

**RESEARCH PAPER****Impact of School Environment on Students Behaviour: A Case of Public and Private Schools****¹ Zain ul abdin Rind*, ²Shaista Khaskhali and ³Aneeta Mubeen**

1. PhD Scholar, Faculty of Education, University of Sindh, Sindh, Pakistan
2. B.Ed (Hons) Student, Department of Education, University of Sufism and Modern Sciences Bhitshah, Sindh, Pakistan
3. B.Ed (Hons) Student, Department of Education, University of Sufism and Modern Sciences Bhitshah, Sindh, Pakistan

***Corresponding Author:** Zain10763@gmail.com**ABSTRACT**

School Environment refers to the interactions inside a school community and are shaped by the learning environment's structural, individual, and functional elements that give schools their unique character. The educational setting plays a significant role in assessing the well-being of students. The purpose of this study was to investigate behavioural, and physical school environment in both public and private schools and to find out the relationship between school environment and students behavior. Descriptive research design was used in this study. The research created a survey questionnaire with a three-point Likert scale that included questions about the academic environment, motivation, and free-factor behaviour. Both public and private schools in District Matiari comprised the study's population. Three hundred eighty-seven randomly chosen schools from the public and private sectors made up the sample. The analysis showed that private-sector classrooms had considerably better learning environments than public-sector ones. However, there was no statistically significant difference between the two sectors' behaviour, academic performance, and school climate. The cumulative mean indicated that both sectors needed to enhance one area of the educational setting. It is recommended that the public school environment be enhanced with the behavioural and physical environment and regular motivational speakers and events be hosted in schools.

Keywords: Behaviour, Environment, School**Introduction**

The realization that governments play an essential role in education and that education is a significant factor in the development of societies spurred a tremendous increase in research, frequently with government support, to find new ways to advance highly developed educational systems in both public and private schools as well as avenues for improving the situation as it stands. Several tools have been employed in recent years to examine how well these two ownership schemes work. Even so, many of these tools have been criticized for failing to account for or completely control the reality that children attending public and private schools typically come from significantly different backgrounds and socioeconomic statuses.

A favourable school environment impacts a child's academic performance. The school environment comprises physical and psychological surroundings; it is not an abstract idea. The first one consists of classrooms, basic amenities like furniture, lighting, and water, as well as other necessities for people's physical needs. On the other hand, the psychological environment of a school consists of student relationships, respect, the ability to voice concerns to teachers, and other things. Both elements significantly and directly impact students' overall development (Choudhry, Muzaffar, & Javaid, 2016; Mukama, Muola 2018; 2019).

When a youngster works in a calm setting, they are more productive than when they work in a noisy or chaotic one. A child's capacity to study is enhanced in an environment that supports their health. When a child excels in academics and extracurricular activities, their level of participation rises as well, making for a more engaging classroom with a high attendance rate. A secure learning environment is also crucial. It offers the youngsters the essential medical treatment that school personnel or members need. The moral and social ideals that the students acquire teach them to appreciate their culture and traditions. Students can access amenities like computer labs, libraries, and laborites in a positive school environment. Schools must encourage constructive dialogue for learning and promote student' conduct.

A classroom setting has two main components: the human element and the physical element. The human component of the classroom consists of the teachers and pupils. In contrast, the physical component consists of all the items in the room, such as the computers, books, projector, lighting, and blackboard. Generally speaking, it deals with how teachers and students connect. This particular pattern of contact produces what is known as a learning condition, scenario, or environment. This feature is sometimes referred to as the classroom's educational atmosphere. Most academics concurred that different learning environments affect students' academic achievement. The phrase "classroom learning environment" is defined by several educational scholars. It offered views of the professors and, occasionally, the students in that setting. Maybe affects the knowledge that kids acquire. The classroom setting encompasses not just the conduct of the professors and the interactions between them and the students but also the students themselves. "Classroom learning environment carries a variety of meanings; it generally refers to the total climate, structures, processes, and ethos within classrooms which are integral elements affecting student's learning," the explanation of the term "school environment" reads.

Therefore, this study was designed to investigate the impact of environment on students' behavior at public and private secondary schools.

