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Role of Conducive School Environment on the Performance of the Students at Secondary Level in Khyber Pakhtunkhawa

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Abstract

Education is the process of bringing desirable change in the behavior of humans. It is integrated part of human activity. Present study was designed to investigate the role of conducive school environment on the performance of the students at secondary level in Khyber Pakhtunkhawa. All students studying in secondary schools of Khyber Pakhtunkhawa constituted the population of the study. The study was delimited to students of secondary schools in district Kohat. Sample of the study was taken randomly from the different schools. In this way, 100 students were taken as sample for the current study.

A questionnaire was developed for the students to collect data for the research study. Data thus obtained from the students and then tabulated for analysis. Appropriate statistical tools were applied which assisted in analyzing the data for reaching at the conclusion. Problems faced by the students due to not availability of favorable environment into the schools were highlighted and suggested appropriate actions for bringing improvement on the achievements of the students.

Key Words: Conducive, Environment, Performance, Improvement, Teachers, Achievements

Introduction

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“Education considered as e ac one of a society. Education is provided to the students through various dimensions: Formal, informal and non-formal. Formal education needs school and teacher every teacher his / her own working style. Working behavior of the teachers plays a significant role in the process of education” (Tanveer, 1970).

Learning environment of schools largely depends on the way of teachers teaching into the classrooms. They are the creators of favorable environment for the students into the classrooms. Students of the schools work and learn under the influence of that particular working behavior. The quality of life is dependent on a number of factors, for which, education is responsible for paramount importance. Education is in fact the most effective instrument to meet the challenges ahead. Only education can fill the people with the knowledge, the sense of purpose, and the confidence essential for building a dynamic, vibrant, cohesive nation, capable of providing its people, a fuller and more purposeful life.

The concept of education and the role of educational institutions have undergone a sea change in recent years. Education is no more limited to the building up of knowledge and development of skills among pupils; it is instead concerned with the entire social ethos. It has been pointed, that “the system of education is an integral part of the total socio-economic system and that transformation of the system of education will have to go side by side with critical changes in the rest of the system, (Challenge in Education-a Policy Perspective’ 1985).

It is felt that if most of the teachers perceive the environment as well it would have an impact on their work behavior and pupil’s academic achievement. School is more than a place where academic skills are taught and learnt, it is a diminutive community in itself where members interact and influence the behavior of each other (Shoben, 1962). The particular environment of a school may affect the role participants in numerous ways: their perceptions, motivations, morale, satisfaction, behavior, adjustment, learning and performance. The investigation done by Kirk (1966), Hamlin (1967), Hoagland (1968), Scot (1979) and Southam (1980) found that the teachers working in colleges with an open environment tended to exhibit good work behavior then those in schools with closed environmental factors.

In addition, it can be said, that when the school environment is unfavorable, its psychological sickness spills over to the teachers (Kirk, 1966, Phoughlan 1971, Scott, 1979) and makes them dissatisfied. This dissatisfaction would naturally affect their work behavior (Lawler and Porter, 1967). Teachers in their frustration then communicate to the students, a mood of despair which can greatly affect their academic achievement UNESCO Study, 1961)

Review of Related Literature

Getzels and Jackson (1963) briefly mention research conducted in the 1950’s that had begun to acknowledge the effect of perceptual and conceptual organization on the way teachers teach. Comb (1962) reinforces this thinking by arguing, that the way persons actively structure and attach meaning to their environment affects significantly their teaching behavior.

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It is generally held that climatic factors affect behavior not by themselves, but rather to the extent that they interact with other individual or personal factors. The importance of this interrelationship was first discussed by Lewin (1938, 1951). Lewin proposed a model of human behavior, based upon his research, which took into account both individual and personal difference (P) and the environment surrounding the individual (E). In brief, Lewin posited that human behavior (B) was a function of the interaction of both P and E. More recently, several management researches, most notably Likert (1961), Katz and Kahn (1966), and Vroom (1964), have attempted to develop more complex models.

Frederiksen, et. al. (1972); Pritchard and Karasick, (1973) and Argyris, (1957) in their respective researches have all considered organizational environment as an important factor which influences work related attitudes, motivation and behavior. Hunt (1963) stressed that interactions among modes of response, situations and persons were more important than any of the individual sources of variance alone; Rausch, Diltman and Taylor (1959) have presented a study on the interaction between personality characteristics and environmental conditions in predicting work behavior.

Pervin (1968) too, treats work performance as a function of the interaction between the characterization of the individual and those of the environment. According to chamber's 20th Century dictionary, "Environment- a surrounding, conditions influencing development and growth". New Webster's dictionary defines environment as; "All the physical, Social and cultural factors and conditions influencing the existence or development of an organism or assemblage of organisms the act of surrounding, the state of being surrounded, that which surrounds, surroundings".

