



ORIGINAL CONTRIBUTION

Impact of School Environment on Teachers' Performance at Primary Level

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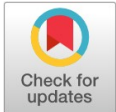
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Abstract— The main goal of this research study was to explore teachers' perceptions about the "Impact of School Environment on Teachers' Performance at primary level in Tehsil Chiniot." The study has two objectives, a) to explore teachers' perceptions of the school's environment and b) to explore its impact on teachers' performance. The population of this study was all the teachers working in government primary schools in tehsil Chiniot. A sample of 96 primary teachers was selected through the convenience sampling technique. Data were collected from the teachers through the researcher's designed, validated and reliable instrument (questionnaire) based on a five-point Likert scale and having twenty positive statements. Data were analyzed through SPSS (version 24) statistical software, and mean, frequency, percentages, and correlation tests were computed. The results of this study revealed that most teachers agreed that the school's environment influences their performance and students' performance. This study exposed a statistically significant positive relationship between the school environment and teachers' performance. The study recommended that the government, policymakers, and heads should provide sufficient facilities to improve the schools' environment at the primary level in Tehsil Chiniot.

Index Terms— School environment, Teachers' performance, Primary level, Conducive environment

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Introduction

The environment is defined as everything that surrounds us and impacts our ability to exist on the planet, including the water covering most of the earth's surface, the plants and animals surrounding us, and so on. Recently, researchers have begun paying close attention to the different ways in which individuals affect the environment. They have emphasized that we are producing air pollution, deforestation, acid rain, and other harmful issues to the world and ourselves. When people discuss "the environment," according to Muldrew et al. (2012), they are referring to the general state of the world or how healthy it is. The physical working environment comprises lighting, temperature, humidity, circulation, noise, mechanical adjustments, disagreeable odors, color arrangement, decorations, music, and safety (Sedarmayanti, 2011; Waheed & Kaur, 2016). Handayani (2017) stated that working environments are where instructors carry out their everyday duties.

The school environment is the conditions or surroundings in which a student learns to achieve the objective of education. Many components make the school a physical environment, such as the building, boundary wall, toilets, drinking water, classrooms, play area, lights, and noise-free surroundings. According to Omotere (2013), the school environment contains student-teacher healthy relationships, teachers' quality, library, laboratory, proper circulation scheduling, sound instructional design, availability of teaching aids, and managerial

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forecasting; these all have an essential role in the teaching-learning process. It is recognized that a well-organized school can produce predictable educational outcomes, such as political freedom, active teaching, financial freedom, learning procedures, educational acts, and societal freedom for students. Literature shows that most of the schools had problems like not enough furniture, not enough science, math, computer, and English teachers, not enough IT equipment, not enough classrooms, and not enough light, water, or toilets (Ain, Kaur, & Waheed, 2016; Saeed & Wain, 2011; Sanni, 2013).

According to Wechsler et al. (2000), "environment" in the academic context refers to "outside conditions that have a significant impact on school organization and student achievements." It also impacts qualified teachers, library and book resources, laboratory working space, and equipment. The environment also includes school furnishings, good management employees, and the link between these factors significantly influence the organization. The school's environment is like a thread that weaves all components together for a purpose; it is invisible, yet it is critical to sustaining the school's good condition. According to Malone and Traanter (2003), the physical environment of a school is known as the school grounds and buildings, and it has an impact on the health and safety of both instructors and children. MicZais (2011) stated that a school environment is defined as a combination of circumstances that improves the safety and health of kids and instructors. Children are also drawn to schools because they have things like fences, water and bathroom facilities, and trained and qualified teachers. Afework and Asfaw (2014) looked at available school facilities and how they affect the quality of education. Kuncoro and Dardiri (2017) noted that instructors' poor performance in giving lessons was always attributed to the working environment, including workplace, physical, and psychological conditions.

Teaching and learning were negatively affected by a lack of support for teachers in their work environment. Teachers might be more productive if they had a safe and comfortable workplace. Mangkunegara (2018) said that teachers at educational institutions could achieve their full potential with the proper working conditions. According to Suwatno and Priansa (2018), the elements that impact the working environment typically include both the workplace's physical and psychological aspects. According to Herwanto, Umami, Rustiana, and Retna (2018), the work environment affects the teacher's personality and other coworkers, affecting the teacher's performance.

Olufemii and Olayinka (2017), and Limon (2016) say that the school buildings directly affect how well students do in school and how well teachers do their jobs. As Alam et al. (2022) discovered, less skilled and inexperienced instructors were also responsible for their pupils' physical and psychological requirements. Primary schools designated for early childhood education have overcrowded classrooms and a shortage of appropriate teaching and learning resources. Similarly, Moosvi (2022) studied that parents do not want to send their kids to school because they have seen how bad the learning environment is (school buildings, boundary walls, drinking water, toilets, etc.) and how few school supplies there are. This is made worse by the fact that many public school teachers do not have basic training and struggle to teach their students in a way that is efficient, effective, and engaging. Therefore, the school environment has a significant impact on the performance of instructors and students at all educational levels. In this regard, the following objectives and research questions were developed.

