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# Role of Secondary Schools Heads in Utilization of Physical Facilities for Developing Conducive Learning Environment

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## Abstract

*The term school climate includes three main areas including physical, social and academic climates. All three areas are exercised in Pakistani government schools. Research objectives were; to know the school climate in terms of physical, academic and social climate. To investigate the impact of school climate on the students' achievement. To ascertain remedial measures for improving school climate. Questionnaire was used as data collecting tool based on five point Likert scale. Teachers of government schools were population selected randomly to ask questions. Total 395 schools were selected as sample through random sampling techniques. Data were analyzed through percentage. The research study indicated that healthy school climate plays an important role in academic and intellectual development of students. It was proved that favorable school climate directly affects the teaching learning process.*

**Keywords:** Teachers, Students, School, Learning Climate.

## Introduction

Teacher is known as the spiritual father of the student. He is a person who leads an individual from ignorance to knowledge. He is considered as the nation builder. In order to fulfill such a heavy responsibility, he must be facilitated with all requirements necessary to teach but due to uncomfortable school climate and atmosphere teacher cannot meet the objectives which he supposed to achieve. The word school climate is described in various ways in related abstraction frame works taking place in all the ways through literature. Generally, atmosphere of an institution is explained as "a set of interior characteristics that differs one school from another school and influences the behavior of its members".

Since the Concept of school climate is multi-dimensional, it includes important elements such as ability of protection and relaxation, relations among persons within school, coaching and educating process, organizational atmosphere and school modification, inspiration, integrity and equality, rules and regulation, society as well as parents' contributions. Effective School climate has decreased the number of students' misconduct

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such as aggression, taking drugs, absentia and suspensions, disruptive activities and students' behavioral delinquency. Moreover, the school climate is in a great deal linked with psychosocial occurrence in a substantial state. According to Taylor, West and Smith (2006), organization analysis of the material feature of school services as well as the programmed along with assets accessible to learners, employees, their sensitivity to an atmosphere exhibit temperament of teaching supervision, the educators' association among workers, learners as well as society.

Climate that develops inter-personal respect among the students as well as the students and employees are predictable from school culture as it guarantees that school offer a motivated and secure environment. The country development is basically depending upon the quality education which is directly related with school climate. The impact of school climate on students' achievements in Government Boys secondary schools needs priority because school dignity and quality of education largely depends on comfortable school climate. It is mainly set up by school headmasters and teachers as living environment, which includes all kinds of sociological and psychological interaction among the institutional members. Climate of the school is just like personality of an individual which varies from one institution to another. One single factor cannot determine a school climate but it consists on the number of factors. A school climate constitutes students and staff characteristics, pattern and rules of operating the school, interactions between students and staff, Teacher attitudes, social attitudes of peers, physical and materials resources and emotional tones. The interaction of various school and class room factors can be significant in enhancing students' achievement in Government Boys secondary schools. The general environment of school and in particular in class room in one can help students to learn and in other way it can demotivate a student and he fails to get education.

This study is needed and required to assess the impact of school climate in term of physical climate and academics school climate is polluted by ill-disciplined students and strained relation between teachers and principal, which is greatly hinders students' achievements. It is also adversely affect by absenteeism of teachers and low quality of instructional materials. Condense school climate is closely linked with effective school and in turn quality education, which the parents and community demands from Government schools.

Logical revision of an institution's atmosphere has reached a developing body for investigation to confirm its significant mixture beyond customs which contains communal expressive and physical security improvement; strong dealings and psychological fitness,

although steady agreements do not exist in literature on the significance of school climate, yet the majority of the writers highlight compassion as a center aspect. Three different fundamentals of school climate are:

  a.  Physical atmosphere for study.

  b.  A public atmosphere which enhances contacts and dealings.

  c.  An Academic and behavioral situation which enhances learning, self-fulfillment and self-esteem.

**Objectives of the Study**

  1.  To investigate the school facilities role in school climate in Government boys school

  2.  To find out the impact of School facilities on students' performance.

  3.  To ascertain remedial measures for improving school climate in using facilities properly.

**Research Questions**

  1.  What is school climate in terms of facilities utilization?

  2.  What are the facilities that determine the conducive school climate for teaching?

  3.  What are the necessary measures that can improve the students' achievement?

**Literature Review**

Many elements of a social and physical atmosphere of a school are recognized by various schools of thought. Although different people have defined school climate differently, yet there is consensus on its constituting elements, as norms, aims and objectives, affections, public relations and instructional activities. Gregory and Cornell (2009) suggested that a constructive along with continued institute atmosphere can explain inside subsequent behaviors. The school atmosphere is rooted in schedule of individuals' experiences of school days, aims, principles, ethical norms, personal associations, reflex norms, coaching and knowledge getting processes. There is a great impact of atmosphere on the performance of pupils, employees; management along with their stakeholders, Teachers' efficiency can be affected by school atmosphere, teamwork, interaction, fulfillment and results. Parents and community are also impressed by school climate, it can either energize them or make them dull and inactive (Deal & Peterson, 2009). According to (Ruus, et al., 2007) sequence of co-relational visions revealed that the intention of institution's atmosphere is directly associated with educational attainment. Confirmation uncovered inside the literature presents that it is accurate for institution imparting tertiary education, at middle and secondary class's level.

