

## **A Study on School Environment and Its Impact on Students Academic Achievements in Private and Public Schools of Quetta City**

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### **ABSTRACT**

*The research study was carried out to analyze the impact of school environment on student's academic achievement and performance. There were many factors which directly and indirectly effected student's performance positively as well as negatively, such as; Difference between rural and urban schools, students and teachers relationship, school infrastructure, school atmosphere, gender differences, students and parents relationship, difference between private and public school. The data was collected through survey method, and teachers of different school of Quetta city were the population target. Most of the teachers agreed that school environment has a positive effect on student's academic achievement while a few teachers believed that school environment also effects student's achievement negatively.*

**Keywords:** - Impact of school environment, student's academic achievements, Quetta city.

### **INTRODUCTION**

School is the place where numerous subjects and ethical values are being taught to various students of every gender, language, caste, and religions. Meanwhile in school, gender differences are being noticed as well as the racism of different caste and having different religions effects the achievement, as its on peak nowadays in every city and village school in the country which effects the performance of the students that is whether emotional or personal growth of the children. Many studies are being done on school environment to know the reason why the school environment effects the students' academic performances.

The main aim of schooling is the achievement of academic skills. Traditionally, schools are always the main focus of improving various skills and components. Skills that can be reading, listening, speaking and writing, (Hymal, Schonert, Reichl and Miller, 2006).

When students are facing the problems of skills deficits, the guideline or the instructions given by the school teachers are not followed in the classroom to them. They always experience the failure and lead them to the behavioral problems which are like stress, negative self-esteem, depression, aggression, too much anger, lack of participation and being non active in the classroom activities, (Mel tosh, Horner, chard, dicky and Braun, 2008).

According to a study the acceptance of teachers and the school and classmates for the students is directly related to the positive school academic achievement, the relationship of the students with classmates, schoolmates and teachers put a very significant impact of their academic performance (Hamra and Painta, 2001).

Teacher's action of motivating and caring of the students provide them motivation, self-esteem, self-realization, self-motivation and a clear concept of learning in turn, (Eccles *et al*, 1993). And students who reports good communication and interaction with the teacher and with the fellows scored higher in the academic school achievement and performance (Konishi, Hymel, Zumbo and Li 2010).

Most recently students with other religions also suffer a lot as they are studying in majority of Muslims society so teachers don't treat them well as the other Muslims students and make them feel as they have lack of some abilities but the students who are Muslim don't suffer as they get

their all equal rights. The Justine not should be only in organization and in schools but it should be available in every place, class, society, community and the surroundings. In this way all the members of a society will not be degraded and will not lose hope and confidence. In another study it is also being discussed that while giving much tension to the students' in the form of more assignments and tests which will effects the mental health of the students, and it will also effect the motivational power of the students, and the participation of the students in the classroom. After the issue of mental health of student's problem, many theories are discovered to reduce stress, depression and anxiety of the students which will also help in improving them in future examination, (Nastasi, 1998).

As schools are confronted with more open responsibility for understudy scholastic execution, school level attributes are being concentrated to find techniques for improving accomplishment for all understudies. Extensive exploration has been led on showing aptitudes, atmosphere, financial conditions, and understudy accomplishment (Hoy, Tarter, and Kotthamp, 1991).

Crosnoe et al. (2004) propose that school division (open or private) and class size are two significant basic segments of the school. Tuition based schools will in general have both preferred subsidizing and littler sizes over state funded schools.

The extra subsidizing for tuition based schools prompts a superior scholastic exhibition and more access to assets, for example, PCs, which have been appeared to improve scholarly accomplishment (Eamon, 2005). The ability level of educators is another pointer of understudy scholastic execution. Understudies who go to schools with a higher number of full qualification instructors perform better (Bali and Alvarez, 2003).

The term study hall learning condition is explained by a few educationists. Fraser (1986) thought of it as shared impression of the understudies and in some cases of the instructors in that condition. Walberg (1974) opined that the study hall mental or social condition alludes to the atmosphere or climate of a class as a social gathering that conceivably impacts what understudies realize.

## REVIEW OF LITERATURE

A.S, Vimala, A. (2012), A study was being conducted of the students of class 6<sup>th</sup> that how school culture, society and environment effects the study of those students of rural and urban areas both children. After collecting and completing data the analyzing of that study that there was no such big differences between in the study of the students of class 6<sup>th</sup> .The main differences which effected the children was localities of the areas of the schools, where the schools was constructed , the schools were constructed in rural areas which performance was poor due to lack of every think that was not provided to students which are the important tools to study well and while not providing that become a barrier in studying well.no burden of homework's, assignments and tests was given so just by this they were free form stress which make them irresponsible in studies while if compared to urban schools the students were in a kind burden which put a stressful situation on them as test and home tasks were given to them which make them a "sense of being responsible" by this responsibilities, students do much effects and become good in studies.

