

## **A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students**

### **A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students**

**By**

**Saifullah Saifi<sup>1</sup>, Syed Dildar Hussain Shah, M. Akram Tahir & Jamila Iram Ijaz**

Department of Education, University of Gujrat, Gujrat, Pakistan

#### **Abstract**

*The main objectives of study were to find out the causes of unsuitable environment affecting student's performance and explore the effects of it. The research was carried in 144 primary schools for boys and girls of District Gujrat, Pakistan. 10% schools were randomly selected from these 144 schools that become 14. Three teachers were randomly selected from each selected school. Hence sample of the study was consisted 42 teachers. Data was collected by a questionnaire developed for the purpose and analyzed with the help of simple percentage method. The findings of the study reveal that conducive environment enhance the performance of the students and unsuitable environment badly affect the performance of grade-1 students in primary schools.*

**Keywords:** Evaluate, Effect of Environment, Performance, Grade-1 Students

#### **Introduction**

The term "environment" denote the total of all surroundings of a living life form, including natural forces and other living things, which provide conditions for development and growth as well as of danger and damage. It can be defined as the social, psychological and physical surrounding in which we people live. Houses, villages, towns, large cities, countries, play grounds, markets, forests, zoo, parks, mountains, mosques, schools, colleges, universities and etc are examples of physical and also geographical environment. Excitement, aggression, threat, anger, danger, love, hate, loneliness, trust, suspicion, resentment and etc are some examples of social and psychological environment. We believe that all the children are ready to learn from the time of birth. If the physical environment is suitable for children and psychologically they feel safe and secure, they can learn better. Children always learn better through social interaction with others. In this way school play a supporting role for children. School is a small society which is responsible for the recreation of child's mind. It is a responsibility of the school to prepare the children for better and efficient living. It is a general fact that if a school provide suitable and friendly environment to the children and environment is healthy and pleasant, the performance of the student will must be enhanced and achievements of the students will be greater. As compare the environment of school is not suitable for children, the performance will must be affected. Aggarwal (1995) says that students with emotional problems may never have treated their difficulties, because many schools have insufficient psychological services. Mirza (1996) explained that school takes the essential place in the learning of the student. The children totally depend on teachers and facilities that school provide them. The real motive and objectives to conduct this study was to find out the causes of unsuitable classroom environment affecting students' performance

## **A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students**

and explore the effect of conducive environment on performance of the students. The researcher delimited the research study up to Govt. boy's & girl's primary schools of markaz Kunjah, District Gujrat.

A school can be defined as an organization specialized in providing education. School is a learning place for students. Substandard environmental conditions in schools, such as insufficient cleaning or inadequate ventilation, can cause serious health problems for children. Substantiation continues to mount indicating that indoor air quality, directly impacts student academic performance and health. Teacher is an important element in school environment the can make the environment better.

Berry (2000) say that schools are not first and foremost environmental showcases. Schools are particular environments that subsist for the purpose of enhancing the learning process. They are sensitively built environments housing very special segments of the population. A sensitive environment refers to a place that supports the activities of segments of the population who are very young, very old, or who are experiencing illnesses. From an environmental health perspective, a sensitive environment, such as a school or day care facility, tends to be where adverse health effects manifest themselves in the face of unsanitary conditions.

The objective of a school is to create a positive environment that is necessary for students' mental, social and physical growth. King (1997) described that school provides opportunities for students to experience professional and vocational option career education. Teacher cannot make a child teacher, but a teacher can create a suitable environment that promotes and provides independence, confidence and creativeness. The role of teacher is very important in creating a suitable school environment. The school environment varies from school to school, and has different effects. The leadership of head teacher, teachers' work and their expectations from pupils, achievement opportunities, active involvement of pupils in their own learning, teacher student relationship, quality of curriculum, encouraging environment, types of assessment, opportunities of co-curricular activities etc are the element that make a environment of a institution. Nicholason (1989) wrote the opportunities for extracurricular and curriculum fortification activities outside the class room as well as inside the classroom and planned programmes for pupil personal and social development. Clean and well tended amenities, principal and staff interaction, visible evidence of learning, students' behavior and etc are some quick indictor of school environment. Teachers' attitude and role are important in shaping the atmosphere of school. Teaching and learning will be naturally affected by teachers (Hitch, 1994).

To create a peaceful and healthy environment teacher must need to know the theory of education, technology of education and have grip on curriculum. Langford (1985) says that the teacher should take up such curriculum that gives maximum learning outcomes and is according to needs of novice. An ideal teacher has some characteristics like knowledgeable, humorous, and flexible, up beat, clear, conscious, patient, role model, self confident and diversified in preparation. Effective teacher is a person who is able to remain calm in all crises, listen actively without becoming defensive or the authoritarian.

