

## Impact of School Environment on Students' Academic Achievements at the University Level

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### ABSTRACT

The core aim of this research was to examine the impact of the school environment on student's academic achievements at the university level. Academic achievement and the school environment both seem to be influenced. The perfect learning environment is one where students feel competent and accomplished since this foster drive and self-assurance. This research focuses on how students perceive their school environment and how it affects their academic achievement. The research was quantitative and followed the positivism paradigm. The research adhered to the survey method approach and was conducted in the suburb of District Toba Tek Singh. Two male and two female secondary schools of Tehsil Pir Mahal were selected. The sample of 350 students was selected through a convenient sampling technique. The survey questionnaire was used, and the understanding of the student questionnaire was translated into Urdu for clear understanding. SPSS version 26.0 was used to analyze data. Percentage frequencies and correlation was conducted to obtain the results. It was examined that a strong correlation between student academic achievement and teacher support. A strongly disagree response was found among teacher support, timing and discipline, physical environment, hygiene and sanitation, equity and moral ethics, reading facility and cooperation among students, extracurricular activities, and academic achievement. Moreover, all such facilities were inadequate for the academic achievement of students. The research suggested improving all such facilities in public sector schools to improve the student's academic achievement."

### KEYWORDS

School Environment, Academic Achievement, Learning, Hygiene and Sanitation, Ethics.

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### INTRODUCTION

It is thought that schools have a fundamental role in students' academic achievement. As a result, there is much worry about how much the school environment contributes to children's development and how adjustment issues may affect students' academic achievement. To assist students in reaching their goals, the curriculum must include solutions that have been the subject of research to understand this issue entirely. There have been several studies on learning challenges in the classroom. Still, only some have compared the academic achievement of students in public and private upper secondary schools based on their educational environments.

"Additionally, it is a situation that needs extreme care. This is because everyone has a different experience of school environment, which affects whether or not they act in a good or poor way. This includes knowing how to deal with problems they encounter regularly and how to modify their actions to fit the expected job or conduct.

Academic achievement and the school environment both seem to be influenced. Academic achievement, in general, and school environment, in particular, have often been seen as the child's most crucial support system. A child's bond with their parents influences how they shape their personality or conduct. Academically challenged students are often more likely to abandon school and eventually drop out than successful students (Kamran, Afzal & Rafiq, 2022). The ideal learning environment is one where pupils feel competent and accomplished since this foster drive and self-assurance. However, school is often a location that merely helps to reinforce the already poor self-esteem of the struggling pupils. He doesn't think of himself as a "good student," and he doesn't think it's feasible for him to ever become one, particularly after taking part in previous interventions that have only been discouraging and ineffective. The student stays home to combat these failure-related thoughts (Shaturaev, 2022)."

This research focuses on how students perceive their school environment and how it affects their academic achievement. It has also looked at how school environment affects students' academic achievement at university level. Several researches conducted in various nations has produced mixed results. Some made the unsupported claim that the school environment would strongly impact a student's low academic achievement. According to other research, the individuals' varied educational environments had little effect on their subpar academic achievement. In particular, the findings showed no statistically significant relationship between the student's home environment and low academic achievement, proving that the



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relationship between academic performance and family environment is not harmful. This is in line with the 2022 research by Shaturaev, which found that parental involvement with children had no impact on student's academic success.

The overall grades and learning of the children were much improved by encouraging both students to do well and those performing below average. Those who excel in school want encouragement to establish more significant objectives, accept responsibility for their actions, and work hard to accomplish them. However, the less intellectual pupils also need support via additional instruction and teacher counseling (Liu, Vadivel, Rezvani & Namaziandost, 2021). Another part of a teacher's assistance is their dedication to encouraging pupils to do additional work once their assignments are complete (González-Lloret, 2020). In turn, students are free to speak with instructors and the school administration about any tasks or workload they dislike or report bullying incidents that upset them and distract them from their studies. It's also crucial to recognize that strict assignment marking and grading increases student absenteeism (Bartanen, 2020).

Students' personal attributes, parents' financial situation, unique requirements, and life aspirations are just a few of the numerous variables that affect their enrollment and retention in school. The physical, intellectual, psychological, and social environment that schools strive to offer, such as campus size, building designs, boarding accommodations, and literary amenities like libraries and e-libraries, all play a significant role in students' decisions about which schools to attend (Thomas, Barr, Hottell, Adkins & Dick, 2021). Indoor air quality is another significant concern that most parents neglect, even though its impacts are much too significant to be disregarded. Poor air quality, inadequate ventilation, and suffocation cause eye discomfort, nausea, headaches, dizziness, and exhaustion, significantly impairing students' ability to concentrate in class. Additionally, increasing absenteeism is a result of poor air quality. Students are unable to study well or operate normally. However obvious the need for fresh air, only some schools are paying attention to this expanding issue (Louis, 2022).

