective team work.					
6	The teachers work with do a good job.					
7	The teachers in my department work well together.					
<b>Reward and Recognition</b>						
8	I receive adequate feedback about my performance.					
9	I receive training to stay current in the skills I need to be effective in My job					

S/N	Statement	Level of Climate				
		1	2	3	4	5
10	In difficult times I get support and help from my colleagues.					
11	When I need help, I can ask others in my work group for suggestions or ideas					
<b>Technology</b>						
12	The technology we use helps me get my job done.					
13	The tools and technologies that I use help me to be efficient Completing my in work.					
14	My department has adequate tools and technologies to perform our Work.					
<b>Organization/Competency</b>						
15	I am proud to tell others that I am part of this organization.					
16	The organization's goals and objectives are clear to me.					
17	I enjoy being a part of this organization.					
18	Employees have a good balance between work and personal life.					
19	Everyone here takes responsibility for their actions					
20	My skills and abilities are fully utilized in my current job.					
21	I gain satisfaction from my current job responsibilities.					

**Part III: Questionnaires to examine the teacher performance in Teacher Training College in LAO PDR.**

(1) Please express your opinion using a (√) mark beneath the opinion level against Each statement.

(2) Each scale is meant as following

- \* 1 Means strongly disagree
- \* 2 Means Disagree
- \* 3 Means Neutral
- \* 4 Means Agee
- \* 5 Means Strongly Agee

S/N	Statement	Level of Teacher Performance				
		1	2	3	4	5
<b>Task Performance</b>						
<b>I. Teaching effectiveness:</b>						
1	I always attend my lessons with adequate preparation.					
2	I always prepare my lessons for effective delivery.					
3	I always prepare appropriate teaching learning materials.					
4	I always assign appropriate tasks for students in line with my lessons.					
5	I assess students' work on time as per the strategic plan.					
6	I maintain conducive learning environment.					

S/N	Statement	Level of Teacher Performance				
		1	2	3	4	5
7	My lessons are associated with effective monitoring to ascertain proper classroom management.					
8	I provide constructive feedbacks to students.					
9	I attend classes on time.					
10	I solve student's doubt until they understand properly.					
11	My lessons are student-centered.					
<b>II. Teaching values:</b>						
12	My lessons are mostly value-oriented.					
13	I share my experiences and wisdom to students to mold their general behaviors.					
14	My lessons are associated with some moral stories.					
15	I always display positive behaviors to students both outside and inside the classrooms.					
16	My lessons are associated with advice and some guidance.					
17	I make ascertain that problematic students are counseled and guided properly.					
18	I use polite word per students					

S/N	Statement	Level of Teacher Performance				
		1	2	3	4	5
<b>III. Teacher-students interaction</b>						
19	I use formal language while delivering lessons in the class.					
20	I participate in the informal interaction outside the classrooms.					
21	I maintain free communication both inside and outside classrooms.					
22	Students do not hesitate to address their personal and academic related problems to me.					
23	Students do not find difficulty to understand my lessons.					
24	My lessons are associated with lots of question-answer sessions to encourage interaction.					
<b>Contextual Performance</b>						
<b>I. Occupational Morality</b>						
25	I am truly duty bound.					
26	I am punctual in my duty.					
27	I am complied with the set norms of the institute.					

S/N	Statement	Level of Teacher Performance				
		1	2	3	4	5
28	I listen to the advice of my supervisor and colleagues.					
29	I accomplish the teaching learning related tasks as per the strategic plan.					
30	I have a sense of honesty while furnishing the assigned tasks.					
<b>II. Job dedication:</b>						
31	I attend my lessons in line with the institute's calendar.					
32	I have true sense of commitment.					
33	I have positive attitude towards work.					
34	I make myself readily available to students.					
35	I am involved in other events of an institute for the benefits of students.					
36	I have true sense of belongingness to my institute.					
<b>III. Assistant and cooperation</b>						
37	I am approachable to both students and colleagues.					
38	I am ready to extend help to the needy ones (students and colleagues).					

S/N	Statement	Level of Teacher Performance				
		1	2	3	4	5
39	I seek help from colleagues and supervisor when needed.					
40	I am work as a team.					
41	I address students' problems to their satisfaction.					
42	I am always available to students.					
43	The students and colleagues are friendly with me.					

**Comments/Suggestions:**

To improve the teacher performance, what do you think needs to be done?

.....

.....

.....

.....

**Thank you very much for your Participation**

## **BIOGRAPHY**

<b>NAME</b>	Phetmany Sylatmena
<b>DATE OF BIRTH</b>	26 March 1978
<b>PLACE OF BIRTH</b>	Xiengkhouang Province, Laos
<b>INSTITUTIONS ATTENDED</b>	National University of Laos, Bachelor Degree in Lao language And Literature (2005-2008) Master in Educational Management Mahidol University (2013-2014)
<b>SCHOLARSHIP RECEIVED</b>	Education Development Project II, Ministry of Education and Sports, LAO PDR
<b>POSITION HELD &amp; OFFICE</b>	Academe staff, Department of Teacher Education, Ministry of Education and Sports, LAO PDR Phetmanys@yahoo.com
<b>HOME ADDRESS</b>	Nong viengkham village, Xaythany, District, Vientiane Capital, LAO PDR E-mail Phetmanys@yahoo.com Tel. +856 20 22440043