

The Impact of School Environment on Performance of Private and Public Sector Schools at Secondary Level in Punjab

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Abstract

This study aimed to explore the effect of school environment on the performance of private and public sector schools for girls at secondary level in Multan. The objective of the study was to compare the environment of private & public schools for girls. The population of the research study was female secondary school teachers of Multan. For data collection random sampling technique was employed. The total sample of the study was 100 female school teachers. As a research tool, Likert scale based questionnaire was used for data collection. Regarding data analysis multiple statistical techniques like chi-square, percentage, mean, and standard deviation were used. After data analysis, it was found that private schools learning environment has more effects on student's performance as compared to the public schools.

Keywords: School Environment, Public and Private Sector Schools for Girls, Female Secondary School Teachers.

Introduction

The school environment includes reading room, technical workshops, test center, lecture theatre, libraries, teachers' school administration, instruction approaches, fellows and so forth and these are different variables that have emotional impact on students' academic achievement (Ajayi, 2001). Therefore, the institute atmosphere remains a significant zone that would be studied and well administered in order to enhance and improve students' educational performance (Olchukwu, 2000). The atmosphere of institute comprised of students, teachers, circulation scheduling, instructional design, equipment arrangement and managerial forecasting these all play important role in teaching-learning process. It is believed that a well-organized institute will prepare projected results of education which make possible political freedom, active coaching, financial freedom, learning procedure, educational act and societal freedom of the pupils (Omotere, 2013).

In Pakistan the issue of poor educational result of students causes multiple difficulties towards the administration, character of tutors and pupils conduct themselves. The tutoring class depends not only on the teachers to reproduce the outcomes of their responsibilities whereas the active association of the school environs is also considered (Ajao, 2001).

Literature Review

The environment is everything that includes surroundings and affects ability to live on the earth, the water that covers most of the earth's surface, the plants and animals around us, and many others. In recent years, scientists have been carefully examining different ways through which people affect the environment. They have highlighted that we are causing air pollution, deforestation, acid rain, and other problems that are dangerous both to the earth and to ourselves. According to Muldrew, S (2012) when people talk about “the environment”, they are actually referring to the overall condition of planet, or how healthy it is.

Wechsler et. al (2000) mentioned that environment in the academic context means the outside conditions which have great influence on the school organization and having impact on the results of the students. Further, it also have impact on competent teachers, library and books sources, laboratory working facility and equipment's in use. The environment also includes the furniture of the schools, good managerial individuals and the relationship among all these aspects creates a lot of difference in the organization. The environment of the school is like a thread which is connecting all aspects together for a purpose, yet that thread is invisible but it plays great role in maintaining a good condition of the school.

Malone & Tranter (2003) indicated that school grounds and buildings are physical environment and key factor in the overall health and safety of faculty, visitors and students. The buildings and grounds of schools need to be designed and maintained to be free of safety hazards and to promote learning. Different studies have shown that students' achievements are greatly affected either positively or negatively by the school environment. Mick Zais (2011) highlighted that School Environment is basically the school settings that promote students' safety and students' health that may include aspects like the academic environment, available physical and mental health services and supports, an assessment of validity, the fairness and adequacy of disciplinary procedures as supported by relevant research.

The success of student is greatly dependent on their learning abilities and different factors that are part of school environment. In this context, multiple research were conducted on students and their learning abilities in which different determinants were considered like educational attitude of the institute towards learning of the students, students' condition or either condition of the environment provision to the students, financial conditions of the students, in this family are focused and after it students' accomplishments are ranked accordingly in the researches (Hoy, Kottkamp & Rafferty, 2003). Depending on the kind and way of dealing of institutes towards the educational criteria and also with the mentality of the students and the parents, schools can either prove to be effective in providing positive results or not (Barry, 2005).