Khan, (2017) stated that connection between learners and climate. Communication between learners and staff and here interaction mean using the climate, facilities, resources and space for educational purposes. He further emphasized that making best climate for learning is connected with the overall community life style and way of living. Teachers can facilitate students' essential understandings by constructing curriculum that focuses on the "big ideas" or key concepts and principles of a discipline, rather than a series of random, unconnected, and usually, unlearned, facts and skills" (Devine, & Cohen, 2007). The encouragement, motivation and appreciation are very much required for the improvement of student performance. Give them willing, support as well as attention to complete educational procedure (Deller, 2008).

Principals have to realize the importance of their collaboration with staff which actually acts as paramount in school climate. Principals are answerable in the end of the day so they should examine the grant of power, and duties to teachers. Principals have to realize that teachers have the support of students, and the principal should always think in favor of students to ensure healthy school climate. Maranto and Maranto, (2006) described that, relationship refers to the extent to which the school leader demonstrates awareness of the personal lives of teachers and students.

School atmosphere is playing an important role in shaping and molding the behavior of individual, teaching process, people's behavior, achievement level and communications. An encouraging school atmosphere portrays security, admiration, belief, accuracy and recognition. Similarly, school environment is the reflection of the members of the school society. A Study by Cohen and Geier, (2010), has proved that student's educational achievements, psychological fitness, literacy ratios, school connectivity, teachers' custody and hazard avoidance are mainly affected by positive and sustainable school climate. The conducive environment of the school has also influenced Great Point Average, evaluation abilities, educational script. Scores revealed that environment of the school also affects psychologically, certain exciting factors such as, learner desires, optimism, academics, self-esteem and psychological well-being. Hence, there are obvious agreements amongst the educationist on promoting and building a healthy climate of school having a main concern for support of flourishing organizations (Cohen, 2006).

Vigorous institution atmosphere requires higher degree of arrangements for teaching learner's manners which need to be imbedded in basic module. Punishment, discrimination and harassments mostly occur in secondary schools and need remedial measures. Teachers

when feel that school principal and other collogues are very kind and cooperative with them, they may bring a good change in their teaching methodology and also become more dedicated to their occupation (MacNeil, Prater & Busch, 2009). Modern research on organization's environment and success suggest that the Head of an institution can improve pupil's knowledge by mounting and asserting aims which are acknowledged and supported by the employees. Such aims are designed as to resist pressure and sustain steadiness while responding to the burden of the school atmosphere. Consequently, if climate of school shows the day by day experiences of the academic society, an atmosphere of mutual cooperation, in which all individuals feel concerned to improved instructions and education, which consequentially supplement pupil's educational careers (Cohen, 2006).

School performs positive role in conducting merely 'recapturing' instead of 'restructuring' model. Further they revealed that authentic and constant changes can be readily acquired by change of school climate, instead of altering the structural design for school functioning (Cambell, 2005).

Students feel uncomfortable and unsafe in low supervised school building area (Astor, et al., 2009). It is believed that students' behaviour and feelings of safety are the ultimate results of combined environmental factors like classroom layout, student-teacher relationships and activity schedule. Overcrowding is always a big problem for school entities and adversely effects students' learning process". (Grayson, & Alvarez, 2008). Moreover, extreme noise too influences the cognitive functioning and hinders reading and listening in classroom.

The teacher should recognize the various kinds of hardware and software which are used for different teaching methodological processes in school, and the teacher should have knowledge of these instrumental devices that how to operate and use for driving techniques to make the learning environment conducive. (Tella, 2007).

A group of some other researchers have also concluded that organizations atmosphere has reflective impact on pupils' physical as well as intellectual fitness. It was notified that institution atmosphere largely exaggerated up to 8th class learner's respect, also transferred unenthusiastic things of personal disparagement (Rivers, Poteat, Noret, & Ashurst, 2009) along with the influence of mental fitness as well as touching movements on a large scale. Furthermore, some other studies have to expose an optimistic association involving institution atmosphere as well as pupil personal thinking. Additionally, a helpful organizational atmosphere is associated with a lesser stages of using drugs and less personal

assessments of mental troubles amongst higher institutes' learner. Near the beginning teenage, an optimistic organization atmosphere is analytically enhanced psychosomatic comfort.