Research objectives

These objectives were planned to conduct the study:

- To discover teachers' perceptions of the available school environment
- To explore the impact of the school's environment on teacher's performance

Research questions

These research questions were designed based on objectives:

- What is the level of teachers' perceptions towards the available school environment?
- What are the teachers' opinions on the impact of the school's environment on teachers' performance?
- Is there any statistically significant relationship between the school environment and teachers' performance?

Literature Review

In the existing literature, there had many studies that explored the impact of the school environment on teachers' performance as well as students' performance. Some of them are cited below:

A productive school environment necessitated effective teaching and learning methods, adequate teaching resources, a pleasant classroom environment, a positive school culture, child-centered education, unbiased management, and adequate school physical infrastructures. The available resources can help teachers improve their effectiveness in the classroom (Philip & Lagos, 2014; Waheed, Kaur & Qazi, 2016; Waheed, Kaur, & Kumar, 2016)). The unproductive school environment makes it difficult for teachers to meet students' expectations, resulting in low operational quality and the lack of necessary facilities to support teachers and students, including rampant

examination malpractices, a lack of parental commitment to school activities, dominant acts of indiscipline, secret cults, gangsters, illegal substance abuse, a lack of proper supervision of students' activities, and an inbuilt culture of incompetence (Abinboye, 2011).

Teachers' satisfaction was higher in well-conducive educational environments than in un-conducive ones, according to Adesina (2011). In one of their research, Flower and Melbery (2009) discovered that the location of most schools is inadequate, and the learning environment is not conducive. According to Ananga (2012), insufficient school site or environment impacts secondary school teaching and learning, creating challenges to teachers' classroom performance. According to Shield and Dockrell (2014), external noise levels had little effect on classroom noise levels, which were determined mainly by internal factors such as the type of the classroom activity, the number of children, and so on. However, it should be noted that they assessed noise levels with the closed classroom windows and that external noises were more relevant and possibly distracting when the children were engaged in quiet reading. However, they discovered that background noise in empty classrooms exceeded the recommended threshold.

According to Owoeye (2011) 's research on school location and its relationship to student academic success and teacher job performance, urban students outperformed rural students in terms of academic attainment. It revealed that rural instructors, compared to urban teachers, did not have access to a healthy school environment. Furthermore, Adesina (2011) found that instructors were happier in a conducive school environment than in an un-conducive one. Sunday's (2012) analysis discovered that the school's physical environment had a significant impact on kids' performance and instructors' positive relationships with colleagues, administration, and students. Similarly, Nwachukwu and Anina's (2014) examination into school location and teacher performance indicated that teacher performance was below average in rural school environments, and there was a shortage of facilities at rural schools. Kuncoro and Dardiri (2017) found a link between work environment and performance. Eliyanto (2018) showed that the workplace significantly affected how well teachers did at school. Essien's study (2019) showed a significant relationship between the school environment in terms of the school's location and teachers' job performance. Elfita, Zuhaini, and Mailani (2019) identified a link between teachers' performance and their working environment. Baharuddin's study (2021) discovered a strong correlation between a teacher's work environment and their effectiveness. As a result, teachers' performance was impacted by their positive, pleasant, secure, and positive work environment.

Statement of the problem

Because the school environment is such an essential component of educational planning, much teaching and learning may not be effective unless schools have well-suited buildings that are suitably constructed and well-equipped, and the facilities are well-used and maintained. Teaching is a spiritual profession that necessitates a healthy environment to convey knowledge to today's students. In the context of Pakistan, it is crucial to investigate this vital component, namely the school environment, and its impact on teachers' job performance. As a result, the goal of this study was to determine the "Impact of the school environment on teachers' performance at the primary level in Tehsil Chiniot."

Research Methodology

The study was descriptive, with quantitative data from primary school teachers using Likert-based questionnaires developed by the researchers. Expert opinion was used to confirm the instrument's validity and reliability, and Cronbach's alpha was calculated as (=.83). The population consisted of all teachers employed in government primary schools in Chiniot city. A sample of 100 teachers was chosen from the said population by a simple random selection procedure. In response, 96 completed surveys were received, and the same was included in the results. Personal visits were used to collect data, which was then analyzed using SPSS (Version-24).

Findings of the Study

RQ: 1: What are the teachers' perceptions of the available school environment

Table I
Mean score of teachers' perceptions towards available school environment (N = 96)

S.No.	Statements	Mean Score
1	My school has a stress-free environment	3.84
2	My school has a physical learning environment	3.63
3	The school has its building in good condition	4.21
4	All basic facilities are present in my school	4.17
5	The school has a noise-free atmosphere	3.34

Table 1 Continue.....