Crosnoe et al. (2004) suggested a notion that it is necessary for all schools to maintain two major parts within school. Regarding this, the schools which have tuition system have possibility to subsidize, the little size regarding number of students are funded by the state schools which is difficult in private sector schools to

maintain. In educational business context, they are using lot of things for the development and growth of students which don't come at a low price resultantly which leads the expenses of the organization to be more resulting in high dues paid for all the services (Eamon, 2005).

A research by Sunday, A.A. (2012) indicated that in senior secondary school physics, there is a significant relationship between the students' academic performance and physical school environment. The physical school environment shows influences on the academic achievement of students in the senior secondary school physics. Human resources, physical facilities and relationship between them make the physical environment of the school. The results revealed that students having adequate laboratory facilities performed better than those students having minimum or no facilities, this is due to the reason that laboratory forms important part of the physical school environment. It was also find out that poor facilities in the schools and inadequate space, as well as the arrangement of items such as sitting arrangement in the classroom, laboratory and library, would have impact on the organization of the learning environment. The favorable climate of the school provides opportunities to students to work hard and improve their academic achievement. The findings of this research agree with the view of many psychologists who believe that weak relationship among students and teachers has a diverse effect on the attitude of students regarding events in teaching –learning environment. Hence, the teacher needs to be polite and friendly instead of seductive. The teacher must attend to the academic needs of the students and should be familiar with the differences between them and then be firm and transparent in fixing the differences. It is worthwhile to mention that as healthy teacher-student relationship prevails in school it gives a positive way to the promotion of learning among students. And this resultantly, enables students to share their experience and knowledge with fellows that also enhance the school environment effectively and positively.

A study by Orlu, C. (2013) was on six hundred students and teachers, at Port Harcourt local government of river state with the aim to investigate environmental influence on the academic performance of the school students at secondary level. The findings of this study revealed that the school environment has a significant influence on the academic performance of the students. Moreover, the location of the school also affects the performance of the students. For example, when a school is located in a noisy area or in the heart of a city where daily life activities disrupt the teaching-learning process. So, in this situation it is not expected that students related to this school area are doing well academically. It is due to the reason that noise interferes with the teaching/learning process.

Therefore, the interaction between students and teachers and physical structure of the school building has great influence on the performance of the students. The climate of the school can have a positive impact on the health of the learning environment or an important factor in learning. The environment of the school can affect different people and areas related to schools. Such as, a positive climate of the school has been associated with some emotional and behavioral problems of students. Hence, it is highly expected that positive interpersonal

relationship and optional learning opportunities for students in all demographic environments can increase the achievement behavior of the students. The positive student teacher relationship develops a positive and effective school climate for the students concerning smooth running of the academic activities which results in better academic performance.

Anta, K. Jairo, K.M. Odhiambo, O. and Mary, E.A. (2013) study in Nandi District, Kenya, aimed to maintain the relationship between academic achievement of the students and characteristics of the teachers. The results exhibited that academic achievement of the students (in 2007, 2008 and 2009) was below average concerning 45% of the schools, 6 (30%) performance was on average level whereas 5(25%) of schools had high level academic achievement of the students. The poor performance was attributed to an inadequate number of teachers in many secondary schools in the district. On basis of teacher qualification, the study maintained that 65% of teachers were degree holders, 25% possessed diploma certificates whereas just 10% teachers were untrained. Cross tabulation findings recommend that there was no difference in performance of teachers who possessed diploma or degree, suggesting that qualification of teachers did not lead to increased academic achievement of the students. It also highlighted that participation of teachers in professional development programs proves beneficial regarding the improvisation of teaching methods.

Denial, K.K. & Felix, K. (2014) investigated the effect of the peer influence and school environment on the academic performance of the students. The study evaluated the factors of school environment and peer influence regarding the level of psychological influence they maintained on the learners. In Sabbatic, Twenty-one public secondary schools established that school environment have a strong influence on the academic performance of the students. The school is an institution of learning and it also acts as a second home for learners so it has been found as a place that maintains a strong relationship with academic performance of the students.

