

PERCEPTION OF THE SECONDARY SCHOOL TEACHERS ABOUT THE ENVIRONMENTAL EFFECTS ON PERFORMANCE OF THE STUDENTS

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ABSTRACT

This article tests the assumption that environmental effects play a vital role in the way of students' performance. It also verifies the assumption that the government secondary school teachers know the different types of environment which effect on student performance. Especially, this study will also help the school teacher to know how to deal with students in different school environment. This research study will also be helpful to find out the relationship between school environment and student performance. The present study was mainly quantitative in design by using a questionnaire and the subjects responded to each statement on a two-point Likert type scale (from 1 for 'yes' for 2 'no'). This study has been carried out through random sampling. Population of the study was selected from different secondary schools of Govt. (for boys and girls). For this research 100 male and female teachers of secondary schools were taken as subject. The respondents are also told about the purpose of research by providing them brief introduction about the environmental effects on the performance of students. Data was analyzed by percentage method. After the collection of data it was analyzed in detail by using the method of percentage and all data was tabulated regarding every question. At the end, results showed positive response from the majority of teachers.

Keywords: Environmental effects, secondary school, perception, performance

INTRODUCTION

After the creation of man, Allah arranged for this creature to make for this creature to make it learned and find the hidden trust of the universe. For the purpose, His own trained persons were set to teach the necessary discipline and teaching specific to the era to the other people. This series lasted up to the last Prophet of Allah. Hazrat Muhammad (PBUH) whose teachings are considered to be the fine and everlasting for always. These all teachers were not only trained well by Allah in their respective knowledge but also they were perfectly rich in practicing those teaching. As the teaching is one of the professions every profession shows its best performance whom it has a specific frame of works and standards. The best performance of the teaching process would be only in that case when the teachers aware of the standards, responsibilities, disciplines to impart teaching in better way. Therefore, the perception of teacher about his student's performance is very important.

As we all know that perception is the key element in the relationship between teachers and students. Perceptions refer to an individual current appraisal object of program as experienced in the immediate situation. The major purpose of this study was to determine the effect of environment on student's performance. A school is an organization of a specific type called a "social system". This mean would be it is a set of components that interact to

meet a goal held by people together (Fiordo, 1990). How important is a school environment? School is key element in influencing student success. All school facilities are including in school environment e.g. buildings. School's facilities are the most critical component for student success.

What do teachers think need to be included in school facilities?

- a. Comfortable seating and work spaces for students so that teachers and students could have increased flexibility,
- b. The ability to control heat and air conditioning,
- c. Flexibility to re-arrange the room, and
- d. Attractive colors, textures, and patterns the floors and walls.

The success of school at meeting the needs of the student's attitudes toward learning and emotions is related to the climate of the facility. This element is important not only in the success of student in academic measures, but also the level of emotional and social valued, respected and comfortable. School environment characterizes the organization at the school building and classroom. Environment of any educational institution plays a very important and significant role student performance. It is very difficult to provide a good proper environment in the institution. A teacher is responsible to provide a good environment for student. He has many duties and responsibilities. His one important duty is to check that factors which effect on student performance and environment is also the main factor which effect on student performance.

I select this topic "perception of secondary school teacher about the environmental effects on performance of students for research because I feel teacher has an important role in student performance/progress. Therefore, teacher perception about environmental effect on student performance is important. And secondary level is also the important level of education.

LITERATURE REVIEW

An institution is like a tune. It is not constituted by individual sounds but the relations between them. It is commonly observed the environment varies from school to school. The move to secondary school is a period of a great educational change for many children. The change involves moving from primary school. The students very well known to their class room environment, instructional practices, and peer and teacher relations. Therefore, environment of any school also effects on the performance of students. Schools are open systems, which must adapt to changing environmental conditions to be effective and in the long term, to survive. The environments of schools affect their internal structures and processes. Environments are complex and difficult to analyze, but two perspectives are useful-task and institutional. The task perspective includes both information model and resource-dependency theories, which define the task environment as all aspects of the external settings that are potentially relevant for goal setting, goal achievement, effectiveness, and survival.

The informational model treats the external environment as a source of information for decision makers. Perceived organizational uncertainty affects the flexibility and bureaucratic configuration of organizations. Like all organizations, schools strive for certainty because they are under pressure to demonstrate rationality. The resource-dependency approach assumes that organization cannot generate intern alloy the needed resources, resources must come from the environment. Thus, school must enter into exchanges and competition with

environmental unites to obtain the required products and services. Scarcity produces competition with other organizations for resources. In contrast of the task perspectives, institutional theory assumes that the environment encourages schools to conform to powerful as sets of rules and requirements that the legal, social, professional and political institution impose. The theory asserts that school structures and process mirror the norms, values and ideologies institutionalized in society. The essence of the theory is that the environment of schools presses more for form than of substance.