The Concise Dictionary of Education defines the term environment as; "The totality of external surroundings, including conditions, circumstances and events, in education, often considered for the extent to which such surrounding facilitate or impede learning'. Schein (1970) has also stressed upon the man's interactions with his environment as a primary dominant factor in determining the job performance. Evan (1976) in his study has emphasized the importance of attitudes as organizational climate perception. According to him, organizational members tend to perceive the climate differently and this perception whether real or unreal has behavioral consequences for the organization. Feather (1961) discussed the interactions between personalities and job qualities leading to high efficiency. Forehand and Gilmer (1964) in their study have found that organizational climate is capable of influencing the behavior of the people in an organization. .

Which type of environment can be readily understood when reference is made to what everyone must have experienced on entering a school? Each school has a subtle, though clearly noticeable atmosphere pervading it. In spite of similarly of structure, facilities and functions, school differ in the impact they made on both the external observer and internal participants. Such difference are elusive of description and in many cases defy identification, nevertheless,

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there is a feel, an atmosphere' or a tone' unique to each college. This individually is called the school's environment or the school's personality.

One may find in one school, the teachers and headmaster are zestful and exude confidence, whereas, in the other, the brooding discontent of teachers is palpable and the headmaster tries to hide his incompetence behind a cloak of authority. The psychological sickness of such a situation spills over to the teachers, who in their own frustration feed back to the students a mood of despair. Thus, when one moves from school to college, one finds that each appears to have its own personality. This is called the environment of the school, which is the product of interactions taking place between the participating individuals and their environment.

Research Methodology

POPULATION

All students of government secondary schools in Khyber Pakhtunkhawa were constituted population of the study.

DELIMITATION

A study was delimited to the students of Government secondary schools in district Kohat.

SAMPLE

Hundred students were taken as sample of the study.

RESEARCH INSTRUMENT

In order to find the role of environment on the performance of the students at secondary level, a questionnaire was developed and administered for the collection of the data.

Results and Discussion

Following results were concluded from the study through applying statistical tools for the analysis of the study;

Table 01

Do the teachers perform their duties with full commitments?

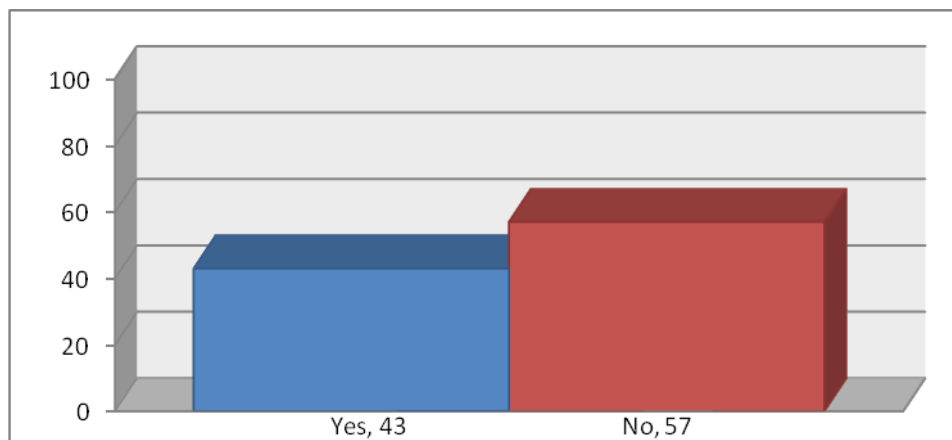
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No of Students	Yes	No	Yes %	No %
100	43	57	43 %	57 %

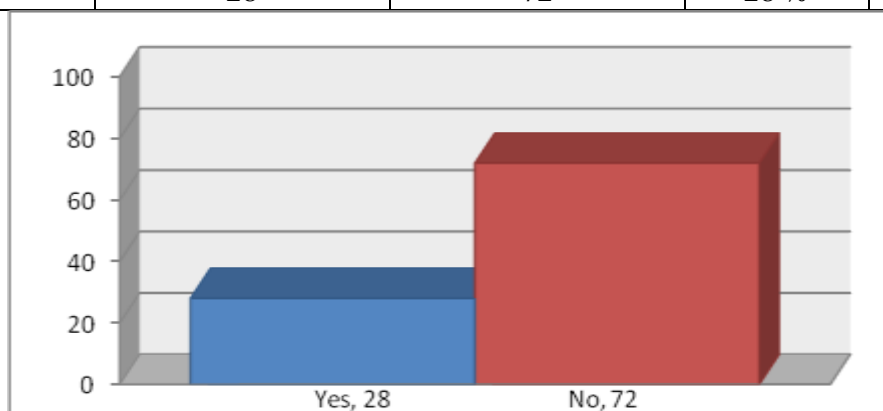


The above table illustrates that 43% of the teachers were committed and 57% of the teachers do not take interest into their job.