Literature Review

Numerous investigations have been carried out to contrast the atmosphere and conduct of private and public schools. Shepard (2018) claims that the current methods of gauging academic performance, such as school rankings, encourage private schools to show off impressive outcomes that do not accurately represent their actual caliber of instruction. Additionally, the pressure to compete drives private schools to engage in "cream-skimming," which is the practice of holding onto, promoting the transfer of, or even dropping out of low-performing students. Because of this, regular schools favour private schools in the evaluation process due to their high academic achievement. There are certain influential factors which influence school environment. It includes nature of teacher, authority (head of masters), teacher's status of, attitude of parents towards children and financial position of the teachers; all these factors are significant for school's environment (Codjoe, 2017). A study by Orlu, C. (2013) found that the school environment has a significant influence on the of the student's behaviors. Moreover, the location of the school also affects the performance of the students.

Muola (2018) believed that school environment hinders or support student's overall development. Teacher attitudes are critical; supportive attitudes improve student achievement and positively affect conduct. Students benefit from interactions with the headmaster because it helps them develop their academic, social, and language abilities. Empirical data suggests that a home environment that provides support boosts a child's self-esteem and fosters social skills. Students benefit from this self-assurance as they grow. According to Malone Tranter (2003), school buildings and grounds constitute an important physical environment that affects the general health and safety of staff, students, and visitors. Schools must plan and maintain their grounds and facilities to minimize student

safety dangers and foster learning. Numerous studies have demonstrated that the school atmosphere significantly impacts kids' academic performance, either positively or badly.

According to Mick Zais (2011), the school environment is essentially the area of the building that supports students' health and safety. These areas include the academic environment, readily available resources for mental and physical health, an evaluation of the validity of the policies, and the sufficiency and fairness of the disciplinary measures in light of pertinent research. According to Hanushek's (2017) account, private schools were less appreciably superior to traditional public schools. However, they were more adept at meeting families' wishes in several areas related to the learning environment.

Classroom environments come in a variety of forms. While some classrooms are more project-based, others are more conventional. Setting up your classroom according to what works best for you and your kids is what matters most. There is no right or wrong way to do this. Research has demonstrated that students are more likely to act constructively when there is a supportive and upbeat atmosphere. On the other hand, unfavourable or hostile environments frequently encourage disruptive conduct. Numerous things influence the behaviour of the learner. This study sought to determine how the environment affected secondary school students' behaviour in both public and private settings.

Hypotheses

- H₁: There is no significant difference between student's behavior at public and private schools.
- H₂: There is no significant difference between the physical environment of public and private schools.
- H₃: There is no relationship between school environment and student's behavior of public and private sector schools.

Material and Methods

Research Design

A clear description of the study objectives and hypotheses is critical because they are the foundation of the entire study and serve as a roadmap for study design and data analysis, allowing them to select the best methodologies to address the topics under investigation (Schober, 2019). The research process could only be fruitful if the researcher chose the best study design (Hussey & Hussey, 1997). Self-reporting was deemed appropriate because it is practical and simple to interpret (Paulhus & Vazire, 2007). One of the most popular quantitative data collection techniques, self-report surveys, uses a structured approach and pre-established instruments (Lehane & Savage, 2013). The exiting study is delimited to public and private schools of district Matiari primary and secondary schools. The study was descriptive and the survey method was used to get the views of participants. A quantitative research approach was developed as part of the protocol to gather the data required for analyzing the two variables, environment and student behaviour.

Population

In descriptive studies, it is customary to define a study population and then make observations on a sample taken from it (Banerjee & Chaudhury, 2010). The population of the study was the all the public and private schools of District Matiari. Total population of district Matiari was 387 schools and targeted population was 86 schools from which 36

were public and 51 were private Schools which were selected randomly for public and private school of district Matiari.

Sample and Sampling

Gregoire and Valentine (2008) stated that, before a sample can be drawn from a population, it is necessary to have available a 'sampling frame', that is, a mechanism that identifies and locates the sampling units within the population. It may be a 'list sampling frame' whereby a list of each sampling unit has been compiled. The sample for the study was 86 hand masters and teachers. Simple Random Sampling technique was used to collect the data from participants.

Data Collection

Data was collected through Google form and were analyzed through excel and SPSS.

Research Tool

Questionnaire was used as a tool to collect the data of a survey from the participants. Questionnaire was based on fifteen questions.

Reliability and Validity of Tool

Before the actual data collection, a pilot test study was carried out on 30 individuals at random using a basic random sample technique to assess the validity and reliability of the instrument. Before the primary study, the primary goal of the pilot project was to test and refine the research instruments. Using Cronbach's Alpha, the reliability coefficient of the Likert scale was determined to be ($\alpha = .703$). In addition, the researcher verified the instrument's content validity before use by consulting a panel of specialists. The Likert scale was employed to meet the requirement for necessary data.

