

Work Environment as the Primary Determinant of Teacher Performance: A Quantitative Study of Job Demands and Organizational Resources in Indonesian Secondary Education

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Abstract: Teacher performance is fundamental to school quality, yet the relative influence of job demands versus organizational resources remains underexplored in Indonesian secondary education. This study examines the effects of workload and work environment on teacher performance at SMA Negeri 1 Sungai Lili, Indonesia. Using a descriptive quantitative survey design, data were collected from 50 teachers via a five-point Likert-scale questionnaire and analyzed through multiple linear regression using SPSS 25. Simple regression analyses revealed that workload negatively affects performance ($B = -0.236$, $p = 0.016$, $R^2 = 0.116$), while work environment positively affects performance ($B = 0.616$, $p < 0.001$, $R^2 = 0.451$). However, in the multiple regression model, workload became non-significant ($B = -0.099$, $p = 0.207$), whereas work environment remained a strong predictor ($B = 0.575$, $p < 0.001$). The simultaneous model explains 46.9% of performance variance ($F = 20.795$, $p < 0.001$). These findings demonstrate that the work environment is the dominant organizational factor explaining teacher performance when tested alongside workload. The study contributes to educational management literature by clarifying the relative roles of job demands and organizational resources, suggesting that school improvement efforts should prioritize strengthening physical and psychosocial work conditions alongside workload management.

Keywords: Educational Leadership, School Management, Teacher Performance, Work Environment and Workload

A. Introduction

Teacher performance is a central indicator of school quality because teachers translate curriculum goals into learning activities, classroom interactions, assessment practices, and follow-up support for students. In educational management, improving teacher performance requires attention not only to individual competence but also to the conditions under which teachers perform their work (Usman & Morris, 2025). Therefore, teacher performance should be examined as the result of both professional capacity and organizational support (Su, 2024).

Two organizational factors are particularly relevant in this discussion: workload and work environment. Workload represents the amount, complexity, and urgency of tasks that teachers must complete, including teaching hours, lesson preparation, assessment, administrative reporting, extracurricular duties, and other school assignments. When workload exceeds available time and psychological capacity, it may reduce instructional focus, increase fatigue, and weaken performance consistency. The Job Demands-Resources perspective explains this mechanism by arguing that job demands may deplete energy when they are not balanced by sufficient resources (Hlado & Harvankova, 2024).

The work environment, by contrast, represents a set of organizational resources that can support teacher performance. In schools, the work environment includes physical aspects such as classrooms, facilities, lighting, air circulation, and cleanliness, as well as non-physical aspects such as collegial relations, principal support, communication, psychological safety, and teamwork. International evidence has shown that supportive teacher working conditions are closely related to teacher well-being, job satisfaction, professional success, and retention (Toropova et al., 2021). The context of SMA Negeri 1 Sungai Lilin is relevant because teachers carry out instructional duties while also dealing with additional tasks and administrative responsibilities. In such a context, teacher performance cannot be understood only from the perspective of individual discipline or motivation. It must also be linked to how school management distributes tasks and creates a supportive work environment. This issue is increasingly important in Indonesian secondary education, where schools are expected to improve quality while teachers continue to face administrative, instructional, and organizational demands (Amin et al., 2024).

Previous studies have generally examined workload and work environment as separate predictors of teacher performance. However, the present study adds a more specific contribution by comparing their independent effects and their adjusted effects within a single regression model. This approach is important because a variable that appears significant when tested alone may lose its explanatory power when a stronger organizational predictor is included. Therefore, this study does not merely ask whether workload and work environment affect teacher performance, but also identifies which factor remains dominant when both are tested together (Estrada-araoz, 2023; Yongtao, 2025). The research questions are: (1) Does workload affect teacher performance? (2) Does work environment affect teacher performance? and (3) Do workload and work environment simultaneously affect teacher performance? The article is expected to contribute to educational management literature by clarifying the relative roles of job demands and organizational resources in explaining teacher performance in a public senior high school context. This study addresses three research questions: Does workload significantly affect teacher performance? Does work environment significantly affect teacher performance? Do workload and work environment simultaneously affect teacher performance, and if so, which factor demonstrates stronger predictive power?

