ABSTRACT

The concept of Total Building Performance has important applications in the construction industry today. Buildings, in addition to being physical assets, are also contributors to profit due to the value-added tasks undertaken within them. In addition, there is also growing research that shows a direct link between the quality of the workplace and the effect it has on the performance of its employees. Therefore, it is important that the performance of buildings are evaluated, not only for property portfolio reviews, but also to highlight where a building is lacking in performance as well as to prioritize maintenance works. If the wealth and potential generating activities are threatened by discomfort, ill health, excessive cost or resource depletion, then buildings lose their value and run the risk of becoming redundant.

Although institutional buildings are non-commercial and non-profitable, TBP still has important applications because these places are where the only assets of Singapore are being taught and trained for future undertakings. Hence, the teaching staff offices of three secondary schools have been chosen for evaluation because it is believed that the welfare of educators should not be neglected. The use of both objective and subjective methods of analysis have given rise to interesting and sometimes conflicting results with regards to the workplace performance of these offices.

One of the astounding findings was that despite having the newest building, the office performance of Queenstown Secondary School was the least satisfactory, with seventeen
out of forty-six attributes requiring improvement. In addition, objective measurements also showed that thermal comfort and visual quality of the schools were generally not acceptable. Furthermore, teachers were generally not given much control over the setting of their workplace, especially in areas such as thermal conditions, lighting level, individual privacy, and noise sources etc.

Hence, while much focus has been on creating a conducive learning environment for the students, the needs of the teachers have been neglected. Much more could be done to improve the workplace environment for these teachers and it is believed that further investigation would prove invaluable to the society which places so much emphasis on education.