Nevertheless, technical and institutional environments do coexists. Traditionally, schools have functioned in relatively strong institutional but weak technical environments. Current drives for systemic reform and competitive markets suggest that concern business people and policy madders, along with a significant portion of the general public, are emphasizing task environments. Shifting the primacy from institutional to technical environment should shatter the rationalized myths and lead to fundamental changes in schools, a change that current institutional forces are bitterly fighting. (Wayne Hoy, 2008)

School environment has great educational effect. A safe, clean and well-maintained school with a positive psycho social climate and suture can promote school output, which in turn boosts student and staff health, as well as teachers' educational achievement. A school physical environment includes the school building and the surrounding groins, external environment, noise, temperature and lighting as well as physical. Biological or chemical agents in or out the school. The psychological and best social school environment indicates the best attitudes, feelings, and values of students and staff. Its safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the physical environment. There is indication in the literature that the educational environment in which human beings learn does indeed have a definite influence on a child's learning processes and growth in the areas of affective, behavioral and cognitive development.

School management should know that children need an environment rich in experience, rich in play, rich in teaching, rich with people/community, beautiful, secure and enrich with self-esteem.(M. Aslam Siddiq, 2008)

According to William R. Dill (1958), task environment, which includes all aspects of the environment that may potentially influence goal setting and achievement, is a useful concept in understanding in external influences on school organization. The basic premise of task environment is that organization are created to perform some function or work in society and to achieve goals. Features in task environments emphasize organizations such as schools are productive system – they convert inputs into outputs—and in doing so require material and energy inputs and markets or buyers that will provide resources in exchange for what is produced. Therefore, organizations are not self-sufficient and must enter into exchanges with the external environment to gain the needed information and other sources for survival. Effective school administrators then design efficient work requirements, coordinate technical process, and ensure adequate resource providers and markets for school outputs. Information and resource dependence perspectives are the best-known examples of task-environment theories.

The institutional perspective offers an alternative approach to understanding external environment. This formulation places limited emphasis on task goals, effectiveness and efficiency. Instead, the basic premise is that the chances of organizational survival are highest when school structures and processes mirror the norms, values and ideologies and institutionalized in society (Rowan, 1993). The information, resource dependence and

institutional perspectives will next be reviewed and applied to school settings. (Wayne Hoy, 2008)

METHODOLOGY

Purpose

The purpose of this study is to show the importance of environmental effects on performance of the students. This study will throw the light on the relationship between school environment and student performance. The significance of this study will give the basics for the coming researchers. This article will also highlight how can we overcome on environmental factors which bring about problems in way of student's performance.

Research Question

The study is designed to find the answer of following research questions:

1. Is there a significant relationship between schools environment and student performance?
2. Does school environment show positive or negative effects on student performance?
3. Are the teachers of Government schools aware about the effects of environment?
4. Are environmental effects a hindrance in the way of student's performance?

RESEARCH HYPOTHESIS

Students' performance can be improved by fixing the environmental effects

Limitation of the study

The participants for this study were taken from public schools of Lahore. There were 100 teachers involved in this process. The ratio male to female teacher is 6 to 5. All the teachers were new. They were first time selected for this research.

Research design

The present study was mainly quantitative in design by using a questionnaire and the subjects responded to each statement on a two-point Likert type scale (from 1 for 'yes' for 2 'no'). This study has been carried out through random sampling. The respondents are also told about the purpose of research by providing them brief introduction about the environmental effects on the performance of students. Data was analyzed by percentage method. After the collection of data it was analyzed in detail by using the method of percentage and all data was tabulated regarding every question.

The research Instrument

The questionnaire comprises 20 statements is used for this research article.

Subjects

Only Lahore city was chosen for the study. The data was collected very carefully. It is made sure that respondents fairly gave the answers which are asked in questionnaire. The sample of study was 100 teachers of different government secondary schools. The data was collected from all respondents. The nature of this research article was also discussed with respective principals of secondary schools. Lot of things related to research had been done due to their opinion. All the data was collected from government secondary school teachers. The researcher himself collected the findings from each school.

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data collected from 100 teachers were of opinion regarding the effects of environment on student performance. Questionnaire was administered to the secondary school teachers in order to know the opinion about the environmental effects on performance of students. The secured data in form of the table's statistical analysis of responses have been followed by the interpretation of each table.