Students must have good physical and mental health to excel in school (Louis, 2022). The developmental impacts of extracurricular activities and their relation to academic success are of rising interest. The time that kids and teenagers waste on pointless things like watching TV and having free time should instead be spent participating in extracurricular activities both within and outside the classroom, according to scientists and decision-makers in the field of education. This will encourage growth and stop the development of negative attitudes (Jiang, Yuen & Horta, 2020). The link between extracurricular activities and improved academic achievement is well established. Such involvement improves interpersonal skills, self-esteem, academic performance, and educational goals.

Additionally, auxiliary pursuits have been linked favorably to decreased rates of school abandonment throughout the early years of education, particularly for high-risk kids (Shaunessy-Dedrick, Suldo, O'Brennan, Dedrick, Parker, Ferron & DiLeo, 2022). Others have linked these activities to a decline in crime and criminal activity (Behr, Giese, Tegum Kamdjou & Theune, 2020). However, other studies have also shown connections between athletics and increased school misbehavior (Latimore, Peguero, Popp, Shekarkhar, & Koo, 2018). However, teacher observation and moral development may limit these impacts when kids are in play areas. A suitable balance between academics and extracurricular activities must be struck for healthy mental and physical health.

Social aspects significantly influence the academic achievement of students. Cooperative learning has been one of the most successful teaching methods used by instructors. Students work in small groups and are rewarded or recognized depending on how well those groups accomplish. In addition to improving academic achievement, cooperative learning also fosters cohesion and cohesion among students. Due to the importance of group cooperation and shared objectives in cooperative learning, it has been suggested that it reduces racial disparities (Kimmelman & Lang, 2019). The specifics of cooperative learning techniques vary widely based on the group sizes, group members, positions, tasks allocated, and assessment processes. Numerous research has shown a beneficial association between cooperative learning and academic achievement, social cohesiveness, and subject-related attitudes (Alsaleh, 2022).

#### **RESEARCH OBJECTIVES**

1. To explore the impact of school environment on students' academic achievements.
2. To check the effect of school environment on school adjustments.
3. To examine the socioeconomic and demographic aspects that influence students' school environment.

#### **RESEARCH QUESTIONS**

1. How does the school environment impact students' academic achievement?
2. How does the school environment affect school adjustment?
3. How do the socioeconomic and demographic aspects influence students' school environment?

#### **SIGNIFICANCE AND IMPORTANCE OF THE STUDY**

The present study aims to persuade the reader that the school environment significantly impacts students' academic achievement. In Pakistan's educational system, extra emphasis must be given to this crucial issue. For readers to have a thorough knowledge of the problem impeding the quality of education in public sector school systems, the researcher did his best to clarify all the pertinent ideas in depth. The next chapter also provides a more thorough discussion of this newly emerging problem of the deterioration of public sector education. In this sense, the original study done at the secondary school level will eventually provide a positive result.

We can see from the facts that a growing society's education system is deteriorating at an alarming rate because it is inefficient and wasteful. Management and academic personnel are implicated in these techniques of implementing education policy improperly. Given that the right to an education is fundamental, making the best choices possible for a high-quality education is essential. The education department must take responsibility for providing high-quality instruction to all people without discrimination. As receiving an education is a fundamental human necessity and right. But ignoring the need to receive a good education would be carelessness rather than treating future generations fairly. Few attempts have been made to raise awareness among parents and teachers, but the goals still need to be met.

This expanding pattern of ignorance has a significant negative impact on students. Institutions that offer education and the government will need to play more constructive roles effectively. Indeed, a systematic framework that might aid educational institutions in adequately planning and evaluating their educational systems is becoming increasingly necessary.

Interestingly, policy formulation and execution differ in emerging nations. This problem will also be the subject of further investigation. This whole study will be focused on the education sector. Therefore, the government must support research to raise public awareness of the need for high-quality education. Such comprehension is essential for introducing more efficient and organized monitoring systems and dependable youth education programs. This research is simply one step in the right direction.

The fact mentioned above makes it clear that this subject is desirable for a fruitful study. Since this is the primary field of youth education, a greater audience is expected. In addition, questions on the relationship between the school environment and academic achievement are included in the survey to get concrete and reliable data focused on the root causes of the elements that influence academic performance in schools.

Finally, this endeavor will explain the problem's relevance, its presence, and how it harms Pakistan's educational system. On the other hand, this study will highlight the sociocultural barriers and the ideal administrative and policy recommendations. Additionally, it will guide policy implementers on how to go ahead and deal with this threat. Additionally, it will inspire civic society, educational institutions, and other industries to start appropriate, well-planned projects that might improve educational infrastructure, education providers, and parents' awareness.

