

# **Factors Contributing to Work Environment Improvement: A Case Study of Sekolah Menengah Kebangsaan Ahmad Boestamam, Sitiawan, Perak**

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## **Abstract**

*Work environment surrounding in the organization brings many positive and negative effects to the employees. This situation may affect their performance while doing the job. Environmental become one of the important factor that contribute to the employees improvement. This factor also affects the organization as a whole. The study examines the most significant factors that contributing to the work environment improvement among teachers. A random sample of 100 teachers in Sekolah Menengah Kebangsaan Ahamd Boestamam, Sitiawan, Perak, were interviewed on two major issues. The teacher's level of perception and factors contributing to work environment improvement were examined. The study provided strong evidence, which shows that work environment bring, an important aspect to teacher's environment improvement. The factors of management commitment, empowerment and rewards bring a positive relationship with work environment improvement among teacher. The most significant factor towards the work environment improvement among teacher is management commitment even though the percentage is low but there are positive relationship and significant exist.*

**Keywords:** *Work Environment Improvement, management commitment, reward, empowerment*

## **Introduction**

Performance experts such as Blanchard (2005) agreed that work environment has a significant impact on employee performance and productivity. These processes, systems, structure, tools or conditions in the workplace may impact favourably or unfavourably the performance of the employee. In addition, work environment includes policies, work, location, internal and external environmental factors, all of which influence the way those employees perform their jobs functions. The relationship between work environment and employee engagement is widely accepted and this certainly has either a positive or negative influence towards productivity. Moreover, work environment strongly influences the extent to which employees are engaged in their work and committed to the organisation. Disengaged workers produce mediocre results whereas highly engaged workers produce extraordinary results.

Subsequently, all employees are responsible for creating a great working environment. Each staff must embrace the organization's mission and vision and conform to the rules and regulations. In order to create a positive working environment the management has come up with some techniques and tools such as adhering to a model of high professional standards.

The standards are communicated to all staff so as to uphold and meet these high standards as well as to understand the differences in people and provide objective feedback that is effective in improving performance and productivity. Other than that were managers should observe the workplace by walking around, know what is going on, and to respond to negative grapevines and behaviours by immediately stopping them and putting chronic violators into a performance improvement plan through training to meet the standards of positive interactions and behaviour (Farcht, 2008).

### **Problem Statement**

The reason why many schools in Malaysia are improving the work in their organization is because of sustainable development. A sustainable environment of a school management will increase the performance of the school as a whole. It will also bring a lot of benefits to the school population. This will assist the school to increase their highest level of teaching and other pedagogical skills. On other notes, work environment improvement also creates a good performance in productivity. When the work practices improve, this will be reflected in the school's academic achievement. Consequently, this will bring good reputation to the school. The current breakdown by gender of secondary school teachers in Malaysia is 52,754 for male teachers and 106,262 for female teachers. The total of 159,016 teachers for secondary school level is been distributed to 2,181 schools around Malaysia with a student population of 2,311,724 (Ministry of Education Malaysia, 2009).

The large number of students certainly will bring problems to the school as well to the teachers. Among the common problems are disciplining the students, vandalism, gangsterism, drugs, etc. Thus, for the teachers this will contribute to issues such as lack of proper organizational culture, lack of knowledge and skills, lack of incentive, lack of communication, etc. Organisational norms contribute greatly to resistance to change in any policies, procedures, or ways of doing business. A lack of knowledge or skill may also exist in the case of senior teachers who may have developed bad performance habits over the years or who may have known how to accomplish a certain task year ago but may have forgotten how to do it for lack of practice. Another reason for poor performance is the lack of communication relating to the task being performed. If insufficient information is received concerning how to go about doing a task, quite obviously the performance will suffer. The

backlash will be to the teachers and school management if they did not get proper information from the Ministry of Education. Henceforth, they will not be able to implement the plan or program that is required of them.

