

Effects of Teachers’ school belongingness on their performance at the secondary school level

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Abstract

The primary objective of this study was to examine the effects of teachers’ school belongingness on their performance at the secondary school level. The study was descriptive and used a quantitative approach to collect data. The study population was all public secondary school teachers in Punjab province. Sahiwal division was selected through the convenience sampling technique, having three districts (Sahiwal, Okara, and Pakpattan). A sample of 325 teachers was selected through the convenience sampling technique (159 males and 166 females). The teacher performance evaluation scale (TPES) and PSSM scale were used to gather information from secondary school instructors. SPSS-20 and Microsoft Excel were used to analyze the data. To determine the effect of teachers’ school belongingness on teacher performance, linear regression was utilized. The independent sample t-test and the ANOVA were used to determine significant differences in performance based on different demographic variables (gender and locality). The study’s main findings revealed that teachers’ school belongingness significantly affects teachers’ performance at the secondary school level. Based on the findings, it was also concluded that school belonging positively affected all factors of teachers’ performance. The study indicates no significant difference between the performance of secondary school teachers based on different demographic variables (gender and locality). It was recommended to apply the model of teacher’s school belongingness in many educational contexts, including schools, colleges, and universities. This kind of study should serve as the foundation for

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professional education, particularly teacher education.

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1 Introduction

Goodenow defined a sense of belonging as "a sense of being accepted, valued, included, and encouraged by others (teachers and peers) in the academic classroom setting and of feeling oneself to be an important part of the class life and activity." Belongingness is a very specific and culturally influenced sensation that changes in accordance with someone's sense of acceptance Waller (2020). The degree to which educators feel personally accepted, valued, included, as well as and encouraged by others—particularly the head teacher, coworkers, students, and other adults in the school psychological environment—is known as teachers' school belongingness (Allen et al., 2018). According to Acevedo (2024), a sense of belonging is based on a variety of theoretical perspectives and viewpoints, including Acevedo (2018) humanistic theory of motivation based on an underlying need for satisfaction and gratification, an inner desire to establish affection between people (Diederich, 2020), a need for us to seek positive regard from others, a need for relatedness (Suzuki et al., 2021), or simply a reflection of these ideas. Teacher performance is defined as how instructors fulfill their professional tasks and responsibilities within and outside of the educational setting (Şahin, 2021). The effectiveness of an educator's work is measured by their accomplishments and outputs, which happen when teachers complete their tasks properly and quickly within a given time limit (Stramkale, 2022).

1.1 Objectives of the Study

The objectives of the study were:

1. To explore teachers' school belongingness
2. To examine teachers' performance
3. To determine the effects of teachers' school belongingness on their performance
4. To highlight the effects of teachers' school belongingness on their performance on the basis of their demographic variables

Rest of the paper proceeds as follow: Section 2 presents the review of literature. Section 3 describes sample, data, variables and research methodology. The fourth section contains the data analysis. The findings, conclusion, discussion, and recommendations were finally covered in the fifth section. References are provided at the end.

2 Literature Review

There are many theories that are concerned with the teachers' school belongingness. Several theories of the teachers' school belongingness have been discussed in literature

2.1 Theoretical Background

Maslow's hierarchy of needs places belonging at the third level, indicating that when the fundamental necessities of nourishment, housing, and safety have been met, people require a sense of belonging in order to progress to greater self-confidence, competence, and self-actualization levels (Rojas et al., 2023). According to Maslow, belonging is linked to family, friends, community, and social groups, as well as the connections created via the establishment of significant connections (Smith et al., 2021).

Aside from Acevedo (2018), numerous early educational scholars were notable for introducing the concept of belonging into educational environments. Examples include Dewey's (1938) concept of encouraging learning environments, Esteban-Guitart, (2018) research on the role of social

circumstances in educational institutions, and Erikson's (1963) research on social identity in educational settings (Germain-Rutherford & Karamifar, 2022). According to the belongingness theory, the concept of belonging is a basic human motivation. The urge to belong is defined as a "need to form and maintain at least a minimum quantity of interpersonal relationships" (Tahir, 2021). Because of its extensive academic and non-academic implications, a strong sense of belonging at school has garnered a lot of consideration (Brooms, 2021).

2.2 Essential Elements for Teachers' School Belongingness

People live in contexts where the interplay between man and environment defines a person's destiny (Rose, 2020). Essential elements for teachers' school belongingness by Ahmadi et al., (2020). Educational environments: the atmosphere, amount of formal learning opportunities, and available facilities are all factors in educational environments (Kachchhap & Horo, 2021). According to research, the educational environment adds value to the quality of education to the extent that students' participation, success, and contentment are affected by their perception of the setting in which they study (Tan et al., 2020). Psychosocial environment: The psychosocial environment in educational settings makes it critical to understand how individuals perform within organizations based on relationships (Kachchhap & Horo, 2021).