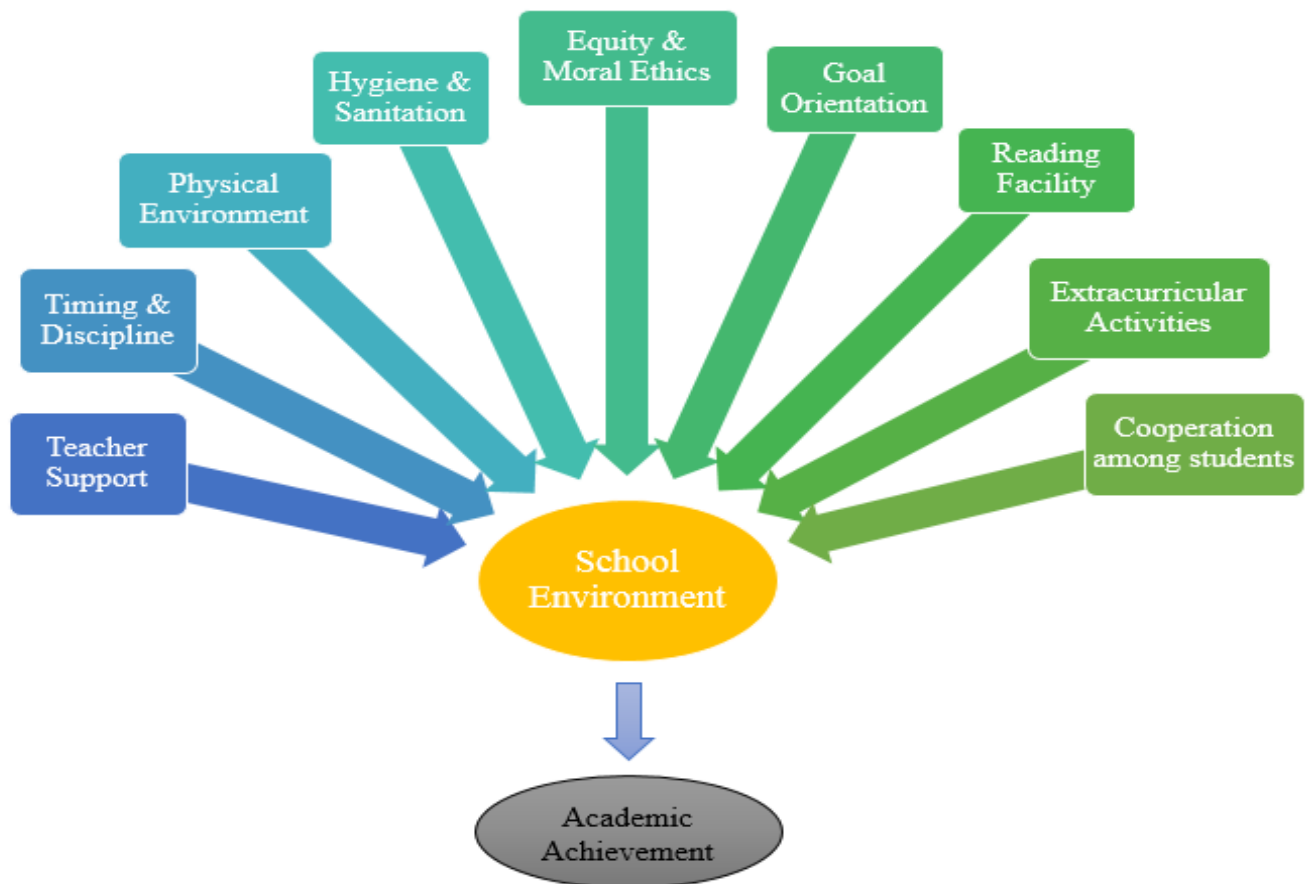


Figure 1: Conceptual Framework

### SUPPOSITIONS/HYPOTHESES”

1. If there is higher teacher support in academic activities, there will be higher academic performance of students.
2. If there is good timing and discipline in educational institution, there will be higher academic performance of students.
3. If there is good physical environment of school, there will be higher academic performance of students.
4. If there is good hygiene and sanitation in school, there will be higher academic performance of students.
5. If there are good moral ethics being inculcated in students in schools, there will be higher academic performance of students.
6. If there is goal-oriented schooling system, there will be higher academic performance of students.
7. If there are good reading facilities being provided to students, there will be higher academic performance of students.
8. If there are enough extracurricular activities, there will be higher academic performance of students.
9. If there is good cooperation among students, there will be higher academic performance of students.”