Literature Review and Hypothesis Development

Workload as a Job Demand

Workload refers to the number and intensity of tasks that must be completed within a specific period. In the teaching profession, workload is multidimensional because teachers are responsible not only for classroom instruction but also for lesson planning, evaluation, reporting, student guidance, committee work, and other institutional assignments. Workload may become problematic when the quantity or complexity of tasks is not balanced with time, resources, and support (Morris et al., 2026; Xing, 2023). From the Job Demands-Resources perspective, workload is categorized as a job demand. Job demands are not always negative, but they can become harmful when they require sustained physical, cognitive, or emotional effort without adequate resources (S. Claes et al., 2023; Kristiana et al., 2025). In schools, excessive workload can limit teachers' opportunity to prepare innovative learning materials, reflect on teaching practices, collaborate with peers, and provide meaningful feedback to students. Therefore, workload is expected to have a negative association with teacher performance when perceived as excessive (Yongtao, 2025).

H1: Workload has a negative and significant effect on teacher performance.

Work Environment as an Organizational Resource

The work environment consists of physical and psychosocial conditions surrounding employees during the performance of their duties. In a school setting, physical work environment includes classrooms, teacher rooms, teaching equipment, learning media, lighting, air circulation, cleanliness, and safety. The psychosocial work environment includes communication, teamwork, leadership support, role clarity, professional trust, and collegial relationships (Larsson et al., 2024). A conducive work environment functions as an organizational resource. It enables teachers to perform professional tasks with fewer distractions and greater psychological comfort. Supportive work conditions can also reduce the negative impact of job demands because they provide emotional, material, and managerial support. Studies on teacher working conditions have consistently emphasized that school-level resources are important for teacher satisfaction, retention, and perceived success (Admiraal & Røberg, 2023).

H2: Work environment has a positive and significant effect on teacher performance.

Integrated Relationship between Workload, Work Environment, and Teacher Performance

Teacher performance reflects teachers' ability to plan instruction, implement learning, evaluate learning outcomes, show responsibility, demonstrate professionalism, and maintain constructive communication. Workload and work environment may

influence these dimensions through different pathways. Workload may reduce performance when teachers are overloaded, while work environment may strengthen performance by providing facilities, support, and a collaborative climate (Hulme et al., 2025; Yongtao, 2025). When workload and work environment are examined together, the relative strength of each predictor becomes clearer. If the work environment remains significant after workload is controlled, it indicates that teacher performance is more strongly explained by organizational conditions than by task quantity alone. This pattern has important managerial implications because work environment is relatively actionable through school leadership, facility management, communication improvement, and teamwork development (Saleem et al., 2026).

H3: Workload and work environment simultaneously have a significant effect on teacher performance.

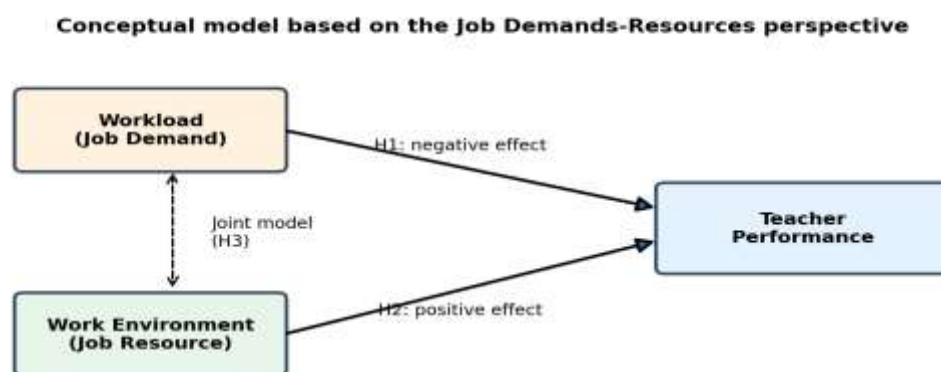


Figure 1. Conceptual Model of Workload, Work Environment, and Teacher Performance

B. Methods

Research Design, Site, and Participants

This study employed a descriptive quantitative design using a survey method. The research was conducted at SMA Negeri 1 Sungai Lilin, a public senior high school in Musi Banyuasin Regency, South Sumatra, Indonesia. The population consisted of teachers at the school, and the final sample included 50 respondents. The survey design was selected because the study aimed to measure perceived workload, perceived work environment, and teacher performance quantitatively and to examine the statistical relationships among these variables (Masoom, 2021). The use of a single-school case provides contextual depth, but it also requires careful interpretation. The findings are not intended to represent all senior high schools in Indonesia. Instead, they provide empirical evidence from a specific school context that can inform school-level human resource management and generate hypotheses for wider comparative studies (Evangelia & Barbara, 2023).