Organizational Climate: Özgenel (2020) described school climate as a synthesis of elements affecting all stakeholders—teachers', parents, students, and leaders. She stated that the values, beliefs, and behavior of students and parents, as well as employee job satisfaction and leadership style, influence the environment of a school. Employees' desire for success in the workplace may be influenced by the environment inside an organization, which includes leadership, roles, communication, relationships among workers, shared values, and incentive systems, among other things (Greene et al., 2023). Employees' perceptions of the organizational environment have been linked to human resource management style and practices when looking at managers as leaders (Zhang et al., 2020). Perceived Organizational Support: Perceived organizational support has been defined as workers' impressions of how much, if their efforts are recognized and the organization is concerned about their psychological well-being (Côté et al., 2021), they will be more likely to stay with the organization.

2.3 Teacher Performance

The performance of instructors is how a teacher conducts instruction in the classroom by posing questions, providing reasons, leading directions, expressing endorsement, and engaging in a variety of instructional activities (Boice et al., 2021). The most basic duty in human capital management is the evaluation of teacher performance (Jennings, 2019).

2.4 Essential Elements of the Teachers' Performance Evaluation Program

Farooqi et al. (2019) defined six fundamental aspects of teacher performance: communicative ability, work knowledge, analytical aptitude, ability to supervise and direct, ability to make decisions, and output and standard of work.

2.5 Research Gap

Many studies have been conducted in Africa, Europe, and North America. As a result, the research was conducted in nations other than Pakistan. In Pakistan, many studies have been undertaken on students' school belongingness at the secondary and higher secondary levels, but none have been conducted on teachers' school belongingness at secondary school level. This research project attempted to address the gap in the research literature related to teachers' school belongingness and its effects on teachers' performance at the secondary level.

2.6 Hypotheses of the Study

The hypotheses of the study were as follows:

H1: Teachers have significant school belongingness.

H2: Teachers' positive school performance.

- H₀₁: Teachers' school belongingness has no significant effect on their performance.
- H₀₂: Female teachers' school belongingness has no significant effect on their performance.
- H₀₃: Male teachers' school belongingness has no significant effect on their performance.
- H₀₄: Rural teachers' school belongingness has no significant effect on their performance.
- H₀₅: There is no significant effect of urban teachers' school belongingness on their performance.

3 Research Methodology

Research methodology is a procedure that guides the investigator from beginning to conclusion on questions about how the study should be carried out and critical steps to be taken (Mora et al., 2023). The current section explains many areas of research methodology, including the research design, population, sample, instruments, data collection process, and statistical techniques applied to the data analysis. The study was quantitative, and the survey technique was used to collect data. Survey technique is adopted when the researchers are being interested in obtaining data from an extensive group of people (Mohajan, 2020). In the present study, positivism, a quantitative research approach, was applied to collect data and statistical analysis of numerical data to reach an authentic and meaningful conclusion. A population as "a group of individuals with specific characteristics from which study results can be generalized" (Javid et al., 2023). All male and female secondary schools' teachers' in the province of Punjab comprised the study population. It was not practicable for the researcher to approach the entire population. Therefore, the researcher used a convenient sampling technique to select a sample for the study. A mathematical function that calculates the likelihood of selecting a specific sample is known as a non-probability convenience sampling strategy (Mweshi & Sakyi, 2020). The given table depicts the details of the selected sample. A total of 325 secondary school teachers were included in the sample (159 males and 166 females).

Table 1: Statistics for Selected Sample

District	Male Teachers'	Female Teachers'	Total
Sahiwal	49	55	104
Okara	67	69	136
Pakpattan	43	42	85
Total	159	166	325

3.1 Instruments of the Study

The following tools were utilized to gather the necessary data for the current investigation:

Teachers' Performance Evaluation Scale (TPES): The Teachers' Performance Evaluation Scale (TPES), developed by Farooqi et al., (2019), was used to measure the performance of secondary school teachers. The coefficient of reliability of TPES was 0.964. The survey employs a 5-point Likert scale with the options "strongly disagree" and "strongly agree."

PSSM Scale: Teachers' sense of school belonging was assessed using the Psychological Sense of School Membership Scale (PSSM), which was created by Goodenow in 1993. Responses to the 18-item PSSM are given on a 5-point Likert scale, with 1 representing strongly disagree and 5 representing strongly agree. In order to prevent a response set, five of the questions have negative wording and require reverse coding. Cranach's alpha is used to measure internal consistency dependability, and it varies between samples from .77 to .88 (Goodenow, 1993).

3.2 Data Collection

The researcher gathered the information by visiting male and female secondary schools and

through a Google Form questionnaire.