Results of Piloting

Reliability Cronbach's Alpha was measured through Excel.

Table 1
Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .703 | 30 |

Results and Discussion

Table 2
Mean, Median and SD of environment and students' behaviours tool

| S. No | Sectors Item | Public school | | | Private school | | |
|-------|---|---------------|--------|-------|----------------|--------|------|
| | | Mean | Median | SD | Mean | Median | SD |
| 1 | Do you think your school environment is friendly? | 1.31 | 1 | 0.530 | 1.27 | 1 | 0.57 |
| 2 | Do you think your school environment is good? | 1.14 | 1 | 0.355 | 1.08 | 1 | 0.27 |
| 3 | Do you provide equal respect for the both teacher and students? | 1.31 | 1 | 0.718 | 1.33 | 1 | 0.77 |
| 4 | Does your school have a complete teaching staff? | 1.03 | 1 | 0.171 | 1.14 | 1 | 0.45 |

| | | | | | | | |
|----|---|------|---|-------|------|------|-------|
| 5 | Does Your school have a lighting facility? | 1.43 | 1 | 0.698 | 1.27 | 1 | 0.60 |
| 6 | Does your school conduct co-curriculum activities? | 1.28 | 1 | 0.634 | 1.16 | 1.31 | 0.515 |
| 7 | Do students in your school have a complete uniform? | 1.63 | 2 | 0.646 | 1.31 | 1 | 0.51 |
| 8 | Do the teachers teach the students so that the students, can understand them correctly? | 1.46 | 1 | 0.852 | 1.35 | 1 | 0.77 |
| 9 | Do You help students if they have any kind of problem? | 1.23 | 1 | 0.646 | 1.16 | 1 | 0.54 |
| 10 | Does your school have furniture problem? | 1.79 | 2 | 0.687 | 1.82 | 2 | 0.58 |
| 11 | Does your school have water facility? | 1.46 | 1 | 0.505 | 1.27 | 1 | 0.45 |
| 12 | A child suddenly becomes ill, is there any quarantine for them. | 1.74 | 2 | 0.618 | 1.55 | 1 | 0.61 |
| 13 | Does Your school have a children's playground? | 1.31 | 1 | 0.530 | 1.33 | 1 | 0.59 |
| 14 | Do your students decorate the classroom? | 1.71 | 1 | 0.926 | 1.49 | 1 | 0.81 |
| 15 | Does your school is facilities with plants? | 1.57 | 1 | 0.655 | 1.58 | 2 | 0.61 |

1.16 1.82

In table 2 the first column shows a set 15 questions from Q1 to Q15 in the research difficulties Likert scale questionnaire, where column 3,4 and 5 shows the (M)mean (Mdn) median and standard deviation (SD) for each question in the rows concerned. The median column is the most important here because the data was not normally distributed and the higher median in a question represent the higher preference of the participants for the question.

Hypotheses Testing

Table 3
Students Behaviour in public and private schools

| Students Behaviour | N | Mean | SD | t-value | Sig: |
|--------------------|----|-------|-------|---------|------|
| Public | 86 | 1.111 | .1198 | .101 | .887 |
| Private | 86 | 1.97 | .1141 | | |

Table 3 shows that the mean scores for public schools was 1.111, and for private 1.97. The results showed no statistically significant differences ($t=.101$, $p=.887$). Hence, $H_0 1$ was accepted.

Table 4
Physical Environment in public and private schools

| Physical Environment | N | Mean | SD | t-value | Sig |
|----------------------|----|-------|-------|---------|------|
| Public | 86 | 1.218 | .3303 | -3.297 | .003 |
| Private | 86 | 1.611 | .2789 | | |

Table 3 shows that the mean scores for public schools was 1.218, and for private 1.611. The results showed there is statistically significant differences ($t= -3.297$, $p= .003$). Hence, $H_0 3$ was rejected.