### METHODOLOGY AND PROCEDURE

Research paradigms give the justification for choosing one research technique over another. Because it is a journey from ideas to acts, a researcher's approaches are governed by philosophical and functional demands (Rafiq & Qaisar, 2021). For this investigation, the positivist paradigm was employed. The positivist idea is founded on perceptions, and sensual perception is the primary source of actual knowledge. According to positivists, only facts supported by scientific evidence may be referred to as truths. This study was quantitative, and the data was gathered through a survey questionnaire. Many scholars think surveys are the best method for acquiring viewpoints and preconceptions (Ary, Jacobs, Irvine & Walker, 2018). The quantitative approach relies on identifying hypotheses by gathering, recruiting, carefully examining, and deconstructing instances. The main goal of survey research is to gather information using a statement or scale format from a sample of the target population.

It is also the most popular technique in academic research and the best approach for gathering information from a vast population (Lazar, Faciu, Mata & Lazar, 2016).

It was a cross sectional study. The nature of the data which was collected was quantitative. Moreover, self-administered questionnaire was used for data collection. The study was conducted in “District Toba Tek Singh” with targeting population of Tehsil Pir Mahal public secondary schools. Convenient sampling technique was used to draw sample.

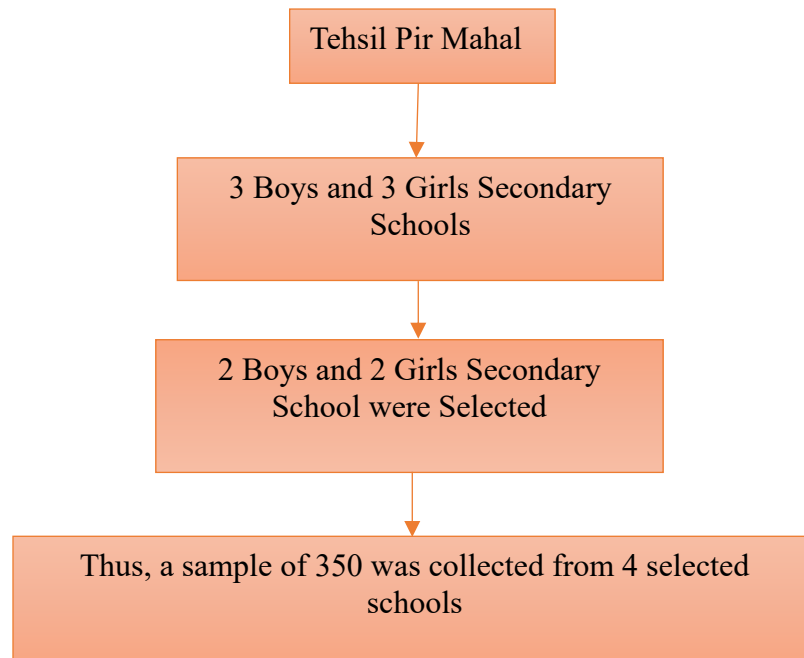


Figure 2: Sampling Framework

## ANALYSIS OF THE DATA

Table 1: Reliability of the survey Questionnaire

<i>Factors</i>	<i>Items</i>	<i><math>\alpha</math></i>	<i><math>\bar{x}</math></i>	<i><math>\sigma</math></i>
<b>“Environmental Factors</b>				
Teacher Support	5	.754	6.53	2.334
Timing and Discipline	5	.713	7.19	2.14
Physical Environment (Classroom)	2	.324	3.54	1.464
Hygiene and Sanitation	2	.780	5.23	.319
Equity and Moral Ethics	2	.163	2.52	1.103
Reading Facility	2	.510	3.07	1.131
Cooperation among Students	2	.487	3.42	1.567
Extracurricular Activities	2	.693	5.10	1.932
<b>Academic Achievement”</b>	4	.813	15.38	4.323

Table 2: (Descriptive) Socio-demographic Information of Sample (n=350)

<i>Measure</i>	<i>Characteristics</i>	<i>Frequency (n)</i>	<i>Percentage (%)</i>
<b>Gender</b>			
	Male	193	55.14
	Female	157	44.86
<b>Class</b>			
	10 <sup>th</sup>	123	35.14
	9 <sup>th</sup>	227	64.86
<b>Father’s Education</b>			
	“No Education	76	21.72
	Under Matric	137	39.14
	Matric	68	19.42
	Intermediate	51	14.58
	Bachelors and more	18	5.14
<b>Mother’s Education</b>			
	No Education	173	49.43
	Under Matric	100	28.57
	Matric	47	13.43
	Intermediate	23	6.57
	Bachelors and more	7	2
<b>Father’s Occupation</b>			
	Farmer	95	27.15
	Business	63	18
	Job	87	24.85
	Daily Wagers	105	30
<b>Mother’s Occupation</b>			
	House Wife	316	90.28
	Job”	34	9.72