**Research Methodology**

The study is quantitative in nature by using a descriptive survey. The data were collected from the participants consisting of the teachers of Government Boys Secondary Schools of Khyber Pakhtunkhwa.

**Sample of the Study**

Five districts namely Abbottabad, Charsadda, Mardan, Nowshera, and Peshawar were selected as sample, adopting convenient sampling technique. 395 schools of the selected five districts were selected as sample.

**Data Collection Tool**

Questionnaire was used as data collection tool from the targeted population. Reliability was checked with the help of Cranach's Alpha test which was .72 and it fulfilled the required criteria, so was employed.

**Analysis of the Data**

| Sr.No. | Statement | SA | A | UD | DA | SDA | Total |
|--------|-----------|------|------|------|------|------|-------|
| 1 | availability of water | 213 | 117 | 55 | 5 | 5 | |
| | | 53.92 % | 29.62 % | 13.92 % | 1.27 % | 1.27 % | 395 |
| 2 | boundary walls of the school | 209 | 106 | 70 | 5 | 5 | |
| | | 52.91 % | 26.84 % | 17.72 % | 1.27 % | 1.27 % | 395 |
| 3 | staff room availability | 213 | 123 | 49 | 5 | 5 | |
| | | 53.92 % | 31.14 % | 12.41 % | 1.27 % | 1.27 % | 395 |
| 4 | availability of furniture | 208 | 124 | 53 | 5 | 5 | 395 |
| | | 52.66 % | 31.39 % | 13.42 % | 1.27 % | 1.27 % | |
| 5 | classrooms and students' strength | 211 | 119 | 55 | 5 | 5 | 395 |
| | | 53.42 % | 30.13 % | 13.92 % | 1.27 % | 1.27 % | |
| 6 | teaching with A.V .Aids | 214 | 108 | 63 | 5 | 5 | 395 |
| | | 54.18 % | 27.34 % | 15.95 % | 1.27 % | 1.27 % | |
| 7 | availability of laboratories in school | 213 | 109 | 63 | 5 | 5 | 395 |
| | | 53.92 % | 27.59 % | 15.95 % | 1.27 % | 1.27 % | |

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| 8 | adequate equipment and resources | 203 51.39 % | 105 26.58 % | 77 19.49 % | 5 1.27 % | 5 1.27 % | 395 |
|---|---|---|---|---|---|---|---|
| 9 | space and facilities for classroom activities | 203 51.39 % | 105 26.58 % | 77 19.49 % | 5 1.27 % | 5 1.27 % | 395 |
| 10 | school building and space for co-curricular activities | 214 54.18 % | 101 25.57 % | 70 17.72 % | 5 1.27 % | 5 1.27 % | 395 |
| 11 | school lavatories | 203 51.39 % | 105 26.58 % | 77 19.49 % | 5 1.27 % | 5 1.27 % | 395 |
| 12 | first aid facility | 224 56.71 % | 90 22.78 % | 71 17.97 % | 5 1.27 % | 5 1.27 % | 395 |
| 13 | encouragement by principal | 226 57.22 % | 92 23.29 % | 67 16.96 % | 5 1.27 % | 5 1.27 % | 395 |
| 14 | appreciation of hardworking teachers | 218 55.19 % | 112 28.35 % | 55 13.92 % | 5 1.27 % | 5 1.27 % | 395 |
| 15 | schedule for completion of their courses | 219 55.44 % | 111 28.10 % | 55 13.92 % | 5 1.27 % | 5 1.27 % | 395 |

**Interpretation**

Data analysis reflected that 213 (53.92%) were strongly agreed that enough water is available in the schools. Teachers have responded that schools are secured with boundary walls which is obvious from strongly agreed points and percentage 209 (52. 91%). Item no 3 was about the staff room availability and the result was 213 (53.92%). It is clear from the strongly agree points and percentage 208 (52.66%) that furniture is available in the schools. Data revealed that there is enough strength of schools and students in the targeted area as it is obvious from the strongly agree points 211 (53.42%).  It is clear from the result 214 (54.18%) that most of the teachers use teaching aids for teaching. Item no 7 was about the availability of laboratories in the schools and the result is 213 (53.92%). It is revealed that schools have

adequate resources and equipment in the schools as it is clear from the Likert scale mean and percentage 203 (51.39%). Inferring from the responses collected from the teachers it is observed 203 (51.39%) out of grand total 395 that schools have enough space and facilities for classroom activities. Data analysis shows that schools have buildings and space for co-curricular activities also according to the Likert scale mean and percentage 214 (54.18%). Inferring from, the responses collected from teachers it was observed that 2 thirds of the schools have enough lavatories for teachers and students as it is clear from the strongly agree points 203 (51.39%). Analysis of data from the teacher's perspective showed the availability of first aid facility as reflected by the value 224 (56.71%). When teachers were asked about the encouragement by the principals, in response to it majority of them answered positively according to the data value 226 (57.22%). The above findings 218 (55.19%) prove that hardworking teachers are appreciated by the principals and management. Teachers respond positively about making the schedule for the completion of their courses as it is obvious from the Likert scale mean and percentage which is 219 (55.44%).