Questionnaire for Teachers with method of percentage

<i>Sr.No.</i>	<i>Questionnaire</i>	<i>yes</i>	<i>%</i>	<i>NO</i>	<i>%</i>
1.	Does congested classroom a hindrance in the way of students' performance?	23	92%	2	8%
2.	Do the rules and regulations of the school effect on the performance of the students?	23	92%	2	8%
3.	Does the behavior of teacher effect on the performance of the students?	24	96%	1	4%
4.	Does the duration of the subject period effect on the students' performance?	19	76%	6	24%
5.	Does school management's relation with teachers has positive impact on the performance of students?	20	80%	5	20%
6.	Does school environment play an important role in the performance of students?	20	80%	5	20%
7.	Does the involvement of school management have a positive effect on students' performance?	20	80%	5	20%
8.	Does teacher's management regarding his classroom environment play an important role in performance of students?	15	80%	10	20%
9.	Do the environmental hazards have negatively effects on student's performance?	16	64%	9	36%
10.	Does the arranged interval of the period effect positively on students?	15	60%	10	40%
11.	Do the students learn more when the temperature was 70 to 74 Fahrenheit in classroom?	17	86%	8	32%
12.	Does proper lighting in classroom effect on students' performance?	20	80%	5	20%
13.	Does effective environmental promote a sense of belonging and self-esteem in students?	19	76%	6	24%
14.	Does noisy room create problem for students during lecture?	22	88%	3	12%
15.	Does physical environment effect positively on students' performance that is well coming and conducive to learning?	25	100%	0	0%
16.	Does proper school environment promote learning and self-fulfillment of students?	20	80%	5	20%
17.	Does comfortable seating increased flexibility in students work?	18	75%	7	25%
18.	Do you think you are responsible for providing a good environment for students?				
19.	Does student's attitude towards learning is related to the environment?	19	76%	6	24%
20.	Do you think to know the psychology of students is necessary?	18	75%	7	25%

92% teachers agreed the statement that congested classroom is a hindrance in the way of students' performance while 8% teachers disagreed to it.

1. 92% teachers agreed the statement that the rules and regulations of the school effect on the performance of the students while 8% teachers disagreed to it.
2. 96% teachers agreed the statement that the behavior of teacher effect on the performance of the students while 4% teachers disagreed to it.
3. 76% teachers agreed that statement that the duration of the subject period on the students' performance while 24% teachers disagreed to it.
4. 80% teachers agreed that statement that school management's relation with teachers has positive impact on the performance of students while 20% teachers disagreed to it.
5. 80% teachers agreed the statement that school environment play an important role in the performance of students while 20% teachers disagreed to it.
6. 80% teachers agreed the statement that the involvement of school management has a positive effect on students' performance while 20% teachers are disagreed to it.
7. 80% teachers are agreed the statement that teacher's management regarding his classroom environment play an important role in performance of students while 20% teachers disagreed to it.
8. 64% teachers agreed the statement that the environmental hazards negatively effect on students' performance while 36% teachers disagreed to it.
9. 60% teachers agreed the statement that the arranged interval of the period effect positively on students while 40% teachers disagreed to it.
10. 68% teachers agreed the statement that the students learn more when the temperature was 70 to 74 Fahrenheit in classroom while 32% teachers are disagreed to it.
11. 80% teachers are agreed the statement that the proper lighting in classroom effect on students' performance while 20% teachers disagreed to it.
12. 76% teachers are agreed the statements that the effective environmental premates a sense of belonging and self-esteem in students while 24% teachers are disagreed .
13. 80% teachers are agreed the statement that the noisy room create problem for students during lecture while 20% teachers are disagreed to it.
14. 88% teachers are agreed the statement that the physical environment effect positively on students' performance that is well coming and conducive to learning while 22% teachers are disagreed to it.
15. 100% teachers are agreed the statement that the proper school environment promote learning and self-fulfillment of students while no teacher disagreed to it.
16. 80% teachers are agreed the statement that the comfortable seating increased flexibility in students work while 20% teachers disagreed to it.
17. 75% teachers are agreed the statement that teachers are responsible for providing a good environment for students while 25% teachers disagreed to it.
18. 76% teachers are agreed the statement that student attitude towards learning is related to the environment while 24% teachers are disagreed to it.
19. 75% teachers agreed the statement that to know the psychology of students is necessary while 25% teachers disagreed to it.

CONCLUSION

The main purpose of this research is to highlight the importance of environmental effects which bring about a hindrance in the way of students' performance. After collecting and analyzing the data the researcher comes to the conclusion that School administrator, staff and government have the overall responsibility for a school's healthy physical environment. The performance of the students can be improved by fixing the environmental factors. Overall the research shows positive response towards the conducted research. The teacher's responses were almost equally positive as well. Furthermore, the perception of the teachers of sample schools differs from one school to other. School environment and students performance go together. Therefore, it is rightly concluded that school environment and student performance are associated with each other.

RECOMMENDATION

Through the present study results indicate the degree of positive association between school environment and students performances. The following recommendations are:

1. Secondary school teachers should manage proper school environment for the improvement of student's performance.
2. Teachers should introduce those co-curricular activities that show positive impacts on students' performance.
3. School administrators, staff and government should take the responsibility for a school's healthy physical environment for students.
4. School management should develop and use a data collection system for assessing and monitoring the school environmental effects.
5. School environment and surrounding should be neat, clean and green.

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