3.3 Data Analysis

Microsoft Excel and the Statistical Package for Social Science (SPSS) version 20 were utilized to analyze the data.

The following statistical techniques were utilized by the researcher:

Mean, median, and SD	The nature of the data was examined using mean, median, and SD measures.
Pearson 'r'	To determine the correlation between variables Pearson 'r' (coefficient of correlation) was used.
Regression	The effects of teachers' school belongingness on teachers' performance were examined using regression analysis.
Independent-sample T-test	Two subgroups of a categorical variable were compared using an independent-sample t-test.

4 Data Analysis and its Interpretation

Table 2: Mean of Teachers' School Belongingness

Variable	N	Mean	Std. Deviation
Teachers' school belongingness	325	3.97	.334

Table 2 indicates the descriptive statistics of teachers' school belongingness. At the secondary school level, 325 teachers responded. The results of the above table indicated that the teachers' school belongingness had a mean value of 3.97.

Table 3: Mean of Teachers' Performance

Variable	N	Mean	Std. Deviation
Teacher performance	325	4.42	.182

Table 3 indicates the descriptive statistics of teachers' performance in public elementary schools. There were 325 respondents from the public secondary school. Analysis revealed that the mean values of teachers' performance were 4.42.

4.1 Testing of Null Hypothesis

H₀₁: There is no significant effect of teachers' school belongingness on their performance

Table 4: Effect of Teachers' School Belongingness on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₀₁	TSB ➡ TP	.175	.030	10.144	.002	No

5. *Predictors: Teachers' School Belongingness (TSB)*

6. *Dependent Variable: Teachers' Performance (TP)*

To measure the effect of teachers' school belongingness on teachers' performance, a linear regression model with one independent variable was used. It can be seen from the table that there was a significant correlation between the variables, with a significant value (P-value = 0.002 < 0.05). The coefficient of determination (R-square) value was 0.030, which means that the independent variable (teachers' school belongingness) causes a 3% change in the dependent variable (teachers' performance). Furthermore, the beta coefficient value was 0.175, which

indicates a positive effect of teachers' school belongingness on teachers' performance. Hence, it is concluded that when the teachers' school belongingness increases by one unit, the teachers' performance also increases by 17.5 units. Therefore, H01 was rejected.

Table 5: Relationship and Regression between the Factors of Teachers' School Belongingness and Factors of Teachers' Performance

Factors of Teachers' Performance	School Belonging	Feeling of Rejection
Power of Expression	p-value = .000	p-value = .000
	r-value = .095**	r-value = -.148 **
	R ² = .009	R ² = .022
	β = .095	β = -.148
Knowledge of Work	p-value = .000	p-value = .000
	r-value = .160**	r-value = -.100**
	R ² = 0.026	R ² = .010
	β = 0.160	β = -.100
Analytical Ability	p-value = .000	p-value = .000
	r-value = .053**	r-value = -.156**
	R ² = .003	R ² = .016
	β = .053	β = -.156
Supervision and Guidance	p-value = .000	p-value = .000
	r-value = .117**	r-value = -.148**
	R ² = .014	R ² = .014
	β = .117	β = -.148
Ability to take a Decision	p-value = .000	p-value = .000
	r-value = .155**	r-value = -.211**
	R ² = .021	R ² = .019
	β = .155	β = -.211
Work (Output and Quality)	p-value = .000	p-value = .000
	r-value = .134**	r-value = -.151**
	R ² = .018	R ² = .017
	β = .134	β = -.151

The correlation and regression analysis between the two factors of teachers' school belongingness and the six components of teacher performance are shown in Table 5. All factors had a significant correlation with one another ($p = .000 < .01$). It was found that school belonging and feelings of rejection had significant correlations with all subscales of teachers' performance. The table also indicates that school belonging has a positive effect and feelings of rejection have a negative association with instructors' performance.

Table 6: Correlation between the Factors of Teachers' School Belongingness and Factors of Teachers' Performance

Factors	School Belonging	Feeling of Rejection
Power of Expression	+	-
Knowledge of Work	+	-
Analytical Ability	+	-
Supervision and Guidance	+	-
Ability to Take Decision	+	-
Work Output and quality	+	-

H02: There is no significant effect of female teachers' school belongingness on their performance

Table 7: Effect of Female Teachers' School Belongingness on their Performance

Hypothesis	Regression Weights	Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₀₂	FTSB ➡ TP	.168	.028	4.785	.000	No

a. Predictors: Female Teachers' School Belongingness (FTSB)

b. Dependent Variable: Teachers' Performance (TP)

Table 7 displays the regression models' results. The P-value is $0.000 < 0.01$, indicating a significant correlation between variables. The value of the R-square was 0.028, which indicates that the independent variable changes the dependent variable by 2.8%. Furthermore, the beta value was positive ($\beta = 168$), which indicates that when female teachers' school belongingness increases by one unit, their performance also increases by 0.16 units. Therefore, the null hypothesis H₀₂ is rejected.