Table 5
Correlations

| | | | EI | RS |
|---------------------|--------------------|-------------------------|--------|--------|
| Pearson correlation | School Environment | Correlation Coefficient | 1 | .707** |
| | | Sig. (2-tailed) | . | .000 |
| | | N | 86 | 86 |
| | Students Behaviour | Correlation Coefficient | .707** | 1 |
| | | Sig. (2-tailed) | .000 | . |
| | | N | 86 | 86 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table shows a significant positive correlation between school environment and students' Behaviour of (.707**). The differences are highly significant, as indicated by the test statistic's significance level of (0.01) hypothesis three was therefore rejected. The direction of the relationship between the two measured variables is positive

Findings

- Compared to public sector schools, the learning environment in private and public schools significantly influences students' behaviour.
- The results showed that there is no statistically significant behaviour difference between public and private school students.
- There is a noticeable distinction in the physical settings of public and private schools. The physical environment of private schools is more significant than public schools.
- A positive association was also found between the students' behaviour and the school environment. The test statistic's significance level of (0.01) indicates that the differences are highly significant. There is a positive correlation between the two measured variables.

Conclusion

It is concluded that some specific opinions from students highlighted issues with behavior problems not being effectively addressed in public and private schools. In terms of academics, both sectors equally emphasized academic excellence, and teachers in both sectors were considered competent. In conclusion, the cumulative findings suggested that private schools were offering a better overall school environment for students compared to public schools. The researchers recommended that teachers in both sectors should focus on developing optimistic behavior, demonstrate trust, and exhibit positive intentions in their actions. Additionally, encouraging freedom for all students to participate in discussions, express new ideas, and ask questions was recommended. Lastly, addressing behavior problems was highlighted as an area for improvement, particularly in public sector schools.

Recommendations

- Guide teachers to support students in developing confidence, self-belief, and autonomy in pursuing their objectives.
- Encourage teachers to establish positive and collaborative learning relationships within the classroom.
- Incorporate technology into teaching methods to provide diverse and engaging learning opportunities. Implement consistent assessments and offer constructive feedback to help students gauge their progress and areas for improvement.

- **Promote Inclusive Teaching Practices:** Advocate for inclusive teaching practices that accommodate diverse learning styles, fostering an inclusive and supportive learning environment.

References

- Banerjee, A., & Chaudhury, S. (2010). Statistics without tears: Populations and samples. *Industrial psychiatry journal*, 19(1)60–65.
- Choudhry, I. A., Muzaffar, M., & Javaid, M. A. (2016). School Environment and Political Awareness at Secondary Level: A Case Study of Pakistan, *Pakistan Journal of Social Sciences*, 36(2), 991-1000
- Codjoe, H.M. (2017). The importance of home environment and parental encouragement in the academic achievement of African-Canadian Youth. *Canadian Journal of Education*, 3(1), 137-156.
- Fatima, G., Khanam, A., Akbar, H., Aslam, N. (2018). A Comparative Study of the Classroom Environment of Public and Private Universities. *Journal of Arts and Social Science*, Vol. 1, No. 3-15.
- Gregoire, TG, & Valentine, HT (2008). *Sampling strategies for natural resources and the environment*. Boca Raton: Chapman & Hall/CRC.
- Hanushek (2017). Economic gains from educational reform by US states. *Journal of Human Capital*, vol. 11, no. 4.
- Hussey, J. and Hussey, R. (1997) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. Macmillan, London.
- Lehane, Elaine & Savage, Eileen. (2013). Questionnaires and instruments for health care research.
- Malone, K., & Tranter, P. J. (2003). School grounds as sites for learning: Making the most of environmental opportunities. *Environmental Education Research*, 9(3), 283-303.
- Mick Zais (2011). *South Carolina School Environment Initiative*. South Carolina Department of Education, Columbia.
- Mukama, E. (2018). Peer Group Influence, Alcohol Consumption and Secondary School Students' Attitude Towards School. Unpublished Thesis, Makerere University Kampala, Psychology and Counseling, Kampala.
- Muola, J. (2019). A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among standard eight pupils. *Journals of educational Research and Reviews*. 5(5); 213-217.
- Orlu, C. (2013). Environmental Influence on the Academic Performance of Secondary School Students in Port Harcourt Local Government Area of River State. *Journal of Economic and Sustainable Development*, 4 (12).
- Paulhus, D. L., & Vazire, S. (2007). The self-report method. In R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of research methods in personality psychology* (pp. 224–239). The Guilford Press.
- Schober, P., & Vetter, T. R. (2019). Statistical Minute. *International Anesthesia Research Society*, 129(2), 2019.
- Shepard, L. A., Penuel, W. R., & Davidson, K. L. (2018). Design principles for new systems of assessment. *Phi Delta Kappan*, 98(6), 47–52.

