

The Influence of Psychosocial Factors on the Job Performance of Primary Teachers

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ABSTRACT

This study aims to examine the influence of psychosocial factors — family environment, school culture, and community support — on the job performance of primary school teachers in the Anuradhapura District, Sri Lanka. The study sought to (1) examine the impact of the family environment on the job performance of primary teachers, (2) investigate the impact of school culture on their job performance, (3) examine the impact of the school community on teachers' job performance, and (4) analyze the interrelationships among these three factors. Of the 32 schools in the Rambewa Division, 8 schools were selected using purposive sampling and simple random sampling. Data were obtained from 90 teachers, 40 parents, and 8 principals through a questionnaire administered to teachers and parents and interviews conducted with principals, and were analyzed using a mixed-methods approach. Self-Determination Theory and Psychosocial Development Theory served as the theoretical basis for the study, with quantitative data analyzed using SPSS software and qualitative data analyzed through thematic analysis. The Cronbach's alpha value testing the reliability of the teacher questionnaire was 0.560. The objective analysis confirmed that family support provides limited support for teachers' performance ($M = 1.9827$, $SD = 0.5244$). The school environment provides a high level of support for teachers' performance ($M = 3.5444$, $SD = 0.12268$). School community support for teachers' performance was also found to be limited ($M = 1.9667$, $SD = 0.06961$), indicating that the school community provides less support for teachers' performance. Furthermore, Pearson correlation analysis revealed no statistically significant correlations among the factors: the correlation between family support and community support was $r = .097$, between family support and school environment was $r = .027$, and between school environment and community support was $r = .056$. Based on these findings, the study recommends developing teacher-family counselling and support programs, appointing administratively skilled principals and expanding digital administration tools to sustain the strongly supportive school environment, and modernizing communication with parents alongside targeted community-engagement strategies — particularly in rural schools — to strengthen the otherwise limited family and community support for teacher performance.

Keywords: *influence, primary teachers, job performance, psychosocial factors*

INTRODUCTION

Teachers' job performance is the contribution that teachers make toward achieving the goals and objectives of education within the teaching and learning process (Ozdemir & Goren, 2017;

Ozdemir & Yirmibeş, 2016). The nature of the school environment can have both positive and negative psychological and social effects on teachers' job performance (Khalid, 2022). By studying this situation on a scientific basis and identifying solutions, it will be possible to achieve better outcomes through the reform, modernization, and revision of the concept of primary education in Sri Lanka. The lack of a supportive mental and social environment for teachers creates problems in carrying out the teaching and learning process efficiently and effectively within the school system (Nart & Batur, 2014). A distinctive feature of the teaching profession is that it requires constant adaptation to daily innovations, changes, and uncertainties (Coley & Martin, 2016). Since the psychosocial development of teachers, built on innovations in the school environment, ensures the efficiency and effectiveness of the teaching and learning process, the measures that can be taken to support the psychosocial development of teachers also warrant discussion.

The objectives of this research are to examine the impact of the family environment on the job performance of primary teachers, to investigate the impact of school culture on the job performance of those teachers, and to examine the impact of the community on teachers' job performance. The interrelationships between family environment, school culture, and community-related factors affecting the job performance of primary school teachers were also analyzed. Teachers are a human resource possessing the knowledge, skills, abilities, and attitudes that are essential for effective leadership, alongside teaching effectiveness (Kot, 2018). Teachers' autonomy and work-life balance have a significant impact on job performance (Johari et al., 2018). As a developing country, Sri Lanka has very few studies examining the impact of psychosocial factors on teachers' job performance. It is therefore important to identify the impact of these psychosocial factors and to propose the necessary suggestions and policies to make teachers' work more effective. Since the questionnaires administered to teachers and parents in this research consisted of multiple-choice questions, the ability to capture their true thoughts and opinions was limited.

LITERATURE REVIEW

PSYCHOSOCIAL DEVELOPMENT THEORY

According to Psychosocial Development Theory, there are eight predetermined and interconnected stages of development (Erikson, 1950): Trust vs. Mistrust (birth–18 months), Autonomy vs. Shame/Doubt (18 months–3 years), Initiative vs. Guilt (3–5 years), Industry vs. Inferiority (6–11 years), Identity vs. Confusion (12–18 years), Intimacy vs. Isolation (18–40 years), Generativity vs. Stagnation (40–65 years), and Integrity vs. Despair (65+ years) (Susan, 2019, pp. 2–4).