H₀₃: There is no significant effect of male teachers' school belongingness on their performance

Table 8: Effect of Male Teachers' School Belongingness on their Performance

Hypothesis	Regression Weights	Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₀₃	MTSB ➡ TP	.145	.021	3.368	.000	No

a. Predictors: Male Teachers' School Belongingness (MTSB)

b. Dependent Variable: Teachers' Performance (TP)

Table 8 displays the regression models' results. The P-value is $0.000 < 0.01$, indicating a significant correlation between variables. The value of the R-square was 0.021, which indicates that the independent variable changes the dependent variable by 2.1%. Furthermore, the beta value was positive ($\beta = 145$), which indicates that when male teachers' school belongingness increases by one unit, their performance also increases by 0.14 units. Therefore, the null hypothesis H₀₃ is rejected.

H₀₄: There is no significant effect of rural teachers' school belongingness on their performance.

Table 9: Effect of Rural Teachers' School Belongingness on their Performance

Hypothesis	Regression Weights	Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₀₄	RTSB ➡ TP	.190	.036	6.932	.000	No

a. Predictors: Rural Teachers' School Belongingness (RTSB)

b. Dependent Variable: Teachers' Performance (TP)

Table 9 displays the regression models' results. The P-value is $0.000 < 0.01$, indicating a significant correlation between variables. The value of the R-square was 0.036, which indicates that the independent variable changes the dependent variable by 3.6%. Furthermore, the beta value was positive ($\beta = 190$), which indicates that when rural teachers' school belongingness increases by one unit, their performance also increases by 0.19 units. Therefore, the null hypothesis H₀₄ is rejected.

H₀₅: There is no significant effect of urban teachers' school belongingness on their performance

Table 10: Effect of Urban Teachers' School Belongingness on their Performance

Hypothesis	Regression Weights	Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₀₅	UTSB ➡ TP	.188	.035	4.920	.000	No

a. Predictors: Urban Teachers' School Belongingness (UTSB)

b. *Dependent Variable: Teachers' Performance (TP)*

Table 10 displays the regression models' results. The P-value is $0.000 < 0.01$, indicating a significant correlation between variables. The value of the R-square was 0.035, which indicates that the independent variable changes the dependent variable by 3.5%. Furthermore, the beta value was positive ($\beta = 188$), indicating that when urban teachers' school belongingness increases by one unit, their performance increases by 0.18 units. Therefore, the null hypothesis H_{05} is rejected.

5 Findings and Discussion

This study's results asserted that teachers' school belongingness had a significant effect on their performance at the secondary school level. This relationship was found to be positive between teachers' school belongingness and teachers' performance at the secondary school level. These findings supported the findings of the study conducted by Jena and Prachan (2018) and Uhl-Bien and Arena (2018). It is also inferred from the result that school belonging had a positive effect on all factors of teachers' performance. These findings supported the findings of the study conducted by Gray et al. (2018). It is also inferred from the result that a feeling of rejection has a negative effect on all factors of teachers' performance subscales. These results corroborated those of the Kachchhap & Horo (2021) study. The current study further demonstrates that there are significant variations in secondary school teachers' performance based on demographic factors (gender, and location).

5.1 Conclusions

From the study findings, the following conclusions were drawn: It is determined that teachers' school belongingness significantly affects teachers' performance at the secondary school level. Based on the analysis, it was also concluded that school belonging had a positive effect on all factors of teachers' performance. It is also revealed from the analysis that a feeling of rejection has a negative effect on all factors of teachers' performance. Based on the analysis, it was also concluded that there was a positive effect of female teachers' school belongingness on their performance. It is also revealed from the analysis that there was a positive effect of male teachers' school belongingness on their performance. It is also revealed from the analysis that there was a positive effect of rural teachers' school belongingness on their performance. It is determined that there was a positive effect of urban teachers' school belongingness on their performance. On the basis of the findings of the current investigation, the researcher has made the following recommendations:

1. Teachers' school belongingness is a gray area of interest. More research is needed in the Pakistani context to better understand the phenomenon of teachers' school belongingness in the education sector.
2. It is advised to apply teachers' school belongingness in many educational contexts, including schools, colleges, and universities. This kind of study should serve as the foundation for professional education, particularly teacher education.
3. This research was descriptive and quantitative; therefore, it is recommended that other researchers conduct studies using other data collection techniques, such as interviews and observations.
4. To verify the findings, the study can be replicated in comparison with a larger sample size.

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