TABLE 02:

Do the teachers teach friendly?

No of Students	Yes	No	Yes %	No %
100	28	72	28 %	72 %



This table shows that 28% of the teachers teach friendly and 72% of the teachers usually adapt rude behavior with the students while teaching into the classes.

TABLE 03:

Are teachers qualified?

No of Students	Yes	No	Yes %	No %
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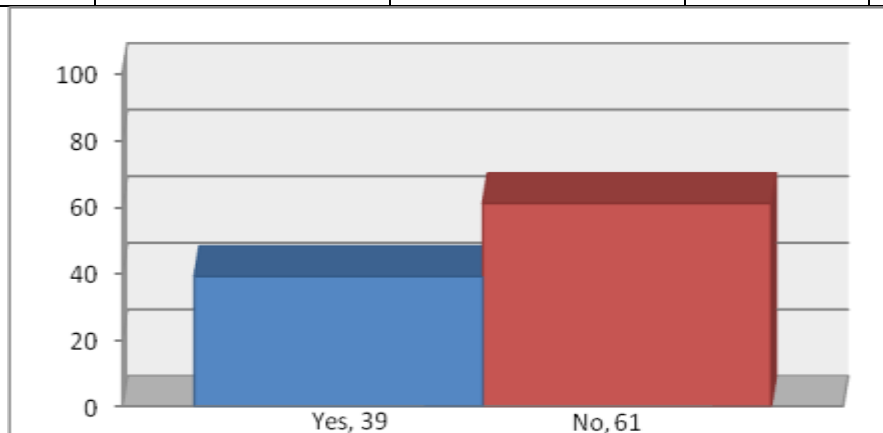
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100	39	61	39 %	61 %
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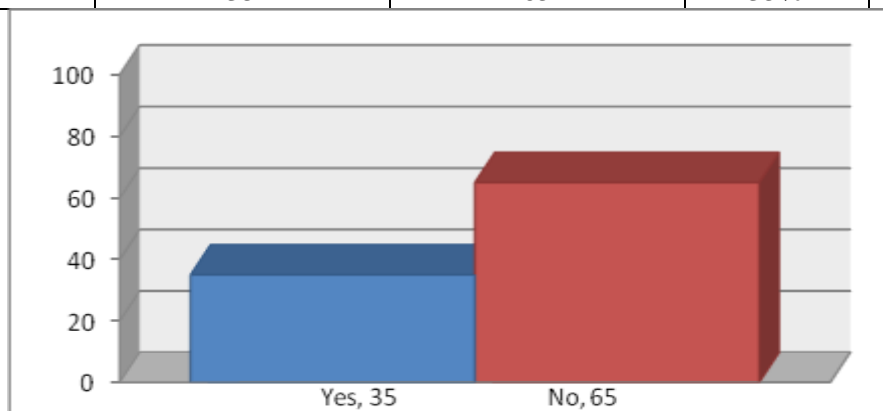


From the above table we conclude that 39% of the teachers having their higher qualifications and 61% teachers do not have higher qualifications and even they haven't any advance courses of teaching.

TABLE 04

Do the students take interest during the learning process?

No of Students	Yes	No	Yes %	No %
100	35	65	35%	65%



The table shows that 35% of the teachers teach with enthusiasm and 65% of the teachers try to pass the time into the classes or they just adapt traditional methods of teaching.

TABLE 05

Do the schools offer comprehensive programme for getting success in life?