Since teachers and Principals between the ages of 18 and 65 are randomly selected for this research, only the 6 and 7 stages will be discussed here primarily. During the 6th stage (ages 18–40), the individual expects to feel secure and loved, and if this is not the case, they will become lonely and stressed. Teachers are more likely to be socially and psychologically, well-adjusted by receiving the security they expect from their family and school environments, which helps them to perform better in their jobs (Erikson, 1950). During stage 7 (ages 40–65), the individual expects to be successful at work and to establish his or her place of employment. It is also stated that personal development and performance are necessary at this stage. Erikson (1950) expects teachers to achieve these personal development and performance conditions in their workplace.

SELF-DETERMINATION THEORY

Self-Determination Theory is a theory of human motivation that emphasizes people's innate psychological needs for autonomy (a sense of control), competence (a sense of effectiveness), and relatedness (a sense of interconnectedness with others) (Deci & Ryan, 1985). Through the

fulfilment of these needs, teachers' mental stress is reduced through the recognition of their talents and a sense of success and usefulness based on student responses.

The independence that the teacher receives increases creativity and happiness through the freedom to make decisions and choose activities under new teaching methods and new designs. Self-confidence in the ability to do a task successfully through talent, guidance for student learning, and increased professional self-confidence are confirmed. Social security and happiness are increased through maintaining quality relationships with others through interpersonal relationships. This allows the teacher's independence and talents to be used, so internal motivation is strengthened. Then teachers are motivated to do their profession with enthusiasm.

Teacher–student relationships, collegial relationships among teachers, and teacher–principal relationships are strengthened, and school culture is thereby built. The leadership style of the school principal plays a significant role in the motivation and well-being of teachers (Eyal & Roth, 2011). This theory has been applied successfully across multiple fields (Deci et al., 1985); in the present research it is discussed specifically within the field of education.

TEACHERS' JOB PERFORMANCE

Teachers' job performance is influenced by a range of personal, family, organizational, and community-related factors. Previous research indicates that the family environment can have an important influence on teachers' professional functioning. Oselumese et al. (2016) highlighted the relevance of family-related circumstances to teachers' performance, while Aguirre et al. (2023) found that work–family conflict is associated with different dimensions of employee performance. Similarly, Mangaleshwaran and Sivapathasundaram (2024) reported that the economic status of teachers' families can have a direct influence on their professional performance. These findings suggest that teachers' professional responsibilities cannot be considered independently of their family and socioeconomic circumstances.

The school environment is another important context influencing teachers' job performance. Fatima et al. (2022) emphasized the role of the school environment in shaping teachers' professional functioning. The leadership and management practices of school heads are particularly important, as effective administrative practices can influence teachers' motivation, engagement, and performance. Song et al. (2018) identified structural relationships among organizational learning culture, self-efficacy, work engagement, and job performance. Similarly, Igoni (2020) demonstrated that the administrative practices of principals have a significant influence on the job performance of teaching staff. These findings emphasize the importance of supportive leadership, positive organizational culture, and effective school management in promoting teachers' professional performance.

The broader school community also contributes to teachers' professional effectiveness. Thacien and Ndayambaje (2025) reported a strong positive relationship between community involvement and teacher performance. Epstein and Sheldon (2016) emphasized that policies promoting parental involvement are more effective when principals and educational leaders actively facilitate meaningful participation by families and communities. Bush and Glover (2014) similarly highlighted the importance of leadership and community support in creating a learning environment that promotes teachers' professional development and student achievement. Thus, collaboration among teachers, school leaders, parents, and community members can contribute to a supportive educational environment.

The interaction among family, school, and community factors is particularly important in understanding teachers' job performance. Skaalvik et al. (2017) found that increased work–family conflict can negatively affect teachers' professional functioning, whereas positive school cultures may strengthen self-efficacy and motivation. Teachers' workload is also an important consideration, as excessive demands can interfere with work–family balance and may

negatively affect job satisfaction and performance over time (Toropova et al., 2021). Collectively, these studies indicate that teachers' job performance is shaped by the interaction of individual, family, organizational, and social conditions rather than by a single factor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the present study is based on two central concepts: teachers' job performance and psychosocial factors. These concepts provide a foundation for understanding how teachers' professional effectiveness may be influenced by their work and social environments.