Variables and Instrument

Data were collected through a structured questionnaire using a five-point Likert scale. The independent variables were workload (X1) and work environment (X2), while the dependent variable was teacher performance (Y). Each variable was measured through 30 items. Workload covered teaching duties, additional assignments, learning administration, time suitability, work pressure, and mental-physical demands. Work environment covered physical environment, cleanliness, facilities, working relationships, leadership support, and communication climate (Don et al., 2025). Teacher performance covered lesson planning, learning implementation, assessment, discipline, professionalism, and collaboration.

Table 1. Operationalization of Research Variables

Variable	Role	Key indicators	Number of Items
Workload (X1)	Independent	Teaching load; additional duties; learning administration; time suitability; work pressure; mental and physical demands	30
Work environment (X2)	Independent	Physical environment; cleanliness; facilities; working relationships; leadership support; organizational climate and communication	30
Teacher performance (Y)	Dependent	Lesson planning; learning implementation; learning evaluation; discipline and responsibility; professionalism; cooperation and communication	30

Data Analysis

The data were analyzed using SPSS 25. Prior to hypothesis testing, the instrument was examined through validity and reliability tests. All questionnaire items were declared valid. Reliability testing showed very high internal consistency: workload (Cronbach's alpha = 0.992), work environment (Cronbach's alpha = 0.992), and teacher performance (Cronbach's alpha = 0.994). Regression assumptions were tested through the Kolmogorov-Smirnov normality test, tolerance and variance inflation factor (VIF) for multicollinearity, and the Glejser test for heteroscedasticity. Hypotheses were tested using simple linear regression and multiple linear regression. The significance level was set at 0.05.

C. Results and Discussion

Results

Regression Assumption Tests

The prerequisite tests indicate that the regression model fulfilled the major

assumptions. The residuals were normally distributed, the two independent variables did not show multicollinearity, and the Glejser test indicated no heteroscedasticity. These results support the use of linear regression for hypothesis testing.

Table 2. Summary of Regression Assumption Tests

Assumption	Test/statistic	Result	Decision
Normality	Kolmogorov-Smirnov	Statistic = 0.086; p = 0.200	Normal residual distribution
Multicollinearity	Tolerance and VIF	Tolerance = 0.901; VIF = 1.109 for both predictors	No multicollinearity
Heteroscedasticity	Glejser test	Workload p = 0.615; work environment p = 0.996	No heteroscedasticity

The normality test produced a p-value of 0.200, which is greater than 0.05. This indicates that the residuals are normally distributed. The multicollinearity test produced tolerance values of 0.901 and VIF values of 1.109, meaning that workload and work environment are not excessively correlated. The heteroscedasticity test also produced p-values greater than 0.05, confirming that the variance of residuals is stable across observations.

Simple Regression Results

The simple regression analyses were conducted to examine the separate effect of each independent variable on teacher performance (Kanya et al., 2021). The results show that workload and work environment both have statistically significant effects when tested separately, but their directions and effect sizes differ substantially.

Table 3. Simple Regression Results

Predictor	B	SE	Beta	T	p	R2
Workload (X1)	-0.236	0.094	-0.340	-2.505	0.016	0.116
Work environment (X2)	0.616	0.098	0.672	6.279	<0.001	0.451

The workload regression equation was $Y = 117.202 - 0.236X_1$. The negative coefficient indicates that higher workload is associated with lower teacher performance. The t-value of -2.505 and p-value of 0.016 show that the effect is statistically significant. However, the coefficient of determination indicates that workload alone explains 11.6% of the variance in teacher performance. This suggests that workload is relevant but not sufficient as a single predictor.

The work environment regression equation was $Y = 39.462 + 0.616X_2$. The positive coefficient indicates that a better work environment is associated with higher teacher performance. The t-value of 6.279 and p-value below 0.001 indicate a strong and statistically significant effect. The R2 value of 0.451 shows that work environment alone explains 45.1% of the variance in teacher performance, substantially higher than the explanatory power of workload alone.

Multiple Regression and Model Fit

Multiple regression was used to examine the simultaneous effect of workload and work environment on teacher performance. This analysis is important because it identifies whether each variable remains significant after the other variable is controlled (Wysocki et al., 2022).