## **A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students**

The six fundamental qualities for excellence in teaching are:

Diagnosis of students' need, selection of appropriate learning and assessment procedure, clear communication of achievement, continuous monitoring support and recognition (Beare, 1992). Teacher expertise, teacher clarity, teacher qualification and teaching method have much importance in creating suitable environment.

Use of Audio-Visual Aids in teaching like wall charts, models, flannel graphs, radio, displays, magnet boards, television, projectors and etc have effective influences on environment. Structure of classroom also has its own importance. Bell (1996) wrote that the activities in classroom contributed to undulating, touching and communal impression. The activities must have been rationally taxing and pleasing to the children in classroom the lesson should be planned and well prepared.

One more important element is classroom judgment. Duke (1990) wrote teacher quizzing, home work etc. are used to evaluate the knowledge of the students classroom appraisal are more useful than teacher made test. Reward and punishment are also the part of environment. Many schools based on the principle of punishing unwanted behaviors. Teacher continues to use punishment which is so ineffective. School environment may be better through positive reinforcement. Chaube (1996) wrote that sometimes punishment should not be given the idea of revenge.

The factors of student background and school intake composition are important for their contribution. The factors related to the school policies and practices can be suitably modified for improving the learner's achievement. School facilities provide an environment conducive to learning. Infrastructure plays an important role in environment. School building, classrooms, furniture, writing boards, cupboards, language room and etc are the examples of infrastructure.

Early childhood education (ECE) is the term used for the education of young kids from birth to age eight. We believe that from the time of birth all children are ready to learn. If we don't provide ample health care and nutrition for our youngsters, those children entering the public school will already be behind their healthier, properly fed peers. The current educational practices of testing children for kindergarten entry and placement, raising the entrance age to kindergarten adding an extra "transitional" years between kindergarten, or first grade or attempts to obtain as older more capable cohort of children at each grade level.

### **Methodology**

#### **Population**

The teachers of primary schools whose qualification was minimum BA/BSc and belong to Markaz Kunjah of District Gujrat were the population of the study. There were total 144

## A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students

primary schools for boys and girls in Markaz Kunjah, District Gujrat- 74 for boys and 70 for girls and all were included as the population of the study.

### Sample:

10% primary schools were randomly selected for the purpose of data collection. Thus 14 primary schools out of 144, 7 boys' schools and 7 girls' schools were selected. 3 teachers were randomly selected from each school. Thus sample was consisted of 42 teachers of 14 schools whose responses were collected and analysed.

### Tool of Research and its validation

A questionnaire was used as data collection instrument. To check the validity of the instrument, comments and opinion were obtained from the head teachers of the concerned schools and thus evaluated. The opinion were encouraging and in positive form. There were some amendments which made the instrument more valid.

### Data Analysis

**Table 1**

Statements	Yes	%	No	%
Conducive environment vs. learning process	33	79	9	21
A.V aids vs. learning process	35	83	7	17
Children share their problems with teacher	5	12	37	88

Table 1 shows that 79% teachers answered that the conducive environment improve the learning process and 21% teachers did not agree with this statement. 83% teachers answered that A.V aids improve the learning process and 17% were disagreed. 12% teachers answered that children share their problems with them and 88% teachers answered in negative sense.

**Table 2**

Statements	Yes	%	No	%
Teacher experience individual differences among students during teaching	14	33	28	67
Parental co-operation with teacher in learning process	15	36	27	64
Students involvement/interest in learning process	30	71	12	29

Table 2 reflects that, 33% teachers notice the individual differences of students during teaching and 67% were disagreed with the statement. 36% teachers responded that the parents co-operate with them in learning process but 64% were disagreed. 71% teachers responded

## A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students

that students show interest in learning process and 29% teachers were not agree with the statement.

**Table 3**

Statements	Yes	%	No	%
Bad mutual relations of teachers affect the learning	30	71	12	29
Strict behavior of teachers' halts the learning process	29	69	13	31
Competitive environment helps the students to show better results	35	83	7	17

Table 3 depicts that 71% teachers responded that bad mutual relations of the teachers affect learning process and 29% were opposed the statement. 69% teachers were agreed that the strict behavior of teachers halts the learning process and 31% were not agreed with the statement. 83% teachers were encouraging the competitive environment whereas 17% were not agreeing with it.