Anta, K.Jairo, K.M. Odhiambo, O.S Marey , E.A.(2013), A research study about relationship between students achievements and teachers characteristics was conducted, in which teachers performance is being watched that how they work, degrees holder teachers performance is better or diploma. Teachers is also acceptable as qualified teachers. Teachers is more acceptable with a specific degree holder in a specific subject. The study conducted that the teacher's achievement is 2007 and 2009 was below (45%) and in 2006 the performance was (30%) and in 2005 the teacher's performance was (25%) the teacher's performance was

becoming too low as the time passes. And almost (25%) of teachers was having a qualified degree and they were equivalent to the teachers who were just holding a diploma or a certificate and (10%) of the teachers was considered as untrained.

**Kathleen cotton, (1998)**, has responded that it is surprised that school association with students has become a main educational problem in the 1980s. This is a period of growing worry about education quality in the world. For academic standards and monitoring states are taking a better role. Societies are even more alert of the expenditure of free education. Native schools are worried to provide good education and other services with decreasing resources and students wants the quality education and will accept a satisfactory preparation to lead fulfill nature lives. The term school environment contains numerous diverse forms to participations of students in the school. School environment can co-operate in student's education by joining school events and answering to school obligation.

## **MATERIAL AND METHODS**

The research study carried out, is descriptive research in design and quantitative in nature. The data was collected from the different high schools of Quetta city, 10 public and 10 private. The quantitative research analysis was used to see the impact of school environment on students' academic achievement in district Quetta. The data was collected from high school teachers. High school teachers were selected as target population because they better know the performance of their students. The data was collected through survey method in which questionnaires were distributed amongst the teachers of public and private schools, where the total number of teachers who participated were 200, selected from 20 different schools of Quetta city. The questionnaire consisted of 30 questions and was close ended in nature. The selection of public and private schools were random. The data was presented in tabulated and graph forms.

## **RESULTS**

The research study reveals that the environment of school has a great impact on the performance and achievement of the students. As per the data collected, the impact of school environment relies on different factors. The chief factors are discussed below:

**Bullying:** Many of the students who have been bullied are emotionally effected, as the student who is bullied lacks the interest in studies, also lacks communication with classmates and surroundings, this results in absentees from the school and later it results in drop out. **Student relationship with teacher:** If the attitude and behavior of the teacher is rude and too strict towards students, then the students are not able to participate or communicate with the class or teacher, which also results in lack of confidence. **School atmosphere:** The school atmosphere should be favorable for a student to study well and proper rules and regulations should be maintained by the officials to make the student comfortable with the atmosphere so they can give their best to be productive. **Difference between rural and urban schools:** Most of the students prefer to study in urban schools as they have all facilities which a student to get a proper education. Rural schools lack even common facilities like that of drinking water, proper class room furniture, hygienic washroom practices, unqualified and inexperienced teachers. **Difference between public and private schools:** Speaking comparatively, the academic performance of the student of private schools are always higher, as the teachers in private schools ensure their presence and punctuality. And private schools are fully equipped with the laboratory equipments and experimental devices. A proper check and balance of teachers and student's attendance is maintained. While in public schools no such facilities are available. The school environment has a great role in the future making of students, which can lead students to a bright future or a complete failure.

**Table 1. Factors Effecting Student's Performance Negatively**

S.NO	FACTOR	FREQUENCY	PERCENTAGE
1.	Bullying	90	45
2.	Gender Differences	40	20
3.	Incompetent Teaching Staff	70	35

**Table 2. Factors Having Positive Effect on Student's Performance.**

S.NO	FACTOR	FREQUENCY	PERCENTAGE
1.	School's Rules and Regulations	50	25
2.	School's Infrastructure	40	20
3.	Student-Teacher Relationship	110	55



### Conclusion

The study reveals the impact of school environment on the academic achievements in private and Public schools of Quetta city. The study showed that the environment of school has a great impact on the student's performance and achievement as students spend half of their daily time in school and reflect what they observe during the time. This research study concludes that the school environment has positive as well as negative impact on the achievements of students. For example, if a student is subject to bullying, face gender difference or is under the supervision of incompetent teachers, his academic record will have no good impact, rather it would get worse gradually. On contrary, if a student has a good relation with his teachers, and the infrastructure of school entertains him and the school makes student abide by the rules and regulations, the student will become disciplined and punctual resulting in a very good academic record and achievements.

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