In addition, the lack of reward or incentive is one of the major reasons why teacher do not perform the way their leader feels they should. This has to do with motivational factors that govern human behaviour. Also, school management and teachers are faced with student disciplinary problems, for example, on October 16, 2008, at Sekolah Menengah Kebangsaan Perlis, two female student was indicted of kicking and beating up their Physics teacher because the students were dissatisfied with the task given to them (Utusan Online, Oct 17, 2008). On Oct 20, 2008, at the same school, several students have been investigated for unruly behaviour, that is, fighting cases among them (Utusan Malaysia, Oct 21, 2008).

All the cases faced by the school management and teachers create many problems that will affect the work environment improvement of the school. Hence, this study was conducted in order to identify all the factors that contribute to the school problems. Findings from this study will hopefully provide insights to the best recommendation for schools to overcome and manage these problems.

### **Research Objective**

The objectives of this research are:-

- a) To identify the existing level of work environment improvement among teachers at Sekolah Menengah Kebangsaan Ahmad Boestaman, Sitiawan, Perak
- b) To examine the relationship between work environment and the success factor of work environment (management commitment, teachers empowerment, rewards and work environment) at Sekolah Menengah Kebangsaan Ahmad Boestmam, Sitiawan, Perak.
- c) To determine the most significant contributing factors towards work environment improvement.

## **Research Methodology**

For the purpose of this study, the research design is a case study. The research requires selecting every unit in the sampling frame which are the teachers at Sekolah Menengah Kebangsaan Ahmad Boestamam, Sitiawan, Perak. The research demands perceptions from teachers and principal of this school and as such random sampling was employed. The survey instrument, a questionnaire was used to collect data. The researchers personally administered questionnaires to the teachers (n=100). The returned responses were 100%.

## **Measurement**

There are five sections to the questionnaire covering the independent and dependent variables (Figure 1). The independent constructs include management commitment, employee empowerment and rewards whilst, the outcome variable is the overall working environment improvement in that school.

Management commitment was operationalized via teacher participation in the school's activities and programs such as student welfare, teacher's ideas and decision making pertaining to the school's agenda. Questions such as, "Is it the school's top management perfunctory in managing and administering the school's affairs?" "Are the school's top management committed to their work?" and "Are the school's top management readily available when problems arise?" These variables measure willingness and readiness among the top management in this school in improving the work environment. Empowerment is an issue in school whether top management is willing to distribute their powers or delegate. In order answer these questions, the measurement for these variables also included the involvement level among teachers in decision-making process, top management willingness to empower the teacher on certain task, and decision-making. The survey also went further to capture the effects of reward to the working environment improvement among teachers. The dimension of this variable includes monetary and non-monetary reward. The measurement for these variables includes praises received by the teacher. Statements whether the teacher is satisfied with their work if reward is given, or are they suitably rewarded for their effort, or whether top management always reward excellent teachers or staff.

Above all, the survey items also cover the work environment improvement. The measurement for these variables look at the relationships between teachers, pupils and the school

management, the level of communication between teachers, pupils and school management and peer support. The level of teamwork and commitment among members; the policy practiced – whether it is clear and understood and the mission and vision implemented by school is clearly comprehensible to all the school staff were included in this survey. The variables measured in the form of statements were evaluated on a 5-point Likert scale of 1=strongly disagree, 2=disagree, 3=undecided, 4= agree, and 5= strongly agree. Finally, the questionnaire also looked at the demographic variables such as gender, years of service in school, education level and so forth that can shape the level of the work environment improvement.

### **Significant of the study**

This research is significant because:-

a) Of benefits to the Principal, Management and the School

The principal, management and the school can obtain many benefits from this study. This study can be a guideline and reference to determine the factors contributing to the environmental improvement and success to the school.

b) Teachers

Through this study, the teachers would be able to recognize the value, merits, and benefits of environmental improvement. Furthermore, this study can contribute a lot of information so that the teachers can become more efficient and effective while performing their tasks. This is crucial in a sense that they realize the importance of the work environment improvement at their workplace.

c) Researchers

Through this study, the researchers are able to gain much information and knowledge based on the output of this research, as it will provide more opportunities for further study.

d) Students

Students are one of the factors that contribute to the teacher's environment in the school. Through this study, the outcome can affect the students' school environment through improvements to the facilities and teacher performance.