**Table 4**

Statements	Yes	%	No	%
Overcrowded classrooms effect the teaching process	34	81	8	19
Co-curricular activities support the learning process.	27	64	15	36
School timing according to local needs	37	88	5	12

Table 4 shows that, 81% teachers agreed with the statement that overcrowded classrooms affect the teaching process and 19% teachers were disagreeing. 64% teachers encouraged the co-curricular activities and 36% were not agreeing with the statement. 88% teachers responded that school timing should be adjusted according to the local needs of the community whereas 12% teachers did not agree with the opinion.

**Table 5**

Statements	Yes	%	No	%
Affectionate environment improve the performance of grade-1 students in the school	39	93	3	7
Slight punishment improve the performance of grade-1 students	6	14	36	86
Current curriculum is according to the mental level of grade-1 students	21	50	21	50

## A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students

Table 5 reflects that 93 % teachers were agreed that affectionate environment is necessary for improvement of the performance of grade-1 students whereas only 7% opposed the statement. Only 14% teachers were agreed that a slight punishment improve the performance of grade-1 students but majority of the teachers i.e. 86% did not agree with it. 50% teachers considered that the existing curriculum is according to the mental level of the students and 50% teachers responded in negative sense.

**Table 6**

Statements	Yes	%	No	%
Children may ask about their queries during lecture	19	45	23	55
Parents' social status effects the learning process	35	83	7	17
Behavior of head of the institution effects the performance of students	34	81	8	19

Table 6 shows that 45% respondents supported that child may ask questions during the lecture whereas 55% respondents were opposed it. 83% teachers were agreed that the parent's social status affect learning process whereas 17% did not agree with it. A majority of the respondents i.e. 81% agreed that behavior of head of the institution affect the performance of students whereas only 19% respondents disagreed with the statement.

**Table 7**

Statements	Yes	%	No	%
Better physical facilities facilitate the performance of grade-1 students	33	79	9	21
Motivated and skilled teachers affect the performance of grade-1 students	31	74	11	26
Unskilled and careless teacher may cause of developing inferiority complexes among students	26	62	16	38

Table 7 reflects that 79% respondents were agreeing that better physical facilities facilitate the performance of grade-1 students whereas 21% were disagreed. 74% teachers were agreeing that motivated and skilled teacher affect the performance of grade-1 students positively whereas 26% were not agreeing with the statement. 62% respondents agree that unskilled whereas 38% were disagreed.

### Conclusions

There are so many causes of unsuitable environment that affect the performance of grade-1 students. Teacher student interaction, miss co-operations of parents with teachers, bad mutual relationships of teacher-teacher and parent-teacher, strict behavior of teachers, overcrowded classrooms, lake of co-curricular activities, punishment, social status of parents, authoritarian behavior of head teacher, teacher's personality, basic facilities, skilled teachers and their

## **A Study to Evaluate the Effect of Environment on the Performance of Grade-I Students**

motivation level are the main causes of unsuitable environment particularly in primary schools.

Facilitative environment which have better use of A.V aids, teachers mutual relationships, their grip on the subject matter and psychology of the students, trained and skilled teachers, appropriate and relevant curriculum, linking the school timing with local community needs, affectionate environment towards students and even teachers, may enhance the level of learning among the students of grade-1 students of primary schools. The District Government, Gujrat with the help of the Government of the Punjab-Pakistan, Education Department may take such steps that improve the recommended measures in the schools of the District Gujrat.

### **References**

- Aggarwal, J.C., (1995). Teacher and Education in Developing Society, Vikos Publishing Company Ltd. Delhi, p.137
- Beare, Cald H. and Milikon R.H., (1992). Creating an Excellent School Roultag and Hall Inc, London, p.312
- Bell, L.R.C., (1996). The Skills of Primary School Management, Reltedge Publishers, London, New York, p.231
- Berry, M.A., (2000). Healthy School Environment and Enhanced Educational Performance, The carpet and RUG Institute, p.5
- Chaube, S.P. and Chaub, A., (1996). School Organization, Vikos Publishing House, London, p.113
- Duke, D.L., (1990). Teaching an Introduction, McGraw Hill Publishing Company, London, p.135
- Hitch, C.G. and Hughes, D., (1994). Research and the Teacher, Roultdge Publishers, London & New York, pp.155-152
- King, D.A., (1997). Creating Better School Environment, [www.ncbe.gww.edu/las/Conferences/archives](http://www.ncbe.gww.edu/las/Conferences/archives).
- Mirza, N. and Hameed, A., (1996). Differential Achievement of Primary age Students and the Cost Effectiveness by School Types, Submitted to Ministry of Education PNE Wing, Govt. of Pakistan, Islamabad, p.161
- Nicholson, R., (1989). School Management, Kogan Page Lodon, p.159