JOB PERFORMANCE

Job performance can be understood as the total expected value contributed by an individual to an organization over a specified period (Motowidlo et al., 1997). In the educational context, teachers' job performance reflects the extent to which teachers effectively fulfil their professional responsibilities and contribute to educational goals. Ozdemir and Goren (2017) emphasized that teachers' performance is closely associated with their contribution to achieving educational objectives and their continuous professional improvement. Similarly, Zippy et al. (2014) highlighted the importance of improving teachers' job performance in enhancing the quality of teaching and education.

Teachers' job performance encompasses various dimensions of professional practice, including lesson preparation, classroom instruction, assessment, classroom management, professional responsibilities, collaboration with colleagues, and engagement with learners and the wider school community. Consequently, improving teachers' professional competencies and providing appropriate opportunities for continuous professional development are important for strengthening educational quality. Capacity-building programmes and institutional support can provide teachers with opportunities to develop their knowledge, skills, and professional competencies.

PSYCHOSOCIAL FACTORS

Psychosocial factors refer to the interactions among the work environment, job content, organizational conditions, individual characteristics, and social relationships that can influence individuals' health, well-being, and work performance (Gomez et al., 2023). In the teaching profession, psychosocial factors may arise from workload, work–family relationships, organizational culture, leadership, interpersonal relationships, job demands, professional autonomy, and the availability of social and institutional support.

Teachers increasingly perform roles that extend beyond the traditional responsibility of facilitating classroom learning. They may also provide emotional, social, and psychosocial support to students while responding to diverse educational and social needs. Liesel et al. (2015) emphasized the importance of appropriate professional development and support systems that enable teachers to respond effectively to these expanding responsibilities. Costanta et al. (2011) similarly reported that initial teacher-training programmes can contribute to the development of teachers' psychosocial competencies and support their socio-professional integration.

The relationship between psychosocial factors and teachers' job performance has also been highlighted in previous research. Odebode and Aminet (2018), in their study of female teachers in Kwara State, Nigeria, identified psychosocial factors as important considerations in teachers' professional performance. Their findings emphasize the need for appropriate strategies and supportive working conditions to help teachers manage psychosocial demands effectively. Therefore, psychosocial factors constitute an important component of the conceptual understanding of teachers' job performance, particularly because teachers'

professional effectiveness is closely connected to their psychological well-being, workplace relationships, organizational environment, and ability to manage competing professional and personal demands.

Methodology

A survey-type study using mixed methods was conducted to obtain data. A quantitatively large sample was selected comprising teachers, principals, and parents. The population for this research comprised 8 schools — two each of Type 1AB, Type 1C, Type 2, and Type 3 — drawn from the 32 schools in the Rambewa Educational Division of the Anuradhapura Educational Zone. Type 1AB and Type 1C schools were selected using purposive sampling, while Type 2 and Type 3 schools were selected using simple random sampling. A total of 90 teacher participants were selected: 25 teachers from Type 1AB schools, 10 teachers from Type 1C schools, and 5 teachers each from the remaining school types. Five parents from each school were selected using simple random sampling, and the 8 principals of the eight schools were also included, giving a total sample of 138 participants.

Both quantitative and qualitative data were collected for this research. Quantitative data were collected using a questionnaire administered to teachers and parents, and qualitative data were collected through interviews with principals. Quantitative data were analyzed using SPSS software. For the qualitative component, a 14-item interview schedule was used with principals, and the resulting data were coded and analyzed thematically according to six main themes.

Since information was collected from schools for this research, the necessary approvals and permissions were obtained from the North Central Provincial Education Office and the Anuradhapura Education Zonal Office. No information was obtained to confirm the identity of the participants, and no photographs of participants were taken. The information obtained was not used for any other personal purpose. Measures were taken to ensure that participants would not suffer any physical or psychological harm and to protect the confidentiality of the information they provided. Participants were also informed that they could withdraw from providing information at any time, and that data collected would not be used for any research other than this study.

RESULTS

The results are presented below according to the four objectives of the study: the influence of the family environment, the influence of school culture, the influence of the school community, and the interrelationships among these three factors.

INFLUENCE OF THE FAMILY ENVIRONMENT ON TEACHERS' JOB PERFORMANCE

The mean value of family support for teachers' job performance was 1.9827 (SD = 0.5244), indicating that family support has a relatively limited effect on teachers' performance.

Table 1

The Influence of Family Environment on Teacher Performance

Statistic	Value
N (Valid)	90
N (Missing)	0
Mean	1.9827
Std. Deviation	.05244

INFLUENCE OF SCHOOL CULTURE ON TEACHERS' JOB PERFORMANCE

Examining the support received from the school environment for the job performance of primary teachers, the mean value was 3.5444 (SD = 0.12268), indicating that the school environment provides a very high level of support for teachers' performance.

Table 2

The Impact of School Culture on Teacher Performance

Statistic	Value
N (Valid)	90
N (Missing)	0
Mean	3.5444
Std. Deviation	.12268

INFLUENCE OF THE SCHOOL COMMUNITY ON TEACHERS' JOB PERFORMANCE

Data analysis revealed that the mean value of school community support for teachers' job performance was 1.9667 (SD = 0.06961). Accordingly, community support provides limited support for teachers' job performance and is not sufficient to enhance teachers' performance.

Table 3

The Influence of the School Community on Teachers' Job Performance

Statistic	Value
N (Valid)	90
N (Missing)	0
Mean	1.9667
Std. Deviation	.06961

INTERRELATIONSHIPS AMONG THE FACTORS

Examining the interrelationships between the factors affecting teachers' job performance, the Pearson correlation coefficient between family support and community support was as low as .097. This indicates that there is no significant correlation between family support and community support in relation to the job performance of primary school teachers.

Table 4

Correlation Between Family Support and Community Support

	Family Support	Community Support
Family Support Pearson Correlation	1	.097
Sig. (2-tailed)	—	.364
N	90	90
Community Support Pearson Correlation	.097	1
Sig. (2-tailed)	.364	—
N	90	90

When calculating the correlation between family support and the school environment affecting teachers' job performance, the Pearson correlation value was as low as .027, indicating that changes in family support do not have a significant impact on the school environment.

Table 5

Correlation Between Family Support and School Culture

	Family Support	School Culture
Family Support Pearson Correlation	1	.027
Sig. (2-tailed)	—	.803
N	90	90
School Culture Pearson Correlation	.027	1
Sig. (2-tailed)	.803	—
N	90	90

When calculating the correlation between the school environment and community support among the factors affecting teachers' job performance, the Pearson coefficient between these factors was as low as .056, indicating that there is no statistically significant correlation between the school environment and community support in relation to primary school teachers' job performance.

Table 6

Correlation Between School Culture and Community Support

	School Culture	Community Support
School Culture Pearson Correlation	1	.056
Sig. (2-tailed)	—	.601
N	90	90
Community Support Pearson Correlation	.056	1
Sig. (2-tailed)	.601	—
N	90	90

CONCLUSION

The results obtained under the first objective indicated that the mean value of family support for teachers' job performance was 1.9827 (SD = 0.5244); accordingly, family support provides fairly limited support for teachers' performance. Under the second objective, the mean value of school-environment support for primary teachers' job performance was 3.5444 (SD = 0.12268), indicating that the school environment provides a very high level of support for teachers' performance. The mean value of school community support for teachers' performance was 1.9667 (SD = 0.06961), indicating that community support provides limited support for teachers' performance and is not sufficient to enhance it.

The Pearson correlation between family support and community support affecting the job performance of primary school teachers was as low as .097; it is therefore concluded that no significant correlation exists between these two factors. Likewise, since the Pearson correlation value between family support and the school environment was as low as .027, it is concluded that no significant correlation exists between these factors. Finally, since the Pearson correlation value between the school environment and community support was as low as .056, it is concluded that no statistically significant correlation exists between the school environment and community support among the factors affecting primary school teachers' job performance.

DISCUSSION

The results of the data analysis confirmed that the mean value of family support for teachers' performance was 1.9827 (SD = 0.5244), indicating that family support provides somewhat limited support for teachers' performance. Contrary to this finding, Safrida et al. (2023) showed that family support has a significantly positive effect on teacher performance. Similarly, Mukarramah and Chalil (2020) also found that family support has a positive effect on employee performance, and Mirza (2017) reported that family support — understood as the acceptance of one family member by another — has a positive effect on the performance of teachers in West Jakarta. Thus, prior research has generally shown a positive relationship between the family environment and teacher performance, which contrasts with the more limited relationship observed in the present study.

Hakim et al. (2018) demonstrated a correlation between school culture and teacher performance. The data analysis in this research identified that the mean value of school-environment support for primary teachers' job performance was 3.5444 (SD = 0.12268), confirming that the school environment provides a very high level of support for teachers' performance. Ali et al. (2016) similarly showed that stronger school culture is associated with higher teacher productivity, and Mutohar and Trisnantari (2020) found that school culture has a strong impact on improving teachers' performance and productivity. School culture also contributes to the development of positive values within schools (Shahed et al., 2019) and has a positive impact on teachers' professional development (Rauf et al., 2018). Taken together, these findings confirm that school culture exerts a strong influence on teachers' job performance.

Myende and Nhlumayo (2020) found that parental involvement in rural schools tends to provide less support to teachers. The data analysis in this research similarly confirmed that the mean value of school community support for teachers' job performance was 1.9667 (SD = 0.06961), indicating that community support provides limited support for teachers' performance and is not sufficient to enhance it. In this regard, Popowska et al. (2021) found that primary school teachers were satisfied with the level of mutual cooperation with parents, which suggests that the support provided by the community environment for teachers' job performance remains insufficient overall.

The Pearson correlation coefficient between family support and community support was as low as .097, indicating no significant correlation between these factors in relation to teachers' job performance. Similarly, the Pearson correlation coefficient between family support and the school environment was as low as .027, indicating no significant correlation between these factors. Pratiwi and Warlizasusi (2023) showed that teachers' work-motivation factors have a greater impact on teacher performance than these environmental factors, and Shubaidah et al. (2021) found that the principal also plays a highly influential role in shaping the school environment and teachers' work motivation. Shine et al. (2023) emphasized the importance of humane decision-making regarding teachers within the school, and Indjung et al. (2021) found that principals' leadership contributes more strongly to teacher performance than other contextual factors. The Pearson coefficient for the relationship between the school environment and community support was likewise low, at .056, confirming that there is no statistically significant relationship between the school environment and community support among the factors affecting primary teachers' job performance. Sirite et al. (2021) similarly showed that a principal's transformational leadership, together with work culture, work environment, and community support, influences teacher performance.

RECOMMENDATIONS

With respect to the first objective, this research confirmed that the family environment does not have a strong impact on teachers' job performance. However, since some effect was

observed, policymakers should develop counselling programs to help teachers maintain a balance between their profession and family life, and should consider assigning teachers to schools closer to their homes. It is also important to organize programs that increase interaction between teachers, school principals, and teachers' family members.

With respect to the second objective, improving teacher performance within a school has a strong impact on the school's entire educational process. Since the school environment was found to have a strong impact on the performance of primary school teachers, school principals with strong administrative knowledge should be selected and appointed to schools; doing so can reduce organizational and administrative pressure within schools. Similarly, the use of digital technology and online methods for teaching, learning, and administrative work — including e-filing — should be developed. Organizing leadership-training programs and wellness activities such as yoga to improve social well-being and maintain quality relationships within the school community is also important.

With respect to the third objective, although the contribution of the school community was not found to have a strong impact on teachers' job performance, it remains essential for primary school teachers to receive social and psychological support from the school community. Support from the school community can be strengthened by modernizing communication and by organizing programs to foster positive attitudes among parents in rural schools. Strategies and alternative methods should be used to secure parental support for school programs in rural areas, particularly during the farming season.

With respect to the fourth objective, although the interrelationships between the family environment, school environment, and community support for the performance of primary school teachers were not statistically significant, equipping teachers with knowledge about self-employment opportunities would allow both teachers and parents to guide and share knowledge regarding such opportunities. The recommendations presented here are intended to enhance the performance of primary school teachers within the broader education system.

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