**Discussion**

This research indicated that school climate affect the abilities, performance and students' relation with their teachers as well as peer groups. Ideal school climate surely enhances the quality of education and make the students and teachers intellectually more strong.  A realistic school climate increase provides safe and healthy atmosphere to teachers and student. Favorable school climate affects the academic standards, protection, environment, school rules and regulation. It also shows the tone, ideology of an institution. This is also supported by various studies (Gregory & Cornell, 2009) suggested that a constructive along with continued institute atmosphere can explain inside subsequent behaviors. Effective school atmosphere enhances the interest of the teachers towards study because they are equipped with modern audio visual aids and fulfill the goals of teaching. The teacher should recognize the various kinds of hardware and software which are used for different teaching methodological processes in school, and the teacher should have knowledge of these instrumental devices that how to operate and use for driving techniques to make the learning environment conducive. (Tella, 2007). It was proved that psychological fitness, literacy ratios, hazard avoidance all are the result of conducive school atmosphere. Healthy school climate support flourishing organizations (Cohen & Geier, 2010), (Cohen, 2006). Students feel uncomfortable and unsafe in low supervised school building area (Astor et al., 2009.p.423-461). It is studied from the literature that authentic and constant changes

can easily acquire by the change of school climate as compared to the change of structural design for school functioning (Cambell, 2005). Appreciation and encouragement by the principals and other higher management to the teachers is also of great importance for creating suitable school climate. These studies are supported by various research studies (Deller, 2008). Favorable school climate can make teachers energize and unfavorable school climate can make them dull and bore. Sequence of correlational vision helps to attain educational objectives. Teacher can facilitate students by constructing curriculum focuses on the big ideas rather than random and unconnected skills and experiences as obvious by the literature review (Devine, & Cohen, 2007).

**Conclusion**

It was concluded that healthy school climate positively affects the process of teaching and learning. On the other hand, unhealthy and unconducive environment leave bad influence on this process. Healthy school climate includes physical facilities like drinking water and other facilities like the use of audio visual aids, suitable school building, and boundary walls for security, quality teaching is also the part of favorable school climate. It was indicated the school climate has the direct relation with students' achievements and intellectual capabilities. It was confirmed that appreciation to hardworking teachers from the principal build their confidence and increase their interest. It was inferred that teacher should new methodologies so that students can cope up with the modern world. Updated teachers positively impact on the students' achievement.

**Summary**

One should have to admit that the fundamental inspiration of education is to provide spiritual, material, logical, communal training to the students so that they can become an integral part of the civilized society. In order to meet such objectives, it is necessary for the students to get education in favorable school climate as well they must be equipped with necessary material for teaching. The provision of these necessary material not only motivate the teachers to learn new and effective methodologies for teaching but also make students lift their country towards the height of the sky. School climate can become favorable only when it meets not only basic needs like filter drinking water but also availability of other resources like grounds for co-curricular activities, laboratories for experiments, modern audio visual aids for effective teaching, well-furnished classroom with enough space and facilities. Some other facilities which are also a question mark on the healthy school climate are lack of furniture necessary in the classroom, proper ventilators, maintenance of low and high

temperature in the classrooms are necessary to create conducive learning environment. Although all above mentioned facilities are necessary for all the classes but for secondary classes their importance cannot be denied because it is the base from where a student prepare for practical life. Attractive school building attract the attention of the students as well increase the dignity of the teachers.

**Recommendations**

- It is recommended that government may provide adequate facilities to the students and teachers.

- School community must set some standards for conducive learning environment for the teachers and students.

- It is necessary that government may provide enough funding to improve the school building and make them attractive.

- In every school there must be water cooler filled with fresh and filtered water every time so that school environment look like home.

- Teachers may ensure to attend modern teacher training conferences and seminars to cope up with today world.

- Government can allot playgrounds for every school so that students can participate in co-curricular activities.

- Every school community may review their discipline policies and practices and clear standards of behavior that are known and supported by all members for the peaceful school environment.

- The school facilities should be used with justice and sense of accountability so that they may not be misused.

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