Table 4. Multiple Regression Coefficients

Predictor	B	SE	Beta	t	p
Constant	49.591	12.884	-	3.849	<0.001
Workload (X1)	-0.099	0.078	-0.143	-1.280	0.207
Work environment (X2)	0.575	0.103	0.627	5.599	<0.001

The multiple regression equation was $Y = 49.591 - 0.099X_1 + 0.575X_2$. In this model, workload retained a negative coefficient but became statistically non-significant ($p = 0.207$). This means that, after the work environment is included, workload no longer provides a unique statistically significant explanation of teacher performance. In contrast, work environment remained positive and significant ($p < 0.001$), indicating that it is the dominant predictor in the adjusted model.

Table 5. ANOVA and Coefficient of Determination

Model Statistic	Value	df	p	Interpretation
F-test	20.795	2, 47	<0.001	The simultaneous model is significant
R	0.685	-	-	Moderate-to-strong model correlation
R ²	0.469	-	-	The model explains 46.9% of performance variance

The ANOVA result confirms that workload and work environment simultaneously affect teacher performance, $F(2, 47) = 20.795$, $p < 0.001$. The combined model explains 46.9% of the variance in teacher performance, while 53.1% is explained by other factors outside the model. These other factors may include motivation, leadership style, professional development, teacher competence, compensation, organizational culture, and student-related conditions (Effiyanti et al., 2023).

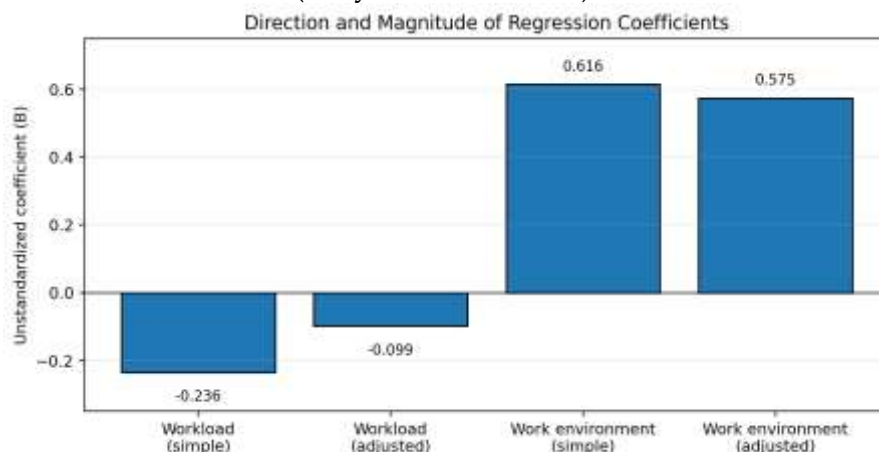


Figure 2. Comparison of Simple and Adjusted Regression Coefficients

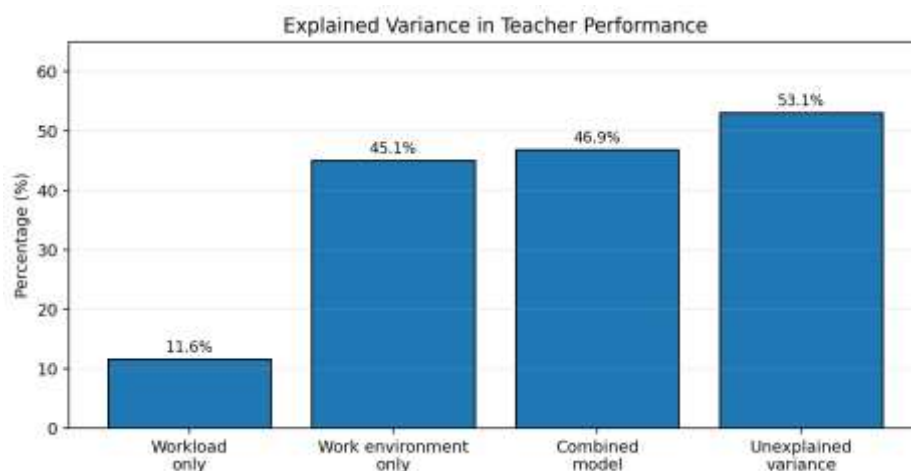


Figure 3. Proportion of Explained and Unexplained Variance in Teacher Performance