No of Students	Yes	No	Yes %	No %
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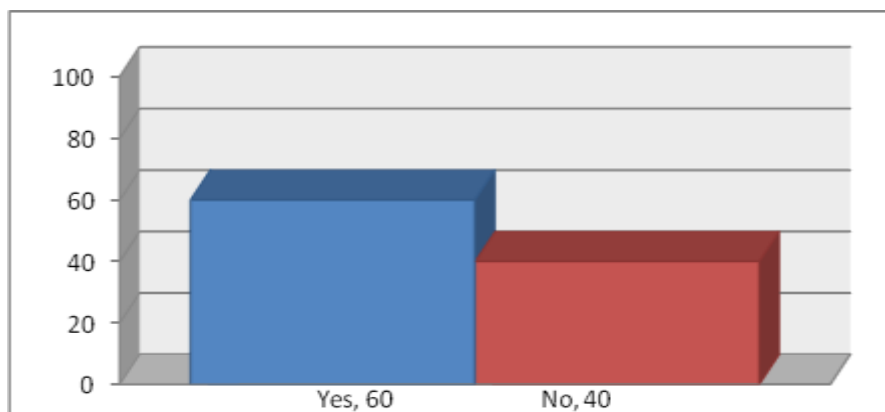
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100	60	40	60 %	40 %
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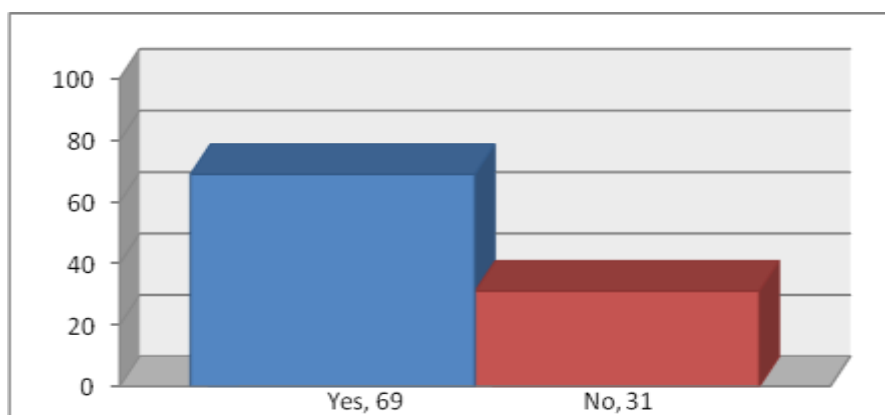


The above table shows that 60% of the schools have very comprehensive program but they may not provide favorable environment to the students and 40% of the schools have no such comprehensive programs because they do not have any good resources for making good reputation.

TABLE 06

Do the schools have discipline?

No of Students	Yes	No	Yes %	No %
100	69	31	69%	31%



This result shows that 69% of the schools have good discipline but 31% of the schools do not have such setup regarding discipline.

TABLE 07

Do the schools provide extra co-curricular activities?

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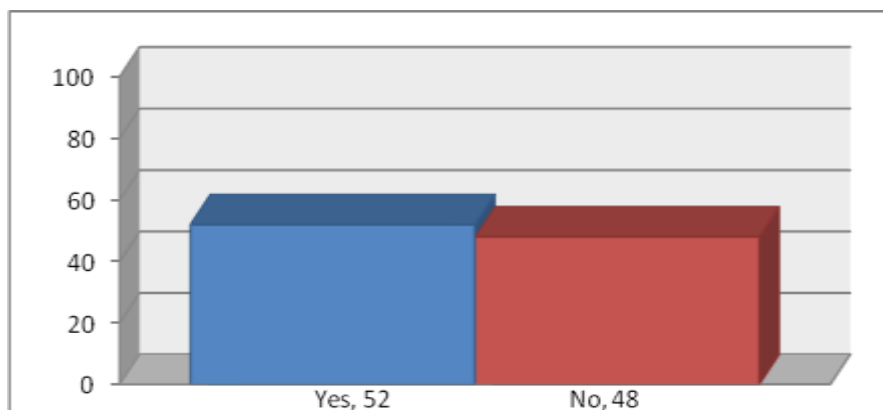
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No of Students	Yes	No	Yes %	No %
100	52	48	52 %	48 %



The table indicates that 52% of the schools provide extra co-curricular activities and 48% of the schools do not provide due to their less resources.

Conclusions

From the above study, it is analyzed that:

1. There is lack of higher qualification into the teachers which do not bring new innovations into the students.
2. Teachers have no understanding with the students due to which they are unable to give fruitful results to the society.
3. There is lack of interest into the students which shows that there are some environmental effects on the performance of the students.
4. Schools have comprehensive programs but there is no conceptual teaching at secondary level of the government schools.
5. There is discipline but no output which shows there are still gaps between the performance of the students and the environment of the school.
6. Schools cannot provide co-curricular activities due to having less resources and funds.

Recommendations

Following recommendations are suggested in the light of above results;

1. Teachers should be appointed into the schools having higher qualification or even having fresh courses regarding teaching learning process.
2. Teachers should be motivated to build understanding with the students so that better results could be achieved.
3. Environment of the schools should be made favorable and interest should be developed into the students through different activities and exhibitions.

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4. Teaching should be conceptual rather cramming work or fatigue.
5. Schools should maintain good discipline but that should be in favor of the students and schools must arrange some co-curricular activities for the students to get physical fitness.

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