**Table 3: Experience about Teachers' support**

<i>Item Statements</i>	<i>Strongly disagree</i> %	<i>Disagree</i> %	<i>Neutral</i> %	<i>Agree</i> %	<i>Strongly agree</i> %
Teachers give extra work/assignment to enhance understanding in subjects they teach.	58.3	33.8	4.7	3.2	0
Teachers encourage me when I perform well in school.	47.5	42.6	6.9	3	0
I am free to consult teachers after class in case I do not understand a concept.	55.2	40.1	2.8	1.9	0
I am free to consult the Head teacher at any time in case of any problem.	51.3	39.3	5.4	3.6	.4
Teachers mark and revise assignments on time."	47.2	39.7	9.7	3.4	0

**TEACHER SUPPORT**

Table 3: presents students' experience about teachers' support. Strongly disagree response was observed when respondents were asked, Teachers give extra work/assignment to enhance understanding in subjects they teach (58.3%), I am free to consult teachers after class in case I do not understand a concept (55.2%), I am free to consult the Head teacher at any time in case of any problem (51.3%), Teachers encourage me when I perform well in school (47.5%)."

**Table 4: Experience about Timing and Discipline**

<i>Item Statements</i>	<i>Strongly disagree</i> %	<i>Disagree</i> %	<i>Neutral</i> %	<i>Agree</i> %	<i>Strongly agree</i> %
We usually have adequate internal Exams.	52.4	39.2	7.1	1.2	.1
We have adequate preparation time in school.	37.2	50.1	7.2	4.3	1.2
School administration keeps special care of discipline in school.	36.1	49.8	6.3	7.3	.5
School opens on a regular basis.	32.2	47.1	13	3.7	4
School closing and opening timing is fixed."	41.1	48.6	3.4	6.6	.3

**TIMING AND DISCIPLINE**

Table 4 presents students' experiences about timing and discipline. Strongly disagree and disagree response was observed when respondents were asked, we usually have adequate internal Exams (52.4%), We have adequate preparation time in school (50.1%), School administration keeps special care of discipline in school (49.8%), School opens on a regular basis (47.1%)."

**Table 5: Experiences about Physical Environment (Classroom)**

<i>Item Statements</i>	<i>Strongly disagree</i> %	<i>Disagree</i> %	<i>Neutral</i> %	<i>Agree</i> %	<i>Strongly agree</i> %
We have proper classrooms with adequate chairs or benches.	30.1	45.3	10.3	9.2	5.1
The overall environment of the school is conducive to study."	49.2	43.8	4.6	2.1	.3

### PHYSICAL ENVIRONMENT (CLASSROOM)

Table 5 presents students experiences about Physical Environment (Classroom). Strongly disagree response was observed when respondents were asked, we have proper classrooms with adequate chairs or benches (45.3%), The overall environment of the school is conducive to study (49.2%).”

**Table 6: Experiences about hygiene and sanitation**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
Our school is neat and clean.	2.1	85.2	9.4	3.1	.2
Toilets are clean and well-furnished in our school.”	3.3	88.6	6.1	1.1	.9

### HYGIENE AND SANITATION

Table 6 presents students’ experience about hygiene and sanitation. Disagree response was observed when respondents were asked, our school is neat and clean (85.2%), Toilets are clean and well-furnished in our school (88.6%).”

**Table 7: Experiences about Equity and Moral Ethics**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
Teachers treat all students equally.	40.3	35.2	9.6	11.7	3.2
Teachers inculcate moral ethics in their students.”	40.4	49	5	4	1.6

### EQUITY AND MORAL ETHICS

Table 7 presents students experiences about equity and moral ethics. Strongly disagree response was observed when respondents were asked, Teachers treat all students equally (40.3%), Teachers inculcate moral ethics in their students (49%).”

**Table 8: Experiences about Reading Facilities**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
Our school library has adequate relevant books relating for students.	42.3	39.2	7.5	7	4
Our school library has sufficient sitting arrangement for students.”	49.1	31.3	11.2	7	1.4

### READING FACILITY

Table 8 presents students experiences about reading facilities. Strongly disagree response was observed when respondents were asked, our school library has adequate relevant books relating for students (42.3%), Our school library has sufficient sitting arrangement for students (49.1%).”