Table 6. Hypothesis Testing Summary

Hypothesis	Statistical evidence	Decision	Substantive interpretation
H1: Workload -> teacher performance	B = -0.236; t = -2.505; p = 0.016 in simple regression	Supported in simple model	Workload is negatively associated with teacher performance when tested separately.
H2: Work environment -> teacher performance	B = 0.616; t = 6.279; p < 0.001 in simple regression; B = 0.575; p < 0.001 in multiple regression	Supported	Work environment is the strongest and most stable predictor.
H3: Workload and work environment -> teacher performance	F = 20.795; p < 0.001; R ² = 0.469	Supported	The two predictors jointly explain nearly half of teacher performance variance.

Discussion

Workload and Teacher Performance

The finding that workload has a negative and significant effect in the simple regression model is consistent with the argument that excessive task demands can reduce performance. Teachers who face a high volume of teaching, administrative, and additional duties may have less time to design meaningful learning activities, provide feedback, reflect on classroom practice, and participate in professional collaboration (Yu et al., 2025). In this sense, workload can reduce performance not only by increasing fatigue, but also by limiting the quality of professional preparation (Julio et al., 2024). However, the size of the workload contribution is relatively modest, as indicated by an R² value of 0.116. This means that workload explains only a small portion of teacher performance variance when analyzed alone (Jiang et al., 2025). Therefore, workload should not be interpreted as the sole cause of performance

differences. A school may reduce excessive workload, but performance improvement will remain limited if other organizational conditions are ignored (Mohammad & Borkoski, 2024; Thi & Pham, 2025).

The more important pattern appears in the multiple regression model. Workload remains negative but becomes statistically non-significant after work environment is included. This does not mean that workload is unimportant. Rather, it suggests that workload may influence teacher performance through or alongside broader organizational conditions (Mohammad & Borkoski, 2024). If teachers experience a supportive environment, adequate facilities, clear communication, and leadership support, the negative effect of workload may become less visible (Masoom, 2021). This interpretation aligns with the Job Demands-Resources perspective: job demands are less damaging when balanced by sufficient job resources (Hoare & Vandenberghe, 2024; Huo, 2025).

Work Environment as the Dominant Predictor

The work environment shows the strongest and most stable relationship with teacher performance. It is significant in both simple and multiple regression models. The simple model shows that work environment explains 45.1% of the variance in teacher performance, and the adjusted model shows that the effect remains significant even after workload is controlled. This pattern indicates that the work environment is not merely a background condition; it is a core managerial variable in teacher performance improvement (Darif, 2025). A supportive work environment may improve teacher performance through several mechanisms (Alzouebi et al., 2025; Gashe, 2026). First, adequate physical facilities reduce technical obstacles in teaching (Alzouebi et al., 2025; Issah & Afari, 2026; Jentsch et al., 2023). Teachers who have access to suitable classrooms, learning media, and comfortable workspaces can focus more on instructional quality. Second, a positive psychosocial climate strengthens motivation and professional confidence. When teachers feel respected, supported, and able to communicate openly with colleagues and school leaders, they are more likely to maintain professional responsibility and performance consistency (Johnson & Johnson, 2025; Keravnos & Symeou, 2024; Xu et al., 2025).

Third, work environment may operate as a buffer against job demands (Gynning et al., 2025; Kutscher, 2025; Mussagulova, 2025). Teachers may still face many duties, but the availability of leadership support, collegial assistance, and clear coordination can reduce the psychological burden of those duties. Therefore, improving the work environment is a strategic intervention because it does not only raise performance directly; it may also reduce the negative consequences of workload.

Simultaneous Effect and Model Interpretation

The simultaneous model is statistically significant and explains 46.9% of teacher performance variance. This result indicates that workload and work environment are meaningful predictors when viewed together. The explained variance is substantial for a school-based survey with behavioral variables, suggesting that the model has practical relevance for educational management. At the same time, 53.1% of teacher performance variance remains unexplained. This finding is theoretically important because teacher performance is multidimensional. Future studies should include additional variables such as transformational leadership, work motivation, organizational commitment, teacher competence, professional development participation, digital administrative support, compensation, school culture, and student characteristics. Including these variables may produce a more comprehensive model of teacher performance (Capa-luque & Baz, 2026).