6	Classrooms have suitable temperatures and clean air	3.57
7	Classrooms have a proper lighting facility	3.90
8	Classrooms are painted with good colors and learning resources	3.91
9	Teachers focus on collaboration	3.57
10	Sufficient teachers' resources are available	3.42

Results presented in Table I exposed that all statements have a mean score above 3.50 and fall under a good agreement level. These results discovered that most primary school teachers agreed with all statements while the minority disagreed or were undecided.

RQ: 2: What are the teachers' opinions on the impact of the school's environment on teachers' performance?

Table II

Mean score of teachers' opinions about the impact of school's environment on teacher's performance (N = 96)

S.No.	Statements	Mean Score
1	I feel uncomfortable teaching in this school	2.55
2	I become tense during teaching due to noise pollution	2.71
3	I use civilized language with children	4.38
4	I prepare lesson plans to be well prepared	4.17
5	I always appreciate students' work and opinions	4.51
6	I keep a good relationship with colleagues	4.34
7	I motivate students toward creative work	4.50
8	I encourage students to ask a question at any time	4.46
9	During teaching, I use an example from a daily life situation	4.59
10	I apply innovative teaching methods during teaching	4.38

Table II discovered that all statements have a mean score above 3.50 and fall under a good agreement level. Only two statements (numbers 1 and 2) have a mean score of less than 3.50, which falls under the un-satisfactory agreement level. Based on said results, it has been revealed that most primary school teachers agreed with all statements while the minority disagreed or were undecided.

RQ: 3: Is there any statistically significant relationship between the school environment and teachers' performance? Table III.

Table III

Relationship between school environment and teachers' performance

Variables		Environment	Performance
Environment	Pearson Correlation	1	.676**
	Sig. (2-tailed)		.000
	N	96	96
Performance	Pearson Correlation	.676**	1
	Sig. (2-tailed)	.000	
	N	96	96

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

Table III shows the statistics of correlation. This test investigated the relationship between the independent variable (environment) and the dependent variable (performance). Results of the above table discovered a statistically significant positive relationship between school environment and teachers' performance ($r = .676$). The calculated p -value ($p = .000$) is also below (.01 & .05 levels), indicating that the results are significant. Thus, in the light of demonstrated outcomes, this study has discovered a statistically significant positive relationship between the school environment and teachers' performance. It means that when school environments improve, the teachers' performance may also improve.

Discussion

This research study was conducted to explore teachers' perceptions about the "Impact of School Environment on Teachers' Performance at primary level in Tehsil Chiniot." A sample of 96 primary teachers was selected through the convenience sampling technique. Data were collected from the teachers through a researcher-designed validated, reliable instrument (questionnaire) based on a five-point Likert scale with twenty positive statements. The researcher collected data from the teachers personally. Data were analyzed through SPSS (version 24) statistical software, and mean, frequency, percentages, and correlations were computed. This study's results revealed that

most teachers agreed that the school's environment influences their performance. This study also investigated a positive relationship between the school environment and teachers' performance which is in line with the study results of Baharuddin's study (2021), which also found a strong correlation between a teacher's work environment and their effectiveness. As a result, teachers' performance was impacted by their positive, pleasant, secure, and joyous work environment. These results are in line with the study results of Anina (2014) that found a conducive school environment impacts teachers' job satisfaction, commitment, and performance. The findings of this research are also consistent with the finding of Philip and Lagos (2014), as they discovered that a conducive school environment could help teachers improve their effectiveness in the classroom. The study carried out by Essien (2019) showed a significant positive relationship between the school environment in terms of the school's location and teachers' job performance, which is in line with the results of the current study. The studies of Olufemii, Olayinka (2017), and Limon (2016) discovered that school buildings affect student and teacher performance, which has also supported this study's results. Moosvi (2022) reported that parents do not want to bring their kids to school due to the poor learning environment (school buildings, boundary walls, drinking water, toilets, etc.) and lack of school materials. The study results of Moosvi (2022) are also supported by the results of this study.

Conclusion

This investigation has concluded that the majority of the primary school teachers were agreed that their school had stress free environment, an appropriate physical environment, the school had own building in good condition, basic facilities are available, a noise-free environment, suitable temperature, clean air, proper lightning is available, painted classroom's walls with learning resources, and good collaborations among teachers for teaching and learning. Moreover, most primary school teachers also agreed that there was an impact on the school environment on their performance in terms of job satisfaction. Moreover, a positive relationship was investigated between the school environment and teachers' performance. This study recommends that stakeholders involved in primary education should provide a more conducive teaching and learning environment for a better teaching-learning process. More teaching resources should be provided at primary schools.

Limitations and Future Research

The current study has some limitations, including a small sample size, a narrow focus on public elementary schools in a single area, and a narrow research approach. As a result, a full investigation may be carried out with the participation of private primary schools and their respective principals, as well as an extensive collection of quantitative and qualitative data.

Implications

The implications of this study are to enlighten the stakeholders of primary education and policymakers to enhance teachers' performance by providing a conducive, pleasant, and safe working environment.

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