According to Awan (2014) in the rise and fall of nations, education plays a significant role and all this is due to the emergence of global competition in the field of technology and education. Concerning the progress of any nation and country, this competitive environment is the core need of it. Awan (2011) claims that almost all countries in the world including Pakistan also possess different school systems but as it is classified then it has two major categories: public and private schools. In Pakistan private schools are acquiring acceptance today in order to ensure sustained progress of the country. According to Awan (2012) in Soviet Union, the educational system was completely shattered in late 1990s after its disintegration due to the non-existence of private educational institutions. Whereas when the Soviet Union collapsed its public school system was also collapsed.

Research Methodology

In this study, the research population was female teachers teaching class 9th and 10th in private and public secondary schools of Multan. The existing study was delimited to private and public secondary schools of Multan and female teachers teaching secondary classes. The Likert scale based on effect of school environment

and on performance of public and private school teachers was developed after reviewing the related literature and also having discussion with the experts of the field. The scale was used to have the response of the respondents. One hundred questionnaire based on Likert scale were formulated and distributed among the private and public secondary school teachers (female). The return rate of the marked questionnaires was hundred percent.

Data Analysis

The study aimed to find out the impact of school environment on performance of private and public sector schools specifically for girls at secondary level in Multan. In this context, Likert scale based questionnaire was executed for data collection and then results were analyzed through SPSS software. Multiple statistical techniques like percentage, mean, T-test and standard deviation were also employed. Following is the data analysis:

Table 1
**Difference between Performance of Public and Private Sector Schools
(for girls) at Secondary Level in Multan.**

School	Private	Public	Total
Female	68	32	100

Chi-square

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Chi-square 99.861

Df 1

p-value 0.01

Discussion

The above table: 1 exhibits that there is relationship between two variables that are, impact on students' performance and learning environment. In this context, the school is primary factor for measuring the effects of learning environment on the student's performance. Therefore, in the above analysis the calculated value is 99.861 whereas degree of freedom value is 1 and P-value is 0.01 which is less than calculated value. Thus, the result makes clear that private schools learning environment has more positive effects on student's performance as compared to the learning environment of public sector schools.

Pearson Correlation

Table 2
Matrix Correlation regarding Impact of School Environment on Students' performance (Learning) at Secondary Level

		School environment	Students' performance
School environment	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	100	100
Students' performance	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	100	100

- Pearson Correlation coefficient

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{n}\right) \left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

Discussion

Table 2 present correlations between multiple factors like students' attitude, learning environment, teachers' behavior and physical environment. The above table indicates that a significant correlation was found between all groups. P value is (p=0.05) which shows positive significant correlation between all groups.

Findings

After the analysis of data it was clear that learning environment in private schools has more effects on student's performance as compared to the environment of public sector schools. The significant difference was found between impact of learning environment on student's performance (learning) of private and public sector schools (for girls). Moreover, Positive correlation was also found between the school environment and the student's performance. The data analysis showed that positive reflection towards the quality of academic and physical school environment concerning school building affect the academic achievement of students. Hence, overall 99.6% teachers gave positive reflection towards the extent of quality of academic and physical school environment regarding school building have impact on the academic achievement of the students. The Mean score value 4.82 (greater than 3.00) exhibited the higher level of acceptance. Related to the equipment of classrooms with modern techniques and audio visual aids, 86% teachers agreed with it that these are provided in the schools. The Mean score value 4.33 (greater than 3.00) indicated the higher level of acceptance. 100.0% teachers agreed that the library services have great impact on the academic achievement of the students. The Mean score value 3.31(greater than 3.00) showed the higher level of acceptance. Similarly, 98.7% teachers exhibited positive response towards the extent that school facilities