**Table 9: Experiences about Cooperation among Students**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
Students encourage each other to work hard in school.	45.2	42	7.3	5.1	.4
Students cooperate with each other for their tasks and assignments.”	39.7	50.3	3.1	5.8	1.1

### COOPERATION AMONG STUDENTS

Table 9 presents students' experiences about cooperation among students. Strongly disagree response was observed when respondents were asked, Students encourage each other to work hard in school (45.2%), Students cooperate with each other for their tasks and assignments (50.7%)."

**Table 10: Perceptions about Extracurricular Activities**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
I participate in extracurricular activities.	32	42	11.7	10.3	4
Our teachers encourage students for participation in extracurricular activities."	29	38	15.6	13.4	4

### EXTRACURRICULAR ACTIVITIES

Table 10 presents students' experiences about extracurricular activities. Disagree response was observed when respondents were asked, I participate in extracurricular activities (42%), our teachers encourage students for participation in extracurricular activities (38%)."

**Table 11: Students' Academic Achievement**

<i>Item Statements</i>	<i>Strongly disagree %</i>	<i>Disagree %</i>	<i>Neutral %</i>	<i>Agree %</i>	<i>Strongly agree %</i>
I am getting good grades.	8	13.5	13.7	39.3	25.5
I am satisfied with my academic achievements in my school.	2.8	12.6	15.2	47	22.4
My parents are happy with my performance in this school.	4	7.5	12.7	49.5	26.3
I will continue my study in this school."	4.2	8.4	9.1	47.1	32.2

### ACADEMIC ACHIEVEMENT

Table 11 presents students' academic achievement. Agree response was observed when respondents were asked, I am getting good grades (39.3%), I am satisfied with my academic achievements in my school (47%), My parents are happy with my performance in this school (49.5%), I will continue my study in this school (47.1%)."

**Table 12: Correlation Analysis**

<i>Variables</i>	<i>Academic Achievement</i>
Teacher Support	-.217***
Timing and Discipline	-.189***
Physical Environment	-.162***
Hygiene and Sanitation	-.125*
Equity and Moral Ethics	-.196***
Goal Orientation	-.173***
Reading Facility	-.227***
Cooperation among Students	-.253***
Extracurricular Activities"	-.267***

"Correlation significant \* $p=0.05$ , \*\* $p=0.01$ \*\*, \*\*\* $p=0.001$ "

The correlation between factors impacting the school environment and practices for academic achievement is depicted in the above table. It shows a strong correlation between student academic achievement and teacher support. It suggests that students would do well and achieve high grades if teachers helped them in their academic pursuits. The numerical relevance of the finding was also included in the table above. The timing and discipline of the school also have an impact on students'

academic achievement. Additionally, quantitative analysis that showed a high correlation between time, discipline, and academic success also verified it. Furthermore, correlation finding has demonstrated a link between the school's physical environment and students' academic achievement. Likewise, there is a correlation between students' academic achievement and the sanitation and hygiene of the school. Students might stay at the school and study in a pleasant environment if it is cleaned. Consequently, whether or not the school instills morally upright principles in students, as well as whether or not students are treated equally, equality and morality, and ethics also have a substantial impact on student's academic achievement. They could feel honored and strive hard to get excellent marks if all the students enjoyed equal attention as a sign of their success. Goal-orientedness is emphasized in the school's publicity as being essential. Parents focus on the school's goals and objectives, which positively affect both the academic achievement and overall development of the students. Therefore, it has also been verified statistically. Reading facilities play a significant role in the academic progress and growth of students all around the globe. Reading content is essential for students' academic achievement since they learn from other writers' experiences. Moreover, the preceding table's statistics also verify that statement. In addition, extra-curricular activities and student collaboration significantly contribute to the personality development of teenage individuals. In this instance, quantitative analysis supports the broad finding. Consequently, this has been confirmed in the table above. The aforementioned data shows that extracurricular pursuits and students' academic achievement are highly correlated.

## DISCUSSION

The current study aimed to examine how students' perceptions of the school environment related to their academic achievement. Teachers volunteer their time to ensure that students achieve an excellent education and are made aware of important issues. It has been observed that students' conduct tends to turn toward negative experiences and mistrust of the education system if the educational setting cannot offer them a foundational education.

“The research review reveals that a more robust academic institution in America, Europe, Africa, and Asia might potentially catalyze social change in students and society (Bayuo, Chaminade & Göransson, 2020). Like developed nations, socioeconomic disadvantage and poor educational outcomes were significant factors in the deterioration of the educational system in emerging nations.