## **Literature Review and Conceptual Framework**

Work improvement may be simply understood as organisational culture or the environment or surrounding. Work environment improvement in this study focused on the relationship between work environment and demographic factors, management commitment, employee empowerment and rewards. Past literature on the gender wage gap provided explanations on gender differences in abilities and preferences and also in occupational self-selection (Polachek, 1981), on discrimination in the workplace, which leads to differential treatment of men and women with equal preferences and abilities. However, the recent studies (Gneezy, Niederle and Rustichini, 2003; Gneezy and Rustichini, 2004; Niederle and Vesterlund, 2007, Passerman, 2007) suggest an additional construct for gender differences in earnings and that women may be less effective than men in competitive environments.

According to Kitazawa and Sarkis (2000), cultural change is necessary to support the implementation of environmental source reduction. Top management within an environmentally conscious organisation should strive for a strong culture that allows its employees the freedom to make environmental improvements (Mallak and Kurstedt, 1996). Employees should be allowed inputs for enhancement and time for experimentation (Wood, 1993). Employees should be able to make changes to improve the environment without excessive management intervention. Therefore, management can demonstrate its commitment to environmental endeavours by adopting participative culture. In addition to setting a participative culture, management communication of goals and priorities will be essential in motivating employees for action.

On the other hand, Gupta and Sharma (1996) posited that the environmental goals of the company should be communicated to the workers. Standards of performance, especially with respect to environmental concern, must be subject to continuous improvement over time to reach the goal of zero emission and zero waste. Work environment programs, initiatives and goals of an organisation should be communicated frequently so the employees know what they are expected to accomplish to attain the goals. Recent research projects suggest strongly that employees were not properly informed on environmental issues (Madsen and Ulhoi, 2001). Furthermore, studies suggest that employees are more willing to undertake environmental initiatives when their supervisors embrace a democratic stance with regards to

environmental ideas (Ramus, 2001; Ramus and Steger, 2000). Another part that is important in management commitment is the provision of specific training. Past studies showed that quality management efforts demand extensive on-the-job training and continual educational efforts to achieve continual improvement (Cook and Seith, 1992; Curkovic, 1998).

Also, empowered employees who have autonomy and decision-making authorities are more likely to be involved in the improvement of the work environment. Employee improvement (EI) can be described as “a participative process to use the entire capacity of workers, designed to encourage employee commitment to organisational success” (Cotton, 1993). In addition, Enander and Pannullo (1990), believed that EI may affect cultural change and significantly reduce pollutants at their starting place. Since many of the efforts in pollution prevention rely on employees working and interacting with other departments, EI is a necessity to improve chances for success.

Companies that value environmental performance need to make parallel the performance evaluation with the managerial system in their corporate environmental objectives (Epstein and Roy, 1997). Reward systems and incentives need to reflect corporate commitment to the importance of environmental performance (Lent and Welss, 1994). Rewards can be implemented in several forms such as financial rewards and recognition awards. Award and recognition programs, profit-sharing programs, increase in pay, benefits and incentives, and suggestion programs are some of the systems that can be used to reward employees for good environmental practices (Atwater and Bass, 1994; Laabs, 1992; Leitch et al., 1995; Marks, 2001; Patton and Daley, 1998). Monetary rewards may be one of the strongest motivators for inducing employee is to participate in environmental improvement efforts. Research suggests that monetary rewards significantly affect job satisfaction and work motivation (Lawler, 1973).

Nevertheless, the conceptual framework used for this study is shown in Figure 1.