The most important contribution of this study lies in the adjusted-effect interpretation. A conventional reading might state that workload and work environment both affect teacher performance. A stronger journal-level interpretation is that work environment is the more robust predictor because it remains significant in the joint model, while workload loses unique statistical significance. This distinction provides clearer evidence for managerial prioritization (Li et al., 2024).

Practical Implications for School Management

For school leaders, the findings suggest that performance improvement should begin with work environment strengthening. This includes maintaining clean and functional facilities, improving teacher rooms and classrooms, ensuring access to learning media, and creating a psychologically safe organizational climate. These actions are likely to produce a stronger performance effect than focusing only on workload reduction (Nazirul et al., 2025).

Workload management remains necessary, but it should be integrated with environmental improvement. Schools should review the distribution of teaching hours, extracurricular responsibilities, committee assignments, and administrative duties. Task distribution should be transparent and proportional. Digital administration systems may also help reduce repetitive paperwork and allow teachers to focus more on instructional tasks (Li et al., 2024). The findings also imply that school leaders should cultivate collegial collaboration. Teacher performance is not only a personal output; it is also shaped by whether teachers can exchange teaching materials, discuss student problems, share assessment strategies, and receive support from peers. A collaborative environment can transform workload from an individual burden into a shared professional responsibility (Loberg et al., 2021).



Figure 4. Practical Roadmap for Improving Teacher Performance Based on The Findings

Limitations and Future Research

This study has several limitations. First, it used a single-school sample of 50 teachers, so the findings should be generalized with caution. Second, the data were collected through self-report questionnaires, which may be affected by respondent perception and common method bias. Third, the cross-sectional design does not allow causal conclusions. The regression results show statistical association, not definitive causality. Future research should expand the sample across several schools or districts, use mixed methods to capture teacher experiences more deeply, and include mediating or moderating variables such as job satisfaction, motivation, burnout, leadership support, and organizational commitment. Future studies can also compare public and private schools to examine whether the same pattern appears in different institutional contexts (E. Claes & Moulin, 2026).

D. Conclusions

This study examined the effects of workload and work environment on teacher performance in an Indonesian public senior high school context. The findings demonstrate that while workload has a negative relationship with teacher performance when examined in isolation ($B = -0.236$, $p = 0.016$), its explanatory power diminishes substantially ($B = -0.099$, $p = 0.207$) when work environment is controlled in a multiple regression model. In contrast, work environment consistently predicts teacher performance across both simple ($B = 0.616$, $p < 0.001$) and multiple ($B = 0.575$, $p < 0.001$) models, explaining 45.1% and 46.9% of performance variance respectively. These results make three significant contributions to educational management literature. First, they clarify the relative influence of job demands versus organizational resources, showing that work environment is the dominant predictor when both factors are simultaneously considered. This finding challenges the assumption that workload reduction alone is the primary pathway to improving

teacher performance. Second, the study extends the Job Demands-Resources (JD-R) framework by suggesting an asymmetrical relationship in educational contexts, wherein resources may exert stronger influence than demands—a pattern that warrants further theoretical development. Third, the study provides empirical evidence from an understudied context (Indonesian public senior high school), enhancing the generalizability of findings beyond Western educational settings. Practically, the results suggest that school leaders seeking to improve teacher performance should prioritize strengthening physical and psychosocial work environments. Key actions include upgrading classroom facilities and teacher workspaces, ensuring access to adequate teaching resources, fostering collegial collaboration through professional learning communities, establishing clear communication channels, and providing consistent leadership support. Workload management remains necessary but should be integrated with environmental improvements rather than pursued in isolation. However, several limitations must be acknowledged. The single-school, cross-sectional design limits generalizability and causal inference. Self-report measures may be subject to social desirability and common method bias. Future research should employ multi-school samples, objective performance measures, and longitudinal designs to confirm and extend these findings. Additionally, investigating moderating variables such as teacher self-efficacy, organizational commitment, and principal leadership style could illuminate the mechanisms through which work environment influences performance. Comparative studies across different school types (public vs. private, urban vs. rural) and educational levels (primary vs. secondary) would further enhance understanding of contextual variations. In conclusion, this study demonstrates that work environment is the dominant organizational factor explaining teacher performance when workload is statistically controlled. For Indonesian schools and their leaders, this means investing in supportive working conditions—not merely reducing tasks—represents the most strategic pathway to sustainable teacher performance improvement.

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