The conceptual framework of this study demonstrates how the breakdown of educational machinery leads to students' dissatisfaction with the system's perceived inefficiency and deterioration of their academic achievement (Moghadam, Abbasi & Khoshnodifar, 2020). As a result, this viewpoint fosters mistrust and cynicism against the public education system. Additionally, it is asserted that the propensity toward private schooling is a side effect of the failure of the public sector educational system. This is the driving factor behind why parents and students prefer private schools to those in the public sector. To improve public sector education, it is now challenging to enhance the private educational system. The researcher's practicum served as complete support for the conceptual framework's logical narrative.

The researcher made an effort to investigate the Pakistani educational system using empirical study data after realizing the importance of the problem. Using stratified sample procedures and a survey questionnaire, responses were gathered from the targeted population of four secondary schools in the district of Toba Tek Singh. According to data collected from statistical, observational, and secondary sources, observations of the public sector education system's decline are widespread and may be seen in day-to-day contact.

However, the statistical test reveals a substantial relationship between students' academic performance and factors such as teacher support, timing and discipline, goal orientation, physical environment, extracurricular activities, reading facilities, student cooperation, moral and ethical standards, and hygiene. It is concluded that a poor school environment may cause students to do less academically. This outcome demonstrates the validity of the research and the achievement of the study's goals.

Specific responses from the participants point to a tiresome volcano in Pakistani educational settings, given the country's current situation. Such attitudes toward education alienate students from higher learning institutions in the public sector. Additionally, these reckless actions are contributing to the crisis in the public school system. On the other hand, the growth and development of the private education industry pose a significant danger to the development and expansion of the public education system.

Therefore, it is suggested to keep an eye on the effectiveness of educational institutions and to make a concerted effort to foster a good perception of public sector educational institutions among students and parents. Similarly, educators' roles and actions should be closely scrutinized and restricted to worthwhile endeavors rather than additional responsibilities like running for office or other campaigns. Last but not least, some intellectual and research effort is required to deal with the prospective alternatives and improve the public sector educational process.

Inspection and evaluation of the education system can help it to get better. The difficulties in academic achievement can be solved by a well-trained and well-equipped intelligence check and balance mechanism (Kamran, Afzal, Khan & Rafiq, 2022). For the educational system to fulfill its function to the best of its ability, it is urgently necessary to depoliticize it. Typically,

there appears to be a "disconnect" between parents and teachers, and there is an urgent need to close this gap. The concept of community education may be effective in this situation.

Through demanding performance reviews and a rigorous process of systemic transparency, bribery, and educational anomalies need to be stopped. Modern facilities and cutting-edge training programs may be offered to educational institutions to improve the capabilities and efficacy of the teaching personnel. A well-established and controlled surveillance system might also be implemented for knowledge provision and routine teacher inspection (Rafiq & Qaisar, 2021). Using the most recent student-centered learning activities, new advanced strategies may be introduced to improve teacher and student capability systematically. Sweeping changes are the only way to improve the school system and stop its decline.

## CONCLUSION/SUMMARY

The current study thoroughly described the link between the school environment and students' academic achievement. It examines the relationships between academic success and factors such as teacher support, the physical environment, time, discipline, sanitation, sanitary conditions, equality among students, collaboration, reading facilities, and extracurricular activities. If the conditions mentioned above are met, it is assumed that the students' academic performance will improve or vice versa. The lack of these amenities causes students' academic performance to suffer, and the entire education department fails to produce an effective teaching and learning system. Hence, academic ruin or decay manifests and causes havoc across the whole educational system. As a result, the education system fails to provide individuals and society with a high-quality education.

Parents and students anticipate exceptional instruction when they enroll in a school. Still, when things don't go as planned, they grow distant and lose interest in both the subject matter and the institution itself. Numerous variables influence tendencies toward higher-quality education and vice versa. Additionally, societal and economic variables are to blame for these tendencies in public education. All these factors lead to the deterioration of public education for the general public and rising private sector tendencies in education. However, the main factors impacting academic achievement are the physical environment, teacher support, timing and discipline, reading facilities, and extracurricular activities. When regulatory agencies cannot oversee the function and performance of education administrative employees, the case for the decline of public sector education and the weakening of the educational system becomes more tenuous. To fulfill their educational requirements, students and parents attempt to make their judgments and self-evaluate the standards of the educational system. As a consequence, they turn to the private sector. As a result, the culture of private education is flourishing while public schools are being neglected. This way, private education spreads widely, and people willingly enroll their children in it because they believe it will benefit them. Thus, they prefer private services in the realm of education rather than state services. Their faith in public education wanes with time, and academic staff and the education department succumb to laziness that avoids engaging in instructional activities. As a result, the school system's state is getting worse regarding teaching and other associated issues. Many people adopt a practice as usual when a significant portion of the public views it as acceptable. Finally, these deteriorating elements and behaviors harm the framework of education itself.