have great influence on the academic achievement of the students. The mean score value 4.32 % (greater than 3.00) highlighted the higher level of acceptance. Overall 88.5% teachers have given positive response concerning the appropriate equipment of Science laboratory in the schools. The mean score value 4.12 (greater than 3.00) mentioned the higher level of acceptance. Then, 96.3% teachers positively agreed that there is good play ground facility for the students in the schools. The mean score value 3.64% (greater than 3.00) indicated the higher level of acceptance. Regarding health facilities, 89.5% teachers mentioned positive response that these facilities are well provided in the schools. The mean score value 4.25% (greater than 3.00) exhibited the higher level of acceptance. Further, 91.3% teachers exhibited positive response that classrooms are well furnished in the schools. The mean score value 4.26% (greater than 3.00) showed the higher level of acceptance. Moreover, 95.3% teachers mentioned positive response that the main office is well managed by administration in the schools. The mean score value 4.31% (greater than 3.00) depicted the higher level of acceptance. Next, 94.4% teachers positively agreed that in schools space is properly utilized by the students for good performance in the schools. The mean score value 4.38% (greater than 3.00) showed the higher level of acceptance. Overall 95.0% teachers showed positive response regarding the issue that in the school students have been provided appropriate guideline to move in a positive direction in their life. The mean score value 4.25% (greater than 3.00) indicated the higher level of acceptance. Similarly, 94.3% teachers have given positive response that students openly and clearly share their experiences and knowledge in the schools. The mean score value 4.15% (greater than 3.00) showed the higher level of acceptance. Further, 92.4% teachers mentioned positive response concerning that teachers share, cooperate and maintain affectionate and polite behavior with students in the schools. The mean score value 3.96% (greater than 3.00) highlighted the higher level of acceptance. In this context, 92.0% teachers have given positive answers that in the schools they hold the attention of students in class to a great extent. The Mean score value 4.26 (greater than 3.00) showed the higher level of acceptance. Next, Overall 93.0% teachers have given positive response towards making positive comments about student's abilities to learn in the school. The mean score value 4.40 (greater than 3.00) indicated the higher level of acceptance. Further, 56.0% teachers positively agreed that they use corporal punishment in the schools to maintain discipline. The Mean score value 3.35 (greater than 3.00) depicted the higher level of acceptance. Overall 57.0% teachers have given positive response towards the extent that the quality of academic and physical school environment related to school building have impact on the academic achievement of the students. The Mean score value 2.86 (less than 3.00) indicated the rejection. 44.7% teachers showed positive response towards issue that they are well connected with the students in the classroom. The Mean score value 3.01 (greater than 3.00) mentioned the higher level of acceptance. Moreover, 88.0% teachers have given positive response that Students are required to give a proper response to the teachers in the class. The Mean score value 4.32 (greater than 3.00) showed the higher level of acceptance. Overall 89.0% teachers showed positive reflection towards the issue that schools are well decorative according to the level of the classes. The Mean score value 4.32 (greater than 3.00) showed the higher level of acceptance. Further, 68.4% teachers showed positive response towards the extra-curricular activities arranged in the schools. The Mean score value 3.44 (greater than 3.00) exhibited the higher level of acceptance. Thus,

the significant difference was found regarding the impact of learning environment on student's performance private and sector schools.

Conclusion

It was concluded after the analysis that active involvement of teachers in learning and teaching process is important factor that is associated with students' academic performance. A positive correlation was also found between students' performance and the school environment. Thus, the learning environment of private sector schools (for girls) has more impact on student's performance as compared to the learning environment of public schools (for girls) at secondary level in Multan.

Recommendations

After the findings following are the recommendations:

- It is recommended that government should provide electricity and basic facilities in classrooms and schools.
- It is suggested that teachers should encourage and help students in building confidence, self - belief and also motivate students to work autonomously and make them to believe on their own for achieving their objectives.
- Moreover, it is recommended that teachers must create positive, collaborative, active learning relationship.
- This study also suggested that teachers and administrative staff create educational experiences for students that are enriching, challenging enriching and extend their academic abilities.

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