**Figure 1: The conceptual Framework**

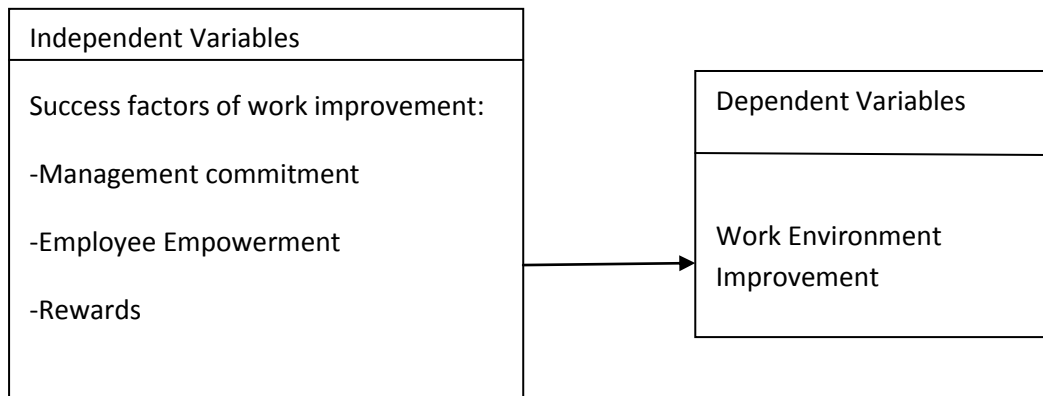


Figure one showed that factors on work improvement are management commitment, employee empowerment and rewards are the independent variables in this study. Meanwhile the dependent variable is the work environment improvement. For this study, environment improvement included the surrounding conditions in any organisation that enables the staff to understand and contribute toward organizational performance. At the same time, this also encourages knowledge diffusion among the staff in order to cope with the environment. Above all, this can be determined by the nature of job scope for different levels of staff positions, the formal authority, control and access over the various school resources and information. Furthermore, environmental improvements can increase the ability of staff and group to make decisions, and increase the range of choices for decision making. Moreover, empowering the staffs will make them more confident to speak out if there are any problems or confusions arising from a certain situation. Meanwhile, another method is by focusing on the reward system in the organisation. Staffs need to be appreciated in order to increase their level of motivation when performing their task.

### **Findings and Discussion**

The demographic profiles of the respondents are as shown in Table 1 according to the number of respondents and percentages of respondents' distribution. Most of the respondents are female at 76% and the remaining 24% are male. The majority of respondents are in the age group of 31-40 years followed by 20-30 years (29%) and 41-50 years (17%) respectively. Based on the level of education, 64% of the respondents hold an undergraduate degree. In terms of years of service, 54% of respondents have been working between 1-10 years while



38% have been working between 11-20 years and the remaining 8% have served between 21-30 years. The salary range of the respondents are between RM2001-RM3000 or 52%.

**Table 1: Profile of Respondents**

No	Profile	No of Respondents	%
1	Age		
	20-30 years old	29	29
	31-40 years old	54	54
	41-50 years old	17	17
	51 years old and above	-	-
2	Gender		
	Male	24	24
	Female	76	76
3	Education Levels		
	STPM	4	4
	Diploma	22	22
	Degree	64	64
	Masters	5	5
	Others	5	5
4	Years of Service		
	1-10 years	54	54
	11-20 years	38	38
	21-30 years	8	8
	Above 31 years	-	-
5	Salary(RM)		
	1000-2000	13	13
	2001-3000	52	52
	3001-4000	27	27
	Above 4000	8	8

**Table 2: Reliability Test**

Variable	No. Of Item	Cronbach's Alpha
Management Commitment	8	0.830
Teacher's Empowerment	6	0.820
Reward	7	0.771
Work Environment Improvement	7	0.878

The reliability test (Table 2) indicated the extent to which the variables are bias or error free, and hence ensures consistent measurement across time and across the various items in the instrument. In other words, the reliability of a measure is an addition of the stability and consistency with which the instrument measures the concept and helps to assess the “goodness” of measure (Sekaran, 2005). The measurement of the variables can be tested using the Cronbach's Alpha Tests. The Cronbach's Alpha scores vary between zero to one (0.0-1.0). The closer the score is to one means better reliability of the instrument (Sekaran, 2005).