The current study was conducted at Toba Tek Singh district's four higher secondary schools. Three hundred fifty respondents from Toba Tek Singh's Tehsil and District secondary schools made up the sample. Because the researcher was there while the data was being collected, the entire set of surveys was successful. Teacher support, the physical setting, time and discipline, extracurricular activities, goal orientation, and student collaboration strongly influence the school environment. Additionally, socio-cultural and economic issues are partly to blame for the deterioration of the public sector's educational system.

## RECOMMENDATIONS

By observing and assessing the proper methods of instructing students and transferring information to them, an effective and efficient educational system assumes an increasingly important role in society. Additionally, the education system will function well if suitable and effective techniques are offered and tried and accurate evaluation and monitoring methods are used (Rafiq, Qaisar & Butt, 2022). Otherwise, poor and inappropriate teaching methods would badly harm the student's learning process and the education system.

It is time to recognize the issues with the failing educational system and look into more practical measures to improve the effectiveness of educational institutions (Afzal & Rafiq, 2021). This will lead to better, more sensible, and more sensitive educational facilities. In this approach, the community's engagement and the educational system will work together to solve public sector education. Additionally, it will support the growth and advancement of an educational community.

To create a better and more educational environment for kids, reform policies should be introduced with solid policy and execution at all levels. Additionally, it is essential to make teachers and students aware of their roles and responsibilities and make parents and other responsible citizens aware of their rights to an education for their children. This will help the department of education and public sector education conformance training programs.

Through effective supervisory framework maintenance, the education system may be improved. The educational system deterioration can be solved by an intelligence-based educational system that is well-trained and has current facilities. The education sector has to implement a rigid system of systematic accountability and performance review to combat negligence. It may also be possible to implement a well-established and controlled monitoring system for both the first objective, which is to give education to everyone on an equitable basis and the second objective, which is the systematic evaluation of educators and educational institutions. Additionally, new cutting-edge methods might be used to improve the ability of the education department to prevent additional health system degradation.

#### **DEPARTMENT OF EDUCATION'S FUNCTION**

The education department is primarily responsible for overseeing the provision of educational services to pupils and is crucial in shaping educational policy. Thus, it is the responsibility of the education department to put things right for the sake of the pupils. The educational system regulates all forms of educational facilities and teacher-student interactions. Therefore, the education department should control the duties of teachers and offer pupils educational services. It is also the department's responsibility to explain to students the services available for their material and human resources needs. If a department performs effectively, pupils will receive high-quality services and facilities, and strict administrative oversight may slow the educational system's decline.

#### **DISTRICT EDUCATION DEPARTMENT FUNCTION"**

The district education department's function is to control the district-level educational standard. Students do not learn effectively and brilliantly due to poor and inadequate teaching techniques. However, it is the responsibility of the district education officer to regularly assess teacher performance and inspect every school to ensure it is up to par. Education institutions should be rigorously inspected without undue pressure.

#### **PRINCIPAL'S FUNCTION**

The principal is regarded as the college and school's governing body. He sets the guidelines and policies for the faculty and other employees. He is the one to whom every instructor must answer for any form of action. Therefore, it is the responsibility of the head to hold instructors accountable for the standard of instruction and the fulfillment of material necessities for pupils. If a rule-breaker is discovered, he should be reported to the senior authorities after receiving one or two warnings. This might greatly aid in improving instructors' attitudes. He should be sent to another school or college as punishment in the event of any complaints. Last but not least, if he failed to deliver effective outcomes, he should be okay in terms of service or compensation.

#### **PARENTS' S FUNCTION**

The responsibility of parents is to communicate with teachers and often monitor their children's progress. Making good connections between parents, teachers, and kids might thus be beneficial in the long run.

#### **RECOMMENDATIONS FOR FUTURE RESEARCHERS**

Further studies in this field need to examine how teachers and students behave concerning receiving an education. Additionally, research should be done using a large sample size to determine why the educational system is deteriorating.

Studies are required to discover more about academic achievement, teacher-student interaction, and knowledge progression. From a study standpoint, more are currently needed about the kinds, possibilities, capacity, and breadth of the school environment and student academic achievement. There is a need to carefully create research concentrating on the education department's positive role in improving students' educational facilities to comprehend the causes and occurrences of the ineffectiveness and weakening of the public sector education system.

#### **CREDIT AUTHOR STATEMENT**

**Dr Shahid Rafiq:** Conceptualization, Methodology, Software **Dr Ayesha Afzal.:** Literature Review, Data curation, Writing- Original draft preparation. **Farrukh Kamran:** Writing- Reviewing and Editing

#### **COMPLIANCE WITH ETHICAL STANDARDS:**

It is declare that all authors don't have any conflict of interest. It is also declare that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.

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