**Table 3: Normality Test**

<b>Variable</b>	<b>Skewness</b>	<b>Kurtosis</b>
Management Commitment	0.293	0.144
Teacher's Empowerment	-0.109	-0.037
Reward	0.198	0.976
Work Environment Improvement	0.187	0.179

The normality test is done to test the variables used in the study. Skewness and kurtosis statistic tests were used to test normality of data. Skewness and kurtosis determine the shape of the distribution for interval and ration data. The positive values of skewness indicate a positive skew and vice versa, while the positive values of kurtosis indicate whether the distribution of data is peaked (leptokurtic) or if the data distribution is flatter (platykurtic) (Sekaran, 2005). Based on Table 3, the normality test showed that the score for skewness for management commitment is 0.293 and the kurtosis value is 0.144. Meanwhile, for teacher's empowerment, the value of skewness is -0.109 and the value of kurtosis is -0.037. Unlike the score for reward, the skewness and kurtosis values are 0.198 and 0.976 respectively. Lastly, total work environment improvement's skewness and kurtosis are 0.187 and 0.179. It is important to note that the normality of data distribution is a crucial assumption for any parameter-designed study (Sekaran, 2005). As such, all the data are within the range of acceptable values of +/-2. Thus, the result shows that the data are normally distributed.

The findings of this study are based on the feedback by the respondents through the completion of a questionnaire distributed earlier. The findings are interpreted according to the objectives specified in this study.

- a. Objective 1: To identify the level of work environment in Sekolah Menengah Kebangsaan Ahmad Boestamam, Sitiawan, Perak

Table 4 shows that majority of the respondents agree that the level of work environment improvement would bring other important aspects to teachers. The mean score was 3.9157 which is close to the maximum score of 4 (agree).

**Table 4: The descriptive statistics of level of environmental attitudes among owner/manager in SMEs**

Frequency (N)	Mean	Std Deviation
100	3.9157	3.571

Management often oversees tasks and employees tend to rely on group interaction and shared assignments. Due to the importance on status, the leadership system tends to be more authoritarian, even in the face of consultative decision-making. As Dr Linda Duxbury, Professor of Business at Canada’s Carleton University, noted, “all the research shows the keys for people right now: life-work balance, learning and development. It is all work-environment related. For most people, the workplace is where they spend the majority of their waking lives. It makes sense that if an organisation can provide an environment in which people enjoy being, that makes them feel energized and valued by their employer, then they will want to stay there. Conversely, if employees feel they are dragging themselves to an unpleasant environment day after day even if it is to do work that they find interesting, challenging and rewarding, it cannot help but reinforce negative associations with the position and the employer.”

Thus, from the frequency analysis, it shows that work environment brings an important aspect to the teachers at Sekolah Menengah Kebangsaan Ahmad Boestamam, Sitiawan, Perak. By looking at work environment frequency analysis, the average score was 4. From that, it can be seen that the majority of the teachers agree with the work environment improvement in school.

b. Objective 2: To examine the relationship between work environment and the success factor of work environment improvement management commitment, teachers empowerment and rewards) at Sekolah Menengah Kebangsaan Ahmad Boestamam, Sitiawan, Perak

**Table 5: Demographic factors and environmental attitude of the SMEs owner/manager**

Independent Variable Level	Pearson Correlstion	Significant (1-tailed)
Management Commitment	0.487	0.000
Teachers Empowerment	0.137	0.088
Rewards	0.256	0.005

From the Table 5, the output confirms that a significant positive relationship exists between work environment improvement and management commitment ( $r=0.487$ ,  $p < 0.05$ ). Therefore, higher work environment improvement scores are associated with higher

management commitment scores. Then, the output also shows a significant positive relationship exists between work environment improvement and rewards ( $r=0.256$ ,  $p < 0.05$ ). Thus, it can be concluded that higher work environment improvement scores are associated with higher rewards scores. However, the result also showed a negative relationship existed between work environment improvement and teacher's empowerment ( $r=0.137$ ,  $p > 0.05$ ). Thus, higher work environment improvement scores are not associated with higher teacher's empowerment scores.

Nevertheless, leadership is the process of encouraging and helping others to work enthusiastically toward an organization's objectives (Okumbe, 1998). It involves developing a vision for the organisation that will encourage employees to work with passion. The school management should emphasize teamwork and collaboration that are essential components in provisions of quality education. Top management within an environmentally conscious organisation should strive for a strong culture that allows its employees the freedom to make environmental improvements (Mallak and Kurstedt, 1996). Empowerment of workers /employees is also known as the principle of synergistic relationship. According to this principle, an organisation must focus primarily on its supplier. In the organisation, everyone is both a supplier and a customer. This confusing concept emphasizes teamwork in which all are involved. In other words, teamwork and collaboration are essential components in educational administration. The school teacher must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and Board of Governors working together must be harnessed (Mallak and Kurstedt, 1996). Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process. Empowerment refers to delegation to employees with suitable skills and abilities by school managers. One aspect that has given the Japanese industry its competitive position is continuous improvement. Continuous training is very important for any employee to be productive. School employees should update their interpersonal and pedagogical skills. Moreover, the ability to function within teams, problem-solving skills, job management performance analysis an improvement is all-dependent on continuous training. To maintain and improve the standards of performance among employees, organisations must have a proper reward system in place. In-depth interviews indicated that certain schools reward systems to recognize achievements include verbal appreciation, promotion or recommendation for promotion, holiday tours and cash tokens. For this research, the reward

system for SMK Ahmad Boestamam was not being practiced as there is no formal reward system available. The main reason given for not having such a reward system was that achieving quality improvement goals is an employee responsibility for which they are compensated.

According to the correlation analysis, management commitment, teacher's empowerment and rewards are important factors towards work environment improvement at Sekolah Menengah Kebangsaan Ahmad Boestamam. Positive relationships existed only between management commitment and rewards.

- c. Objective 3: To determine the most significant contributing factors towards work environment improvement

**Table 6: Correlation between availability of information and environmental attitudes among owner/manager in SMEs**

Variables	N	Mean	Beta	t	Sig
Management Commitment	100	29.16	0.484	4.628	0.000
Teacher's Empowerment	100	16.68	-0.029	-0.209	0.835
Rewards	100	21.10	0.020	0.188	0.851

R=0.238, R=0.488

For the last objective, regression analysis was used. The result of the regression is an equation that represents the best prediction of a dependent variable from several independent variables. It is used when independent variables are correlated with one another and with the dependent variable.

According to Table 6, all independent variables scored 23.8% of the variance (R=0.238) in work environment improvement, which is quite significant. Factors such as management commitment, teacher's empowerment and rewards have significant impacts towards work environment improvement. However, based on the t-values, the most significant factor that impacts work environment improvement is management commitment (Beta= 0.488),  $p < 0.05$ . Thus, only management commitment contributed significantly towards work environment improvement while other factors failed to meet the selection criteria as indicated by the non-significant t-value ( $p > 0.05$ ).

Therefore, the findings showed that the most effective factor in work environment based on the teacher's perception is the management commitment. Management can encourage employee empowerment by changing the organisational structures that support empowerment (Leitch et al. 1995). Several researchers have noted that one of the reasons for the failure of an organisational change effort is that the management ignored the strength of cultures (Harris and Ogbonna, 1998). Commitment from top management is like a framework for environmental improvement. Top management decides the environmental policies to establish, the level of training and communication required. Sans a solid framework, it is almost impossible to motivate employees to take effective steps for environmental improvement. Besides, empowered employees are motivated and committed to participate and engage in good environmental practices. Employees who are not empowered have less commitment for improvement than the empowered employees (Argyris, 1998).

Rewards can be a reinforcement by continuously motivating and increasing the commitment from workers to be environmentally responsible. Respondents believed that rewards may help to increase the level of work environment improvement of teachers because it will increase the satisfaction while doing their job. A well-designed reward system can be helpful in promoting employees to perform sound environmental practices. According to Herzberg (1966) work rewards refer to the intrinsic and extrinsic benefits that workers receive from their jobs.

### **Recommendations**

Thus, several recommendations are suggest to ensure that the work environment among teachers can be improved. First, the findings from this study can be used in order to focus on the merit of their reward system. To summarize, the management can improve their evaluation of the teacher. Based on the results, it shows that reward presents less effective factor to work environment in the organisations. Because of that, by giving some rewards or recognition to the teachers, this may influence them to work harder and be satisfied with their job.

Next, the school also can use this study to improve person-to-job matching within the organisation. The usual problem that arises is that the job is not suitable for the teacher and this will result in lower performance. By looking at the person-to-job matching, this can help the school to compete and achieve their vision and mission. They can choose the right teacher

for specific tasks according to their personality and competencies. As a result, the teacher will improve his or her performance and become committed to their job. This is because the teacher already has the desire and motivation to perform the given tasks as they matched their personalities and capabilities.

The decision-making processes should also be made part of the school culture and this should be done through teacher involvement. Teachers are capable of giving ideas or solutions to the school management. These can then be proposed to the Ministry of Education. Furthermore, the involvement of teachers in decision-making processes may increase their skill and knowledge through the sharing of ideas with their co-workers. More cooperation between all teachers and top management will increase the school performance and competitive advantage. Good involvement among teachers will reduce the conflict among them and create a teamwork in the school.

Another recommendation towards improving the school environment is to mentor and guide new teachers. A fresh graduate or new teacher may lack information, knowledge and experience towards the real working life. In order to reduce the gap between new teachers and seniors in the school, mentoring by senior teachers is recommended. Senior teachers have a lot of skills, knowledge and experience and thus, can contribute to the new teacher's well-being in the school through knowledge sharing and collegiality.

Apart from that, teachers should be allowed to attend training workshops in order to increase their knowledge and capabilities. Teachers need to be re-trained from time to time, and this can later be shared with other co-workers and students. Self-development should be continuously conducted.

In the future, this school can conduct the same study by adding another independent variable, like personality. In order to gain better knowledge and understanding of the work environment, they can use various personality traits such as teacher student relationship, self-development, remuneration and subject knowledge. Such studies are important for them to develop strategic planning and be sustainably competitive.

## **Conclusion**

The findings of this research have significant implications for policy makers in education and the school management. One implication is that the overall results of the study showed that the teachers agreed that the level of work environment improvement is an important aspect to

them. This means that the management of the school must realize and find ways to improve the working environment condition in their school. The top management in a school must understand that the teachers need an environment that will support them to perform their work well.

In addition, the results showed that the respondents believed that commitment from the top management is the key role in determining the success and improvement of the school's work environment. The top management must be involved and committed in ensuring a good work environment in their respective schools. Leadership by example would motivate the school population into improving the work environment improvement. Rewarding the good ones would be an added bonus. Without doubt, employees need rewards, either monetary or non-monetary or both. With a good reward system in place, the teachers will be highly motivated to perform their duties and the management will in turn, reap the benefits from their committed and dedicated staff. There was a recently announcement by the Government to introduce additional rewards for teachers who teach in rural areas. This came about as many teachings are not willing to be located to a rural area. On the other hand, the negative relationship between work environment improvement and teacher's empowerment showed that, pragmatically, the teacher is not concerned with power or authority but rather, the support from the top management and the appropriate rewards are more desirable.

Finally, it can be concluded that the effort to establish a better working environment in a workplace is essential. The top management plays an important role in improving their respective organization's work environment. The top management controls the power and resources, and they have the authority to implement such a crucial, therefore, the top management must be committed and be personally involved in this course of action. Also, with a proper reward system, the staff will perform their level best to